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| To create explanation writing which explains actions, ideas or processes to the reader, you might want to: |
| **EYFS** | **Year 1 & Year 2** | **Year 3 & Year 4** | **Year 5 & Year 6** |
| * Listen to and discuss short simple explanations
 | * Use a three part structure which should comprise of:
* A title which sets up expectations for the reader *e.g. Why we must look after our bees…,*
* An opening that introduces reader to the topic and signals the purpose of the text *e.g. Bees are winged insects which play an important role in our ecosystem.*
* An ordered list of reasons or events leading up to the outcome signalled in the title *e.g. Firstly, Bees are important because they can make honey. They also help trees and plants to grow …*
* A conclusion which follows from the reasons listed in section 2 and links back to the title *e.g. So without bees, we would have no fruit. Now you know why they are so important.*
* Where appropriate, use generalising words: *e.g. most, many, some, few*
* Use conjunctions for:
	+ time and sequence: *then, before, when etc. first second etc.* to sequence information leading towards the conclusion;
	+ cause and effect to link reasons/motives and conclusions: *so…, so that…, because…, in order to… , that’s why…, etc.*
* Use well-chosen adjectives to denote size, colour, behaviour etc.
* Use prepositions to show position and direction*: behind, above, towards etc*.
* Write in the present tense and usually 3rd person to give text an impersonal and objective voice.
 | * Extend use of three-part text structure, boxing up the text:
	+ general statement to introduce the topic, *e.g. in the autumn some birds migrate*
	+ a series of logical steps explaining how or why something occurs, *e.g. because the days get shorter and there is less light…,*
	+ steps continue until the explanation is complete.
	+ End with a summary statement or memorable piece of information: *As a result, Dinosaurs quickly became extinct along with about 50% of other animal species.*
* Interest the reader e.g. with:
	+ a title that captures the text The discovery of bubble gum; *Why are dragons extinct?*
	+ an exclamation: *Beware, foxes can bite!*
	+ questions, *Did you know that…?*
	+ tempting turns of phrase: *strange as it may seem…, not many people know that…, Interestingly…*
	+ add extra, interesting bits of information *e.g. the first balloons were made from animal intestines.*
* Collect and use a range of conjunctions and generalisers to link sentences and add interest for readers:
	+ For cause and effect *e.g. this means that…, as a result…, owing to…, in order to, leading to…, where…, when…, therefore…, consequently…,*
	+ to add information: *e.g. as well as…, furthermore…, additionally…, moreover…, Not only…,*
	+ to compare: *like the…, similarly.., as with…, equally…, in contrast to.., etc.*
	+ for emphasis: *most of all…, most importantly…, In fact…, without doubt.., etc.*
	+ to generalise *e.g. all…, many…, the majority…, typically…, Like most…, always…, often…, sometimes.., usually…*
	+ to conclude: *finally.., so…, thus…, in conclusion…, to sum up…, which explains why…, etc.*
* Use technical language, explaining what it means where necessary.
* Use descriptive language to illustrate key points and help the reader build a picture of what is being explained
* Use mostly present tense, 3rd person in formal style for an unknown audience. Use correct punctuation for sentences, clauses, questions, exclamations.
 | * Help readers to understand explanations through:
	+ Introductions that link to their experiences *e.g. No doubt you will have seen a suspension bridge, and it is almost as likely that you have travelled over one.*
	+ giving examples: *other mammals, such as* *flying squirrels and gliding possums, can only glide for short distances.*
	+ Inventing similes to illustrate points *e.g. a tree’s bark is like our skin…, the cables of a suspension bridge are stretched under tension like a spring..,*
	+ possible use of diagrams, charts, illustrations or models.
* Use expanding the range of conjunctions and generalisers, particularly those showing:
	+ cause and effect
	+ use of provisional statements with words and phrases like *usually…, seem to be…, tend to…,*
	+ opinions as well as facts *e.g. Some people still believe that… It used to be thought that…*
	+ technical vocabulary to add precision *e.g. spine, compression, glucose*
	+ references to sources of evidence to add authority *e.g. Most people now believe…, However, last year, a new variety was discovered…*
* Vary sentence structure, length and type e.g.
	+ complex sentences to combine information effectively: *The Outer bark keeps a tree from losing too much water, which could happen easily in a plant so large…;*
	+ sentences with lists of three: *Pulleys are used on boats to hoist sails, in garages to lift engines and in cranes for shifting heavy weights;*
	+ active and passive voices: *suspension bridges have cables strung between tall towers from which a deck is hung (or suspended);*
	+ conditional and hypothetical (if…then) sentences *e.g.: If trees lose (were to lose) their bark, they would die because…; If Fleming hadn’t accidentally noticed the mould, we might not have penicillin today.*
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**Typical ingredients of instructions text:**



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| **Audience** | * Someone who wants to understand a process or event.
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| **Purpose** | * To help someone understand a process or why something is, or has happened.
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| **Typical Structure** | * Series of logical – often chronological – explanatory steps
* Paragraphs usually beginning with a topic sentence.
* Often illustrated by diagrams to aid understanding.
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| **Typical Language Features** | * Formal language
* Present tense
* Causal sentence signposts to link explanation
* Generalisation
* Tentative language to refer to unproven theories.
* Detail to help understand points – often in form of information.
* Technical vocabulary
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| **Examples** | * How does a bicycle pump work?
* Why does it get colder when you go up a mountain?
* How did the Egyptians build the pyramids?
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