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| **Explanatory Texts** | |
| **Purpose**  To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain why something is the way it is. | |
| **Common examples of text type**   * Explaining electricity, forces, food chains etc. in science * Explaining the causes of historic events such as wars and revolutions. * Explaining the role of the Nile in determining the seasons in Ancient Egypt * Explaining phenomena such as the water cycle or how a volcano erupts in geography * Explaining religious traditions and practices in RE * Encyclopaedia entries * Technical manuals | |
| **Generic Text Structure** | **Planning and preparation** |
| * A general statement to introduce 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 hedgehog looks for a safe place to hide. | * Choose a title that shows what you are explaining, perhaps using why or how. * 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. * Use the first paragraph to introduce what you will be explaining. * Plan the steps in your explanation and check that you have included any necessary information about how and why things happen as they do. * Add a few interesting details. * Interest the reader by talking directly to them * 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 and purpose. |



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| **Progression in Skills** | |
| EYFS | n/a |
| Y1 | n/a |
| Y2 | * Consistent use of **present tense** e.g. Hedgehogs wake up again in the spring. * **Questions** can be used to form titles e.g. How do hedgehogs survive in the winter? Why does it get dark at night? * **Question marks** are used to denote questions (Y1) Use   **conjunctions** e.g. so…because |
| Y3 | * **Express time, place and cause using: Conjunctions** e.g. so, because   **Adverbs** e.g. first, then after that, finally.  **Prepositions** e.g. before, after….   * Use of **paragraphs** to organise ideas. |
| Y4 | * Use **fronted adverbials** e.g. During the night, nocturnal animals…. * Use of **paragraphs** to organise ideas * Create **cohesion** and avoid repetition through the use of   **nouns and pronouns** e.g. Many mammals… They feed their young… |
| Y5 | * **Indicate degrees of possibility using adverbs** e.g. Perhaps…. surely or **modal verbs** e.g. might, should, will…. * **Use layout devices** to provide additional information and guide the reader e.g. subheadings, columns, bullets etc. * Create **cohesion within paragraphs** using adverbials e.g. therefore, however * **Relative clauses** can be used to add further information e.g. Hedgehogs, which are mammals… * **Parenthesis** can be used to add clarification of technical words e.g. oxygen (a gas found in air). |
| Y6 | * Adapt **degrees of formality and informality** to suit the form of the explanation. An **informal tone** can sometimes be appropriate e.g. You’ll be surprised to know that…Have you ever thought about the way that…? Or a **formal authoritative** |

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|  | **tone** can also be adopted e.g. oxygen is constantly replaced in the bloodstream….   * Create **cohesion across paragraphs** using a wider range of cohesive devices which can include adverbials. * **The passive voice** can also be used e.g. gases are carried. * **Brackets, dashes and commas** can be used to add extra information e.g. photosynthesis, a process whereby a plant makes it’s own food, can never take place without sunlight…. |