

KS2 - Non Fiction Progression Plan: Explanatory Texts (Writing to Inform)

It is our intention that writing across the curriculum will inspire, engage and challenge all pupils, enabling them to develop the skills to effectively communicate their thoughts, ideas and emotions to others. We aim to build the pupils' stamina for writing, vocabulary knowledge and understanding of grammar, by creating a positive approach to an increasingly wide range of text types.

We recognise the importance of fostering a culture where pupils take pride in their writing, write clearly and accurately and modify their language choices to suit a variety of audiences, purposes and contexts.

To support children moving towards independent writing at the age-related standard, we provide a wide range of writing stimuli, including the use of film and imagery; modelled, shared and guided writing; peer conferencing and group discussion. We believe that these rich and varied techniques will support our writers across the curriculum.

Progression in Non-Fiction

Explanatory texts generally go beyond simple 'description' in that they include information about causes, motives or reasons. Explanations and reports are sometimes confused when children are asked to 'explain' and they actually provide a report, e.g. what they did (or what happened) but not how or why. Although some children's dictionaries do include an encyclopaedia-like-explanation, others are inaccurately categorised as explanation texts when they simply define a word's meaning. Like all text types, explanatory texts vary widely and are often found combined with other text types. Rachel Clarke

Year 3/4	Year 5/6
Composition	
<p>Planning</p> <ul style="list-style-type: none"> ● Discuss writing that is similar to the writing they are planning in order to understand and learn from the structure, vocabulary and grammar. <p>Drafting</p> <ul style="list-style-type: none"> ● Compose and rehearse sentences orally (including dialogue) progressively building a rich and varied vocabulary and range of sentence structures ● Organise paragraphs around them. <p>Evaluating and Editing</p> <ul style="list-style-type: none"> ● Assess the effectiveness of their own and others' writing suggesting improvements. ● Propose changes to grammar and vocabulary to improve consistency (including the accurate use of pronouns). ● Proof read for spelling and punctuation errors. <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Planning</p> <ul style="list-style-type: none"> ● Identify the audience and purpose of the writing and select the appropriate form. ● Note and develop initial ideas, drawing on reading and research, where necessary. <p>Drafting</p> <ul style="list-style-type: none"> ● Select the appropriate grammar and vocabulary, understanding how choices can change and enhance meaning. ● Longer passages/stamina for writing. ● Use a range of devices to build cohesion within and between paragraphs. ● Consider how other writers have developed their writing in a variety of different examples. <p>Evaluating and Editing</p> <ul style="list-style-type: none"> ● Assess the effectiveness of their own and others' writing.

Inspired by Rachel Clarke's progression documents www.primaryenglishshed.co.uk. This in turn was influenced by 'Progression in Narrative' produced by the National Strategies.

	<ul style="list-style-type: none"> ● Propose changes to vocabulary, grammar and punctuations to enhance effects and clarify meaning. ● Ensure the consistent and correct use of tense throughout a piece of writing. ● Ensure correct subject and verb agreement when using singular and plural. ● Proof read for spelling and punctuation errors. <p>Perform their own compositions, using the appropriate intonation, volume and movement so that the meaning is clear.</p>
Handwriting	
<ul style="list-style-type: none"> ● Horizontal and diagonal strokes needed to join letters. ● Mostly joined/joined knowing not to join capital letters ● Increase consistency, legibility and quality of handwriting. 	<ul style="list-style-type: none"> ● Writing legibly, fluently and with increased speed. ● Joined handwriting. ● Choosing a writing style for the task
Explanatory Texts (Writing to Inform)	

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Generic text Structure	Year group organisation of genre	Grammatical/sentence features/punctuation	Planning and Preparation
<p>Purpose:</p> <p>To explain how or why, e.g. to explain the process involved in natural/social phenomena or to explain why something is the way it is.</p> <p>The structure may include:</p> <ul style="list-style-type: none"> ✓ A general structure to include the topic being explained. E.g. In the winter some animals hibernate. ✓ The steps or phases in a process are explained logically, in order. E.g. When the nights get longer... because the temperature begins to drop... so the 	<p><u>Year 3 and 4</u></p> <ul style="list-style-type: none"> ● Clear introduction giving information about what is to be explained. ● Paragraphs organised around a topic or process. ● Description of parts. ● Explanation of how or why something happens. ● Further detail of the process. ● Use of sub-headings to navigate the reader. ● Conclusion 	<p><u>Year 3 and 4</u></p> <ul style="list-style-type: none"> ● Variation in sentence structures (subordinate clauses) ● Prepositional phrases. ● Expanded noun phrases. ● Subordinate clauses. ● Nouns and pronouns used for clarity and cohesion. ● A wider range of conjunctions ● Express time, place and cause using conjunctions (e.g. so, because, before, after, while) ● Use of the present perfect form of verbs. ● Fronted adverbials. 	<p><u>Year 3 and 4</u></p> <p>Consider the purpose of your writing.</p> <p>Look at a variety of explanatory texts and consider the features (this is the first time this genre is taught in school so more time will be needed)</p> <p>Choose a title that shows what you are explaining, perhaps using how or why.</p> <p>Decide whether you need to include images or other features to help your reader, e.g. diagrams, photographs, a flow chart, a text box, captions, a list or a glossary.</p>

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<p><i>hedgehog looks for a safe place to hide.</i></p> <p>Common Forms of explanatory texts:</p> <ul style="list-style-type: none"> - Encyclopaedia entry - Technical manual - Science investigation - Question and answer section. 		<ul style="list-style-type: none"> ● First and third person. ● Standard English ● Use paragraphs to organise ideas. ● Use headings and sub-headings to aid presentation. ● Apostrophes to mark singular and plural possession. ● Commas in lists ● Introduce inverted commas when quoting and to demonstrate excitement ● Brackets ● Commas after fronted adverbials. 	<p>Use the first paragraph to introduce what you will be explaining.</p> <p>Plan the steps in your explanation and check that you have included any necessary information about how and why things happen as they do.</p> <p>Add a few interesting details.</p> <p>Interest the reader by talking directly to them</p> <p>Re-read your explanation as if you know nothing at all about the subject. Check that there are no gaps in the information. Remember that you can adapt explanatory texts or combine them with other text types to make them</p>
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			<i>work effectively for your audience or purpose.</i>
<p>Purpose:</p> <p><i>To explain how or why, e.g. to explain the process involved in natural/social phenomena or to explain why something is the way it is.</i></p> <p><i>The structure may include:</i></p> <ul style="list-style-type: none"> ✓ <i>A general structure to include the topic being explained. E.g. In the winter some animals hibernate.</i> ✓ <i>The steps or phases in a process are explained logically, in order. E.g. When the nights get longer... because the temperature begins to</i> 	<p><u><i>Year 5/6</i></u></p> <ul style="list-style-type: none"> ● <i>An introduction and conclusion which provide detail and give cohesion to the piece.</i> ● <i>Sub headings and bullet points to enhance the organisation.</i> ● <i>Paragraphs organised around a topic or process.</i> ● <i>A technical and accurate description of the phenomenon.</i> 	<p><u><i>Year 5</i></u></p> <ul style="list-style-type: none"> ● <i>Variation of sentence structures and a developing range of examples of:</i> Prepositional phrases. Expanded noun phrases. Subordinate clauses Relative clauses ● <i>Create cohesion within paragraphs using adverbials.</i> ● <i>Parenthesis can be used to add additional information/clarification of technical words (Brackets, dashes and commas).</i> ● <i>Use layout devices to provide additional</i> 	<p><u><i>Year 5/6</i></u></p> <p><i>Consider the purpose of your writing and how this will affect devices used.</i></p> <p><i>Look at explanatory texts similar to the style children will be looking to produce and consider the features (First taught in LKS2)</i></p> <p><i>Choose a title that shows what you are explaining, perhaps using how or why.</i></p> <p><i>Decide whether you need to include images or other features to help your reader, e.g. diagrams, photographs, a flow chart.</i></p>

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<p>drop... so the hedgehog looks for a safe place to hide.</p> <p>Common Forms of explanatory texts:</p> <ul style="list-style-type: none"> - Encyclopaedia entry - Technical manual - Science investigation - Question and answer section. - 		<p>information and guide the reader.</p> <ul style="list-style-type: none"> ● Indicate degrees of possibility using adverbs and modal verbs <p><u>Year 6</u></p> <ul style="list-style-type: none"> ● Variation of sentence structures and a wide range of examples of: Prepositional phrases. Expanded noun phrases. Subordinate clauses Relative clauses ● Variation in sentence length to support cohesion. ● Use of passive voice. ● Sentences are generalised to categorise the information. ● Create cohesion across paragraphs using a wider 	<p>a text box, captions, a list or a glossary.</p> <p>Use the first paragraph to introduce what you will be explaining and insure cohesion with the conclusion</p> <p>Try to find a new way to approach the subject and compose an opening that will attract the reader and capture their interest. Use the opening to make it very clear what you are writing about.</p> <p>Plan the steps in your explanation and check that you have included any necessary information and technical vocabulary about how and why things happen as they do.</p>
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		<p>range of cohesive devices which can include adverbials.</p> <ul style="list-style-type: none">• Make formal and informal vocabulary choices.• Use semi-colons, colons and dashes to make boundaries between clauses.	<p>Add a few interesting details.</p> <p>Interest the reader by talking directly to them</p> <p>Re-read your explanation as if you know nothing at all about the subject. Check that there are no gaps in the information. Remember that you can adapt explanatory texts or combine them with other text types to make them work effectively for your audience or purpose.</p>
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