Explanatory Texts

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Oracy to support comprehension and writing Talk about why things happen and how things work Ask questions and speculate Listen to someone explain a process and ask questions Give oral explanations e.g. their own or another's motives; why and how they made a construction Explain own knowledge and understanding, and asks appropriate questions of others **Writing Composition**	**Oracy to support comprehension and writing** Read captions, pictures and diagrams on wall displays and in simple books that explain a process Draw pictures to illustrate a process and use the picture to explain the process orally Asks questions to extend their understanding and knowledge **Writing composition** Write a series of sentences to explain a simple,	**Oracy to support comprehension and writing** Listen to and discuss a wide range of explanatory texts Draw on and use new vocabulary from reading explanatory texts in spoken language After carrying out a practical activity e.g. experiment, investigation , construction task, contribute to creating a flowchart or cyclical diagram to explain the process After seeing and hearing an oral explanation of a	**Oracy to support comprehension and writing** Read explanations as a whole class, in groups and individually (choral and echo reading, reading theatre) Comment on a range of explanatory texts, focusing on how easy they are to understand (e.g. by trying to reproduce that information in a different form, such as a diagram, or flow chart) In formal presentation s, explain processes orally using notes **Writing composition**	**Oracy to support comprehension and writing** Read and orally evaluate a range of explanatory texts, investigating and noting features of impersonal style (and noting when a personal tone is used) Comment on, and justify views about, a range of explanatory texts eg -which one is clearer and why, how an explanation could be improved Distinguish between explanatory texts, reports and recounts while recognising that an information book might contain examples of all these forms of text or a	**Oracy to support comprehension and writing** Read and discuss a range of explanatory texts linked to other curriculum areas e.g. 'physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Share explanations orally and extend and enhance through peer appraisal **Writing composition** In shared writing and independently plan, compose, edit and refine explanatory texts, using reading as a source, focusing on	**Oracy to support comprehension and writing/ Writing composition** Consider and explain the difference between historical explanations (e.g. Roman army tactics) and explanations using the present tense (e.g. the water cycle) **Writing composition** Write increasingly complex explanatory texts, varying tense and style appropriately for audience and subject matter Investigate when a different tense is needed Experiment with the form, for example

Use labels and captions on simple diagrams e.g. parts of the body	process based on first-hand experience e.g. chicks hatching, life cycle of a frog	process, explain the same process orally also using flowchart, language and gestures appropriately	Create diagrams such as flow charts to summarise or make notes of stages in a process (e.g. in science, D&T or geography)	combination of these forms	clarity, conciseness and impersonal style	write explanations of real-life situations that are in process (unfolding events in world news; a fictional project that is at a critical stage) Explain how events led to the current situation and then speculate/advise/instruct on how to proceed with /manage/resolve the situation
Grammar focus Orally use joining words such as and, but, because, if e.g. xplaining what happens if different fabric is put down a car ramp. Adult asks 'If I put fabric down the ramp, what will happen to the car? Child may respond by saying 'It will go slow because it will get in the way of the wheels'	**Grammar focus** How words can combine to make sentences Joining words and joining clauses using and Sequencing sentences to form short narratives e.g. Chicks have a spike on their beak. This is called the egg tooth. Separation of words with spaces Introduction to capital letters, full stops, question	Read flowcharts or cyclical diagrams explaining other processes **Writing composition** Write a series of sentences to explain the flowchart progression in explanatory texts **Grammar focus** Subordination (using when, if, that, because) and co-ordination (using or, and, but) e.g. build word banks of commonly used conjunctions in this text type: Hedgehogs wake	Ensure relevant items are grouped together Write a series of extended sentences to explain a process Ensure relevant details are included and accounts ended effectively **Grammatical focus** Expressing time, place and cause using conjunctions e.g. use a developing range of connecting adverbs to express cause, for example, ' …because the temperature	**Writing composition** Plan the steps in an explanation and check that they have included any necessary information about how and why things happen as they do Refine and edit work for clarity to fit the purpose **Grammar focus** Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. When an animal dies, the soft part of the animal rots away. Millions of years later, the rock surrounding the skeleton rises to the Earth's surface.	**Grammar focus** Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun e.g. use relative clauses to add an extra layer of information, for example, Darwin, a famous evolutionist, studied the lifecycles of many animals. Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs Using adverbials of time, place and number or tense choices	**Grammatical focus** Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. investigate how the subject noun is used repeatedly in more complex explanations to aid understanding (compare with simpler explanations where the noun is often replaced with a pronoun)

	marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I	up in March or April when the weather is warmer and food is easier to find. Expanded noun phrases for description and specification e.g. collect noun phrases from reading and use these to generate own examples; some hibernating animals, the adult male frog How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command e.g. explore titles of explanations texts and identify that they usually begin with 'how' or 'why'	begins to drop', '…so the hedgehog looks for a place to sleep.' Expressing time, place and cause using adverbs [for example, then, next, soon, therefore] e.g. use adverbs to express sequence, for example, first, then, after that, finally Expressing time, place and cause using prepositions [for example, before, after, during, in, because of] e.g. Hedgehogs make their nests under hedges and at the base of tree trunks. Hedgehogs build up their stores of fat during autumn.	Fronted adverbials - note how these are usually used to specific a time or cause e.g. Millions of years later,… , When an animal or plant dies…,Consequently, … Use of paragraphs to organise ideas around a theme e.g. use the first paragraph to introduce what you will be explaining. Organise following paragraphs according to the stages of the process. Conclude by addressing the reader, for example, So now that you know about fossils, why don't you go on your very own fossil hunt! Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition e.g.		Layout devices [for example, headings, subheadings, columns, bullets, or tables, to structure text] Use of the passive voice to aid formality, particularly where past tense is required. Use modal verbs to recommend and assert e.g. it might be advisable…it should be relatively easy to…there may be an opportunity to… Use embedded phrases and clauses for succinctness e.g. The final stage, to be completed by June, will involve… Adverbial phrases link events according to chronology and cause e.g. Once this has

| | | write general statements to introduce topics being explained e.g. In the winter some animals hibernate

Correct choice and consistent use of present tense and past tense throughout writing e.g. know that explanations are usually written in the simple present tense, for example, 'Hedgehogs usually wake up again in the spring'.

Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences e.g. practise generating their own titles for explanations texts, for example, How | Introduction to paragraphs as a way to group related material

Headings and sub-headings to aid presentation and cohesion. | investigate the use of nouns and pronouns in a text and note the use of the noun in the opening statement, followed by the pronoun, for example, In winter, hedgehogs hibernate. They make their nests under hedges.

Decide on an appropriate balance between nouns and pronouns to aid clarity. | | happened….leading to…

Confident use of tense, adverbials and conjunctions move the writing from the past, through the present to the future |
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		do hedgehogs survive the winter? Why do we use bricks to build houses?				