

EXPLANATION TEXTS

"To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain why something is the way it is."



Explanatory texts generally go beyond simple 'description' in that they include information about causes, motives or reasons. Explanations and reports are sometimes confused when children are asked to 'explain' and they actually provide a report, e.g. what they did (or what happened) but not *how and why*.

Generic Structure

- A general statement to introduce the topic being explained. (In the winter some animals hibernate.)
- The steps or phases in a process are explained logically, in order. (When the nights get longer... because the temperature begins to drop... so the hedgehog looks for a safe place to hide.)

Language Features

- Generally (but not always) written in simple present tense. (Hedgehogs wake up again in the spring.)
- Use of time/ sequencing adverbs, e.g. first, then, after that, finally.
- Use of reinforcing and opposing adverbs to link ideas between sentences and paragraphs: e.g. in addition to, because of this.

Suggested Contexts

- KS1: captions, leaflets, observations, flowcharts
- LKS2: leaflets, science experiments, newspaper reports, letters, diary
- UKS2: science conclusions, newspaper reports, eye-witness reports, letters

WORD

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Regular plural noun suffixes –s & –es	Formation of nouns using suffixes (-ness, -er)	Formation of nouns using a range of prefixes (super-, anti-, auto-)	Standard forms of English verb inflections (we were rather than we was, I did rather than I done)	Converting nouns or adjectives into verbs using suffixes (-ate, -ify, -ise)	Difference between formal and informal vocabulary and structures
Use of the prefix un- to change the meaning of verbs and adverbs	Formation of adjectives using suffixes (-ful, -less)	Use of 'a' or 'an' according to whether the next word starts with a vowel	Use of articles (a, an, the) and possessive pronouns	Verb prefixes (dis-, de-, mis-, over-, re-)	
	Use of –er and –est in adjectives				

		Word families based on common words showing how words are related in form and meaning	(my, his, her, their etc) as determiners Grammatical difference between plural and possessive –s.		
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SENTENCE

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Oral rehearsal of sentence structure</p> <p>Joining words and joining clauses using 'and' and 'because'</p> <p>Third person</p>	<p>Functions of sentence types: statement, command, exclamation or question</p> <p>explore titles of explanations texts and identify that they usually begin with 'how' or 'why'</p> <p>write general statements to introduce topics being explained e.g. In the winter some animals hibernate</p> <p>Expanded noun phrases to describe and specify (use of adjectives before the noun or preposition phrase after the noun) e.g. some hibernating animals, the adult male frog in the pond</p>	<p>Use of prepositions (during, in, because of, before, after),) to express time, cause and place e.g. Hedgehogs make their nests under hedges and at the base of tree trunks. Hedgehogs build up their stores of fat during autumn.</p> <p>Use of adverbs to express time, place and cause (then, next, soon, therefore) e.g. to show sequence, first, then, after that, finally</p> <p>Use of coordinating and subordinating conjunctions (when, while, after, because, soon, while) to express time and cause e.g. '...because the temperature begins to</p>	<p>Use of a wider range of subordinating conjunctions</p> <p>Noun phrases further expanded by adding adjectives and prepositions to modify the noun (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)</p> <p>Use of preposition phrases, subordinate clauses and noun phrases as fronted adverbials to indicate time, place, manner or frequency e.g. Millions of years later,... , When an animal or plant dies..., Consequently,...</p>	<p>Use of 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,</p> <p>Use of modal verbs to indicate degree of certainty</p> <p>Precise use of preposition phrases, subordinate clauses and noun phrases as adverbials to indicate time, place, manner or frequency.</p>	<p>Use of the passive voice</p> <p>Use of subjunctive form for formal writing</p> <p>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...</p> <p>Precise use of a range of sentence structures for effect e.g. Use embedded phrases and clauses for succinctness e.g. The final stage, to be completed by June, will involve...</p>

	Use of coordinating (and, or, but) and subordinating conjunctions (when, if, that, because)	drop', '...so the hedgehog looks for a safe place to sleep.' Formation of subordinate clauses using subordinating conjunctions			
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TEXT

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Sequencing sentences to form short passages e.g. Chicks have a spike on their beak. This is called the egg tooth.	Correct choice and use of present tense or past tense throughout writing	<p>Introduction of paragraphs as a way to group related information</p> <p>Headings and subheadings to aid presentation and guide the reader</p> <p>Use of present perfect instead of simple past (it has grown over two years rather than it grew over two years)</p>	<p>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.</p> <p>Appropriate choice of pronoun (person or possessive) or noun, within and across sentences to aid cohesion and avoid repetition.</p> <p>Decide on an appropriate balance between nouns and pronouns to aid clarity.</p>	<p>Devices to build cohesion within a paragraph (then, after, that, this, firstly)</p> <p>Linking ideas across paragraphs using adverbials of time, place and number or tense choices</p>	<p>Use of a wider range of cohesive devices to link ideas across paragraphs</p> <ul style="list-style-type: none"> • repetition of a word or phrase • use of a wider range of adverbials • ellipsis <p>Use of a range of layout devices to structure text</p> <ul style="list-style-type: none"> • headings & subheadings • columns & bullet points • tables & diagrams

PUNCTUATION

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Separating words with spaces</p> <p>Use of capital letters and full stops to demarcate sentences</p> <p>Introduction to use of question marks and exclamation marks to demarcate sentences</p> <p>Use of capital letters for names and the pronoun</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences e.g. practice generating their own titles for explanations texts, for example, How do hedgehogs survive the winter? Why do we use bricks to build houses?</p> <p>Commas to separate items in a list</p> <p>Apostrophes for singular possession</p>	<p>Consolidation of all KS1 punctuation</p>	<p>Use of commas after fronted adverbials</p> <p>Apostrophes for plural possession</p>	<p>Brackets, dashes and commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Use of semi-colon, colon or dash to mark the boundary between independent clauses</p> <p>Use of bullets, colons & semi- colons to punctuate lists</p>

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