

### Key subject knowledge

- Includes information about causes, motives and reasons (how and why)
- Title shows what will be explained
- General opening to introduce the subject
- Sections/paragraphs are in a logical order
- Organisational devices may be used: *bullet points, headings, sub-headings*
- Closing paragraph to finish off
- Adverbs of time to support sequence: *first, then, next, finally*
- Adverbs and conjunctions for cause and effect: *therefore, because of, so, consequently*
- Written in present tense
- Written in third person
- Uses technical vocabulary
- Visuals could include diagrams, photographs and flow charts
- May have a glossary to support
- May add extra detail to interest the reader

### Purpose for writing

- To explain how or why something happens/how something works

### Ideas for publication

- Science experiment
- Encyclopaedia entry
- Article for a technical magazine
- Part of a non-fiction text

Consider carefully who your **audience** will be. This will inform how it is written, how much detail is needed and the level of formality

# Non-fiction: Explanation texts

## Progression

The table below illustrates progression in the national curriculum and how it **could** be linked to the text type

<p><b>Year 1</b></p>	<p>Talk about how and why things happen            Read, follow and understand simple explanations and link these to their own experiences            Discuss the significance of the title            Say, compose a sentence/sequence of sentences that explains how and why            Discuss writing with the teacher or other pupils            Read writing out loud            Use 'and' to join clauses            Punctuate using capital letters and full stops (<i>other punctuation <b>could</b> be used: question marks, exclamation marks</i>)            Use a capital letter for people, places, days of week and person pronoun, 'I' as needed            Re-read to check for sense</p>
<p><b>Year 2</b></p>	<p>Discuss and give views on explanation writing: sequence, language, vocabulary, sense            Write explanations about real events            Have a purpose for writing explanations            Before writing, say and note key ideas and appropriate vocabulary            Punctuate using capital letter and full stops (<i>other punctuation <b>could</b> be used: exclamation marks, question marks, commas for lists and apostrophes for contraction and possession, commas in lists</i>)            Write statements (<i>other sentence types <b>could</b> be used: questions, exclamations</i>)            Conjunctions for cause and effect (<i>because, so that, etc.</i>)            Adverbs of time to support sequence (<i>first, then, after that, etc.</i>)            Evaluate writing for sense, correct verb form            Proof-read for spelling, punctuation and grammar            Read aloud with appropriate intonation to support meaning</p>

## Non-fiction: Explanation texts

<p><b>Year 3/4</b></p>	<p>Read and discuss a variety of explanations that are structured in different ways and have different purposes (<i>Who is this for? Why might you read this?</i>)</p> <p>Explore and discuss vocabulary and grammar used</p> <p>Ask questions to develop understanding</p> <p>Discuss how language, structure and presentation support meaning</p> <p>Retrieve and record information from non-fiction</p> <p>Discuss and record ideas in advance of writing</p> <p>Increase range of sentence structures</p> <p>Organise paragraphs around a theme</p> <p>Use a wider range of conjunctions to explain (<i>when, if, because, although, etc.</i>)</p> <p>Select nouns and pronouns for clarity and cohesion</p> <p>Adverbs and prepositions to express time and cause (<i>meanwhile, after a while, with, before, until, onto, etc.</i>)</p> <p>Use simple organisational devices such as headings and sub-headings</p> <p>Evaluate own and other's writing by suggesting improvements</p> <p>Suggest changes to grammar and vocabulary to improve consistency</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud with appropriate intonation controlling the tone and volume so that the meaning is clear</p>
<p><b>Year 5/6</b></p>	<p>Read and discuss a wider range of explanations with different structures and purposes</p> <p>Recommend explanations, giving reasons for their choices: This one is clear because...</p> <p>Compare explanations: This one has... so that..., but this one doesn't... because...</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Identify audience and purpose for writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Note initial ideas, drawing upon reading and research where necessary</p> <p>Select appropriate grammar and vocabulary, giving attention to enhancing meaning</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p> <p>As appropriate, passive verbs to affect the presentation of information; modal verbs or adverbs to indicate degrees of possibility</p> <p>As appropriate, relative clauses</p> <p>As appropriate: commas to clarify meaning; hyphens to avoid ambiguity; bracket, dashes or commas to indicate parenthesis, semi-colons, colons or dashes to mark boundaries between independent clauses; colons to introduce a list</p> <p>Using further organisational and presentational devices to structure and guide the reader: headings, bullet points, underlining <b>could</b> be used</p> <p>Evaluate how effective their own and others' writing is</p> <p>Propose changes to vocabulary, grammar and punctuation to clarify meaning</p> <p>Ensure consistent and correct use of tense throughout</p> <p>Ensure appropriate register for writing</p> <p>Proof-read for spelling and punctuation errors</p>