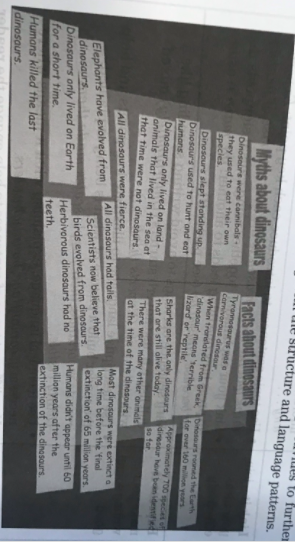
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| To create explanation writing which explains actions, ideas or processes to the reader, you might want to: | | | |
| **EYFS** | **Year 1 & Year 2** | **Year 3 & Year 4** | **Year 5 & Year 6** |
| * Listen to and discuss short simple explanations | * 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.* |

**Typical ingredients of instructions text:**



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| **Audience** | * Someone who wants to understand a process or event. |
| **Purpose** | * To help someone understand a process or why something is, or has happened. |
| **Typical Structure** | * Series of logical – often chronological – explanatory steps * Paragraphs usually beginning with a topic sentence. * Often illustrated by diagrams to aid understanding. |
| **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 |
| **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? |