

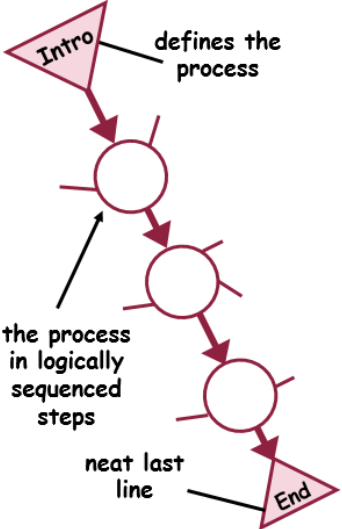


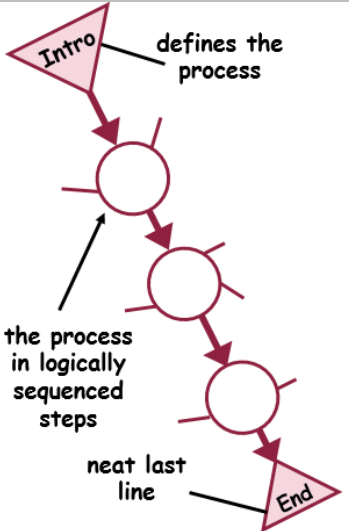
Writing Progression Text Level: Explanation (explain how or why something happens)

Year group/ Age	Purpose/Audience Examples of this text type	Possible planning format	Language features	Organisational features
Year 2 expected	<p>Audience: Someone who wants to understand a process (how or why) Purpose: To help the reader understand the process as easily as possible. To explain why something is the way it is</p> <p>Examples of text type: Articles and leaflets Encyclopaedia entry Parts of non-fiction books Technical manual Science text book Write up of an experiment</p>		<p>Written in simple present tense. Hedgehogs wake up again in the spring Use of temporal conjunctions First, then, after that, finally. Use of causal conjunctions so, because of this, this leads to, Use of third person Hedgehogs, they, humans</p>	<p>Title - Says what you are explaining and uses how and why. E.g. How do hedgehogs survive the winter?</p> <div data-bbox="1594 539 2141 703" style="border: 1px solid black; padding: 5px;"> <p>Basic introduction – A general statement to introduce the topic being explained.</p> <p>In the winter Hedgehogs hibernate.</p> </div> <div data-bbox="1594 730 2141 895" style="border: 1px solid black; padding: 5px;"> <p>The steps or phases of the process are explained logically and in order</p> </div>
Year 3 expected	<p>Audience: Someone who wants to understand a process (how or why) Purpose: To help the reader understand the process as easily as possible. To explain why something is the way it is</p> <p>Examples of text type: Articles and leaflets Encyclopaedia entry Parts of non-fiction books Technical manual</p>		<p>Written in simple present tense. Hedgehogs wake up again in the spring Use of temporal conjunctions First, then, after that, finally. Use of causal conjunctions so, because of this, this leads to, if, then, the reason that, consequently, when, this results in, this causes Use of third person Hedgehogs, they, humans</p>	<p>Title - Says what you are explaining and uses how and why. E.g. How do hedgehogs survive the winter?</p> <div data-bbox="1594 1121 2141 1286" style="border: 1px solid black; padding: 5px;"> <p>Introduction – outlining what is going to be explained</p> </div> <div data-bbox="1594 1393 2141 1557" style="border: 1px solid black; padding: 5px;"> <p>The steps or phases of the process are explained logically and in order. These may start to be written as paragraphs and start with a topic sentence</p> </div>

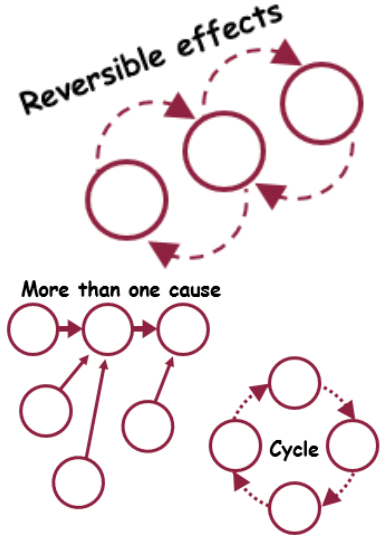
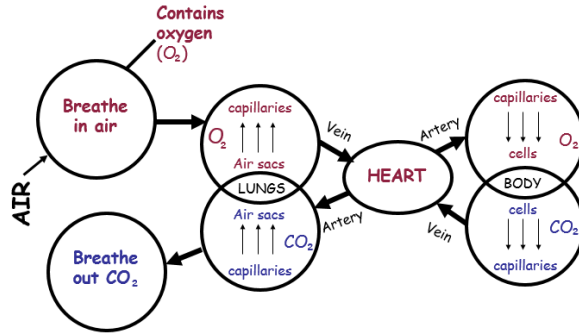
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	<p>Science text book Write up of an experiment</p>			
<p>Year 4 Age 9 expected</p>	<p>Audience: Someone who wants to understand a process (how or why) Purpose: To help the reader understand the process as easily as possible. To explain why something is the way it is</p> <p>Examples of text type: Articles and leaflets Encyclopaedia entry Parts of non-fiction books Technical manual Science text book Write up of an experiment</p>		<p>Written in simple present tense. Hedgehogs wake up again in the spring Use of temporal conjunctions First, then, after that, finally. Use of causal conjunctions so, because of this, this leads to, if, then, the reason that, consequently, when, this results in, this causes Use of third person Hedgehogs, they, humans Formal openers Furthermore, However, therefore, consequently</p>	<p>Title - Says what you are explaining and uses how and why. E.g. How do hedgehogs survive the winter?</p> <div data-bbox="1594 531 2141 651" style="border: 1px solid black; padding: 5px;"> <p>Introduction – outlining what is going to be explained providing necessary background information of product or process.</p> </div> <div data-bbox="1594 655 2141 847" style="border: 1px solid black; padding: 5px;"> <p>The steps or phases of the process are explained logically and in order. Written in paragraphs each starting with topic sentences. Add details to interest the reader – looking at how and why things happen</p> </div> <div data-bbox="1594 852 2141 1018" style="border: 1px solid black; padding: 5px;"> <p>Closing sentence to round of the report e.g. Hibernation is essential for hedgehogs to survive the winter</p> </div>

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<p>Year 5 Age 10 expected</p>	<p>Audience: Someone who wants to understand a process (how or why) Purpose: To help the reader understand the process as easily as possible. To explain why something is the way it is</p> <p>Examples of text type: Articles and leaflets Encyclopaedia entry Parts of non-fiction books Technical manual Science text book Write up of an experiment</p>		<p>Written in simple present tense (past tense for historical explanations). Hedgehogs wake up again in the spring Use of temporal conjunctions First, then, after that, finally, now that, following, eventually, before, after, while Use of causal conjunctions so, because of this, this leads to, if, then, the reason that, consequently, when, this results in, this causes Use of third person Hedgehogs, they, humans Passive voice The stick is placed in.... This is known as..... The motor is operated by.... The sides are covered in.... Formal vocabulary 'placed ' instead of 'put' 'known as' instead of 'called' Formal conjunctions Furthermore, However, therefore, consequently Technical vocabulary (with definitions if necessary) Cranium (brain)</p>	<p>Title - Says what you are explaining and uses how and why. E.g. How do hedgehogs survive the winter?</p> <p>Introduction – outlining what is going to be explained providing detailed background information of product or process. E.g. In order to stay alive, human beings need a constant supply of oxygen (a gas found in the air) to all parts of the body. They also need to rid their bodies of a waste gas called carbon dioxide, which would otherwise poison them.</p> <p>Clear sections with paragraphs which outline the stages of the process.</p> <p>Each paragraph starts with a topic sentence</p> <p>Use of organisational devices to provide clarity e.g. bullet points and subheadings</p> <p>Closing paragraph to complete the report e.g. When the human being breathes out, the carbon dioxide is pushed back into the air. Breathing in and out is therefore essential because it ensures that life-giving oxygen is constantly replaced and poisonous carbon dioxide expelled.</p>
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Writing Progression Text Level: Explanation (explain how or why something happens)

<p>Year 6 Age 11 expected</p>	<p>Audience: Someone who wants to understand a process (how or why) Purpose: To help the reader understand the process as easily as possible. To explain why something is the way it is</p> <p>Examples of text type: Articles and leaflets Encyclopaedia entry Parts of non-fiction books Technical manual Science text book Write up of an experiment</p>	 <p>The diagram shows three types of causal relationships: 1. 'Reversible effects' shown as a circular path of three circles connected by dashed arrows. 2. 'More than one cause' shown as three circles pointing to a single central circle. 3. 'Cycle' shown as four circles in a square arrangement connected by solid arrows in a clockwise loop.</p>	<p>See year 5 list. <i>Language is used with increasing accuracy and fluency</i></p>	<p>See year 5 layout but encourage children to experiment with more complex explanations which use reversible effects or more than one cause (see planning formats)</p>  <p>The diagram illustrates the flow of air and blood. On the left, 'AIR' enters 'Breathe in air' (containing O₂) and 'Breathe out CO₂'. The lungs consist of 'Air sacs' and 'capillaries'. 'O₂' moves from the air sacs to the capillaries, and 'CO₂' moves from the capillaries to the air sacs. The 'HEART' is in the center, with 'Vein' carrying blood to the lungs and 'Artery' carrying blood to the 'BODY'. The 'BODY' contains 'cells' and 'capillaries', where 'O₂' is delivered and 'CO₂' is collected.</p>
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Text example:

In order to stay alive, human beings need a constant supply of **oxygen** (a gas found in the air) to all parts of the body. They also need to rid their bodies of a waste gas called **carbon dioxide**, which would otherwise poison them.

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These two gases are carried round the body in the blood. **Veins** carry blood to the heart and **arteries** carry blood away from the heart. Both veins and arteries divide into millions of tiny **capillary blood vessels**. Gases can move between the blood in the capillaries and tiny **cells** which make up the human body.

When a human being breathes in, air goes into the **lungs**, which are like two spongy bags filled with millions of air sacs. Oxygen from the air passes through the sacs into the capillary blood vessels. The blood then carries the oxygen through a vein to the **heart**.

The heart pumps this oxygen-carrying blood around the whole body through arteries which divide into capillaries to reach the body cells. Oxygen passes from the blood to the cells, and carbon dioxide (the waste gas) passes from the cells into the blood. Veins take this waste-carrying blood back to the heart, which pumps it back to the lungs. There the carbon dioxide passes into the air sacs.

When the human being breathes out, the carbon dioxide is pushed back into the air. Breathing in and out is therefore essential because it ensures that life-giving oxygen is constantly replaced and poisonous carbon dioxide expelled.

Text example:

The 'Teacher-Pleaser' machine

Do you suffer from a grumpy teacher? If so, then use the 'Teacher-Pleaser' machine and soon your teacher will become the jolliest person in school. How does the machine work?

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To start the machine running, you have to wind up the clockwork handle. This provides enough energy to turn the large wheel which causes the apple dispenser to work. As the wheel spins, this also causes the tea mug to heat up so that a fresh, warm cup of tea can be served. When your teacher receives a lovely cup of tea and an apple, she will feel in a good mood instantly.

If the wheel begins to slow down, you must turn the handle again. As a result, the clockwork machinery will speed up the wheel. This means that you can turn on one of the best features of the 'Teacher-Pleaser'. Press the red button on the top of the machine. This will result in starting up the pencil-sharpener. Therefore in 30 seconds you can sharpen every pencil!

Furthermore, if you press the green button then a spinning brush appears which will sweep up and recycle any pieces of paper so that your class can be clean and tidy. The 'Teacher-Pleaser' also writes notes saying, "You are the best teacher in the world". Finally, there is an in-built calendar which alerts you to your teacher's birthday so that you can remember to buy a present.

Use one of these amazing machines because it will keep your teacher happy. Therefore your school life will be a breeze!

Text example:

The 'Tidy Your Bedroom' machine

Does your bedroom look as if a gorilla has been on the rampage? Has keeping your room tidy become an issue? If so, you could use a 'Tidy Your Bedroom' machine to keep your parents happy. But how does it actually work?

Take your machine into the bedroom and place it on the floor. It is quite easy to carry because it is made of a light metal called aluminium so that children can easily use it.

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First of all, it is important to start the machine. Pull down the red handle and release it. This causes the spring to bend. When you release the handle, the spring shoots up. The power from this pushes the machine into life. As a result of this surge of energy, the machine will have sufficient strength to grab clothes, close doors and even sweep the floor. If the spring is set in motion again, the extra power will allow the machine to polish any surfaces. The additional boost of energy also means that it can extend a metallic 'grabber-arm' which can pick up books, old pieces of clothing and toys. The arm is extendable because it may need to reach under the bed for lost socks.

However, the machine will need careful programming because it cannot think for itself and therefore the results can be disastrous. Be careful to use the small computer to give specific instructions so that the machine does tidy your room rather than destroy it.

If you treat the 'Tidy Your Bedroom' machine with care, it will last for years. Make sure that the spring is not over-used or it runs the risk of breaking. This will mean that you will have to tidy your own mess!