

## Non-fiction Progression (Explanations)

<b>Purpose</b>	To explain how something works (e.g. water cycle, life cycle, volcanic eruptions, how a game is played)			
<b>Audience</b>	Someone who wants to understand a process or event			
<b>Generic Structure</b>	A general statement (progressing into a paragraph) to introduce the topic	Organised in logical steps of a process, often in chronological order or cyclical	Steps continue until the explanation is complete	Diagrams to aid explanation are often included
	<b>Progression</b>	<b>Language Features</b>	<b>Text Features</b>	<b>Knowledge for the Writer</b>
<b>EYFS</b>	<ul style="list-style-type: none"> <li>Talk about why things happen and how simple things work</li> <li>Ask questions and speculate</li> <li>Listen to someone explain a simple process and ask questions</li> <li>Give oral explanations e.g. how they made a model</li> </ul>			
<b>Year 1 build on previous study of explanation texts and...</b> (Orally and in simple sentences)	<ul style="list-style-type: none"> <li>Read captions, pictures and diagrams on wall displays and in simple books that explain a process</li> <li>Draw pictures to illustrate a process and use the picture to explain the process orally</li> <li>Sequence pictures that explain how or why something happens, adding a caption or sentence.</li> </ul>	<b>Orally and through written work...</b> <ul style="list-style-type: none"> <li>Use simple present tense</li> <li>Joining words using 'and' sequencing structure</li> </ul>	<b>Through written work...</b> (See generic structure) <ul style="list-style-type: none"> <li>Separation of words using spaces</li> <li>Capital letters, Full stops and Question marks</li> <li>Capital letters for Proper Nouns</li> </ul>	
<b>Year 2 build on previous study of explanation texts and...</b>	<ul style="list-style-type: none"> <li>After carrying out a practical activity, (e.g. experiment, investigation, construction task) contribute to creating a flowchart to explain the process, guided by the teacher.</li> <li>Following an oral explanation of the process, explain the same process orally also using visual prompts to support.</li> <li>Read, with help, flowcharts or diagrams explaining other processes and then read others independently.</li> <li>Following other practical tasks, produce a simple flowchart or diagram independently</li> <li>Write basic sentences using because to offer some explanation</li> </ul>	<b>Through written work, build on previous knowledge of explanation texts and...</b> <ul style="list-style-type: none"> <li>Write in simple present tense and the present progressive</li> <li>Include subordination (using because), e.g. This happens because..., to support explanation</li> <li>Expanded noun phrases used to describe</li> <li>Present progressive tense</li> <li>Commas in lists e.g. "Volcanoes can be found in Asia, America, Europe and Africa."</li> </ul>	<b>Through written work...</b> (See generic structure) Organise steps in order.	<ul style="list-style-type: none"> <li>Tell the reader how something happens, not just the order things happen in</li> </ul>
<b>Year 3 build on previous study of explanation texts and...</b>	<ul style="list-style-type: none"> <li>Create diagrams such as flow charts to summarise or make notes of the stages of a process (e.g. in science, D&amp;T or geography), ensuring items are clearly sequenced.</li> <li>Read and analyse texts</li> <li>Explain processes orally, using these notes, ensuring relevant details are included and accounts ended effectively</li> <li>Begin to write simple explanations which follow clear steps, supported by an adult.</li> <li>Begin organising steps in to paragraphs</li> </ul>	<b>Through written work, build on previous knowledge of explanation texts and...</b> <ul style="list-style-type: none"> <li>Consistent use of simple present tense and the present progressive</li> <li>Use of present perfect instead of the simple past.</li> <li>Express cause using simple conjunctions, e.g. "Chocolate melts because it contains cocoa butter."</li> <li>Use temporal connectives, e.g. "After water vapour in the air cools down, it changes back into tiny drops of liquid water, forming clouds."</li> <li>Expressing time, place and clause using conjunctions (then, next, soon) adverbs or prepositions (before, during, in, around) "Soon after the eruption, ..."</li> </ul>	<b>Through written work, build on previous knowledge of explanation texts and...</b> (See generic structure) <ul style="list-style-type: none"> <li>Write a title clearly stating what is being written about</li> <li>Heading and subheadings to aid presentation</li> <li>Begin to organise steps as paragraphs</li> <li>Simple sequential explanation</li> </ul>	<b>Build on previous knowledge of explanation texts and...</b> <ul style="list-style-type: none"> <li>Use a title that shows what you are writing about</li> <li>Use how or why in the title to help shape the explanation</li> <li>Use the first paragraph to introduce your subject to the reader</li> </ul>
<b>Year 4 build on previous study of explanation texts and...</b>	<ul style="list-style-type: none"> <li>Read and analyse explanatory texts to identify key features</li> <li>Distinguish between explanatory texts, reports and recounts while recognising that an information book might contain examples of all these forms of text or a combination of these forms</li> <li>Orally summarise processes in flowcharts or diagrams as appropriate</li> <li>Develop writing of explanations, using paragraphs, connectives and the other key language and structural features appropriate to explanatory writing</li> </ul>	<b>Through written work, build on previous knowledge of explanation texts and...</b> <ul style="list-style-type: none"> <li>Precise and considered use of present tense in all its forms e.g. "The volcano erupts..." or "The volcano is erupting"</li> <li>Varied use of connectives/conjunctions of time, e.g. "first, after,"</li> <li>Use wider range of causal connectives, e.g. "because, as a result, consequently"</li> <li>Fronted adverbials e.g. "Inside the volcano, magma builds..."</li> <li>Use of commas after fronted adverbials (see above)</li> <li>Appropriate choices of pronouns to replace nouns and avoid repetition and aid cohesion e.g. "Mt Vesuvius erupted in AD79. Vesuvius erupted again in 1944."</li> </ul>	<b>Through written work, build on previous knowledge of explanation texts and...</b> (See generic structure) <ul style="list-style-type: none"> <li>Write an introduction to give any useful background information</li> <li>Sequential explanation, organised into paragraphs</li> <li>Use diagrams / sub headings and other illustrations</li> </ul>	<b>Build on previous knowledge of explanation texts and...</b> <ul style="list-style-type: none"> <li>Organise the writing and illustrations to explain: what you need, how it works, why it works (cause and effect), when and where it works, and what it is used for</li> <li>Add in extra, interesting information</li> </ul>
<b>Year 5 build on previous study of explanation texts and...</b>	<ul style="list-style-type: none"> <li>Read and analyse a range of explanatory texts, investigating and noting features of impersonal style</li> <li>Research/ try out the process to be explained to ensure clarity of understanding</li> <li>Begin to plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style</li> <li>Include key, technical vocabulary</li> </ul>	<b>Through written work, build on previous knowledge of explanation texts and...</b> <ul style="list-style-type: none"> <li>Include complex sentences</li> <li>Begin to use of passive voice e.g. "The eruption is caused by a build-up of magma in the main chamber..."</li> <li>Begin to use words and phrases to make sequential, causal or logical connections.</li> <li>Begin to use an impersonal style and causal and temporal connections (e.g. while, during, after, because, as a result, due to, only when, so) as appropriate.</li> <li>Relative clauses beginning with who, which, where, when, whose, that to add extra information e.g. "Earthquakes, which mainly occur near tectonic plate boundaries, can reap death and destruction on an unimaginable scale."</li> <li>Indicate degrees of possibility using adverbs and modal verbs e.g. "a volcano may erupt once..."</li> <li>Brackets, dashes and commas to indicate parenthesis but are not relative clauses e.g. "Mt Vesuvius (near Naples, Italy) famously erupted..."</li> </ul>	<b>Through written work, build on previous knowledge of explanation texts and...</b> (See generic structure) <ul style="list-style-type: none"> <li>Devices to build cohesion within a paragraph are used</li> <li>Link ideas across paragraphs using adverbials of time and place e.g. later</li> <li>Use of commas clarifies meaning and avoids ambiguity in sentence structure</li> </ul>	<b>Build on previous knowledge of explanation texts and...</b> <ul style="list-style-type: none"> <li>Understand that specialised terminology may require a glossary</li> <li>Writing is organised into carefully constructed paragraphs to add detail to maintain the reader's interest</li> </ul>
<b>Year 6 build on previous study of explanation texts and...</b>	<ul style="list-style-type: none"> <li>Draw on knowledge of different non-fiction text types to combine text types when needed</li> <li>Choose the appropriate form of writing and style to suit a specific purpose and audience</li> <li>Use the language conventions and grammatical features of the different types of text, as appropriate</li> <li>Plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style</li> <li>Ideas link across the explanation text in a cohesive journey, utilising punctuation (e.g. adverbs) they have learnt in previous years to achieve this</li> <li>As children become proficient, begin to experiment with form</li> </ul>	<b>Through written work, build on previous knowledge of explanation texts and...</b> <ul style="list-style-type: none"> <li>Include use of passive voice "The eruption is caused by a build-up of magma in the main chamber..."</li> <li>Use the subjunctive, if required "If the volcano were to erupt now, it would cause..."</li> <li>Use technical vocabulary with precision. E.g. "Magma (not lava) will attempt to reach the surface through sills and vents, before eventually..."</li> <li>Use of words/phrases to make sequential, causal or logical connections</li> <li>Use an impersonal style, hypothetical language (if...then, might, when the...) and causal and temporal connections (e.g. while, during, after, because, as a result, due to, only when, so) as appropriate</li> </ul>	<b>Through written work, build on previous knowledge of explanation texts and...</b> (See generic structure) <ul style="list-style-type: none"> <li>Combine explanation with other texts types, as appropriate, to engage and inform the reader.</li> <li>Layout devices, such as headings, sub-headings, columns, bullet points and tables are confidently applied and their use is appropriate to the task set</li> </ul>	<b>Build on previous knowledge of explanation texts and...</b> <ul style="list-style-type: none"> <li>recognise that explanation texts can be adapted or combined with other text types depending on the audience and purpose</li> <li>begin to experiment with form, incorporating narrative devices where</li> </ul>

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	<ul style="list-style-type: none"><li>Use of the semi-colon, colon and dash to mark the boundary between independent clauses. E.g. "Active volcanoes may erupt with some regularity; dormant volcanoes will normally lie silent for hundreds of years."</li></ul>		appropriate to enhance meaning e.g. diary linked to explanations
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