



CREATING EXPLANATORY TEXTS

- Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types. Use the language conventions and grammatical features of the different types of text, as appropriate.

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CREATING EXPLANATORY TEXTS

- Read and analyse a range of explanatory texts, investigation and noting features of impersonal style: complex sentences; use of passive voice; technical vocabulary; use of words/phrases to make sequential, causal or logical connections.
- Engage in teacher demonstration of how to research and plan a page for a reference book on one aspect of a class topic using shared note-making and writing of the page, using impersonal style, hypothetical language (if...then, might, when the...) and casual and temporal conjunctions (e.g. while, during, after, because, as a result, due to only when, so) as appropriate.
- In shared writing and independently plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style.

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CREATING EXPLANATORY TEXTS

- Read and analyse explanatory texts to identify key features. Distinguish between explanatory texts, reports and recounts while recognising that an information book might contain examples of all these forms of texts or a combination of these forms.
- Orally summarise processes carried out in the classroom and on screen in flowcharts or cyclical diagrams as appropriate.

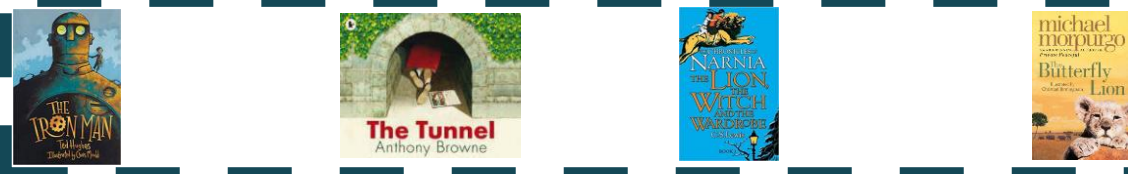
Contribute to the shared writing of an explanation where the teacher acts as scribe and models the use of paragraphs, conjunctions and the other key language and structural features appropriate to explanatory writing:

- Purpose: to explain a process or to answer a question
- Structure: introduction, followed by sequential explanation, organised into paragraphs
- Language features: usually present tense; use of conjunctions of time and cause and effect; use of passive voice
- Presentation: use of diagrams and other illustrations, paragraphing, conjunctions, subheadings, numbering

After oral rehearsal, write explanatory texts independently from a flowchart or other diagrammatic plan, using the conventions modelled in shared writing.

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CREATING EXPLANATORY TEXTS

- Create diagrams such as flow charts to summarise or make notes of stages in a process, ensuring items are clearly sequenced.
- Explain processes orally, using these notes, ensuring relevant details are included and accounts ended effectively.

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CREATING EXPLANATORY TEXTS

- After carrying out a practical activity contribute to creating a flowchart or cyclical diagram to explain the process, as a member of a group with the teacher. After seeing and hearing an oral explanation of the process, explain the same process orally also using flowchart, language and gestures appropriately.
- Read, with help, flowcharts or cyclical diagrams explaining other processes and then read others independently.
- Following other practical tasks, produce a simple flowchart or cyclical diagram independently.

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CREATING EXPLANATORY TEXTS

- Read captions, pictures and diagrams on wall displays and in simple books that explain a process. Draw pictures to illustrate a process and use the picture to explain the process orally.

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CREATING EXPLANATORY TEXTS

- Talk about why things happen and how things work; ask questions and speculate.
- Listen to someone explain a process and ask questions.
- Give oral explanations e.g. their or another's motives; why and how they made a construction

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LANGUAGE FEATURES – explanation text are often (but not always):

- written in simple present tense
- use connectives that signal time, for example, *then, next, several months later*
- use causal conjunctions, for example *because, so, this causes*

PROGRESSION –

- speaking and listening coming before reading and writing
- teacher modelling and scribing coming before children's independent attempt
- increased understanding the form and features of the text type
- increased complexity, such as length, obscurity of task, additional features such as diagrams