



Explanation text progression grid

Explanations in Key Stage 1			
Suggested contexts: captions, leaflets, observations, flowcharts			
Year 1			
Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> • Regular plural noun suffixes –s & –es • Use of the prefix un- to change the meaning of verbs and adverbs 	<ul style="list-style-type: none"> • Oral rehearsal of sentence structure • Joining words and joining clauses using 'and' and 'because' • Third person 	<ul style="list-style-type: none"> • Sequencing sentences to form short passages e.g. <i>Chicks have a spike on their beak. This is called the egg tooth.</i> 	<ul style="list-style-type: none"> • Separating words with spaces • Use of capital letters and full stops to demarcate sentences • Introduction to use of question marks and exclamation marks to demarcate sentences • Use of capital letters for names and the pronoun I
Year 2			
Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> • Formation of nouns using suffixes (-ness, -er) • Formation of adjectives using suffixes (-ful, -less) • Use of –er and –est in adjectives 	<ul style="list-style-type: none"> • Functions of sentence types: statement, command, exclamation or question <ul style="list-style-type: none"> ➤ explore titles of explanations texts and identify that they usually begin with 'how' or 'why' ➤ write general statements to introduce topics being explained e.g. In the winter some animals hibernate • Expanded noun phrases to describe and specify (use of adjectives before the noun or preposition phrase after the noun) e.g some 	<ul style="list-style-type: none"> • Correct choice and use of present tense or past tense throughout writing 	<ul style="list-style-type: none"> • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences e.g. practice generating their own titles for explanations texts, for example, How do hedgehogs survive the winter? Why do we use bricks to build houses? • Commas to separate items in a list • Apostrophes for singular possession

hibernating animals, the
adult male frog in the pond

- Use of coordinating (and,
or, but) and subordinating
conjunctions (when, if, that,
because)

Explanations in Lower Key Stage 2

Suggested contexts: leaflets, science experiments, newspaper reports, letters, diary

Year 3

Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> • Formation of nouns using a range of prefixes (super-, anti-, auto-) • Use of 'a' or 'an' according to whether the next word starts with a vowel • Word families based on common words showing how words are related in form and meaning 	<ul style="list-style-type: none"> • Use of prepositions (<i>during, in, because of, before, after</i>.) to express time, cause and place e.g. Hedgehogs make their nests <i>under</i> hedges and <i>at</i> the base of tree trunks. Hedgehogs build up their stores of fat <i>during</i> autumn. • Use of adverbs to express time, place and cause (<i>then, next, soon, therefore</i>) e.g. to show sequence, <i>first, then, after that, finally</i> • Use of coordinating and subordinating conjunctions (<i>when, while, after, because, soon, while</i>) to express time and cause e.g. ' ...<i>because</i> the temperature begins to drop', '<i>...so</i> the hedgehog looks for a safe place to sleep.' • Formation of subordinate clauses using subordinating conjunctions 	<ul style="list-style-type: none"> • Introduction of paragraphs as a way to group related information • Headings and subheadings to aid presentation and guide the reader • Use of present perfect instead of simple past (<i>it has grown over two years</i> rather than <i>it grew over two years</i>) 	<ul style="list-style-type: none"> • Consolidation of all KS1 punctuation

Year 4

Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> • Standard forms of English verb inflections (we were rather than we was, I did rather than I done) • Use of articles (a, an, the) and possessive pronouns (my, his, her, their etc) as determiners • Grammatical difference between plural and possessive -s. 	<ul style="list-style-type: none"> • Use of a wider range of subordinating conjunctions • Noun phrases further expanded by adding adjectives <u>and</u> prepositions to modify the noun (e.g. <i>When an animal dies, the soft part of the animal rots away. Millions of years later, the rock surrounding the skeleton rises to the Earth's surface</i>) • Use of preposition phrases, subordinate clauses and noun phrases as fronted adverbials to indicate time, place, manner or frequency e.g. <i>Millions of years later,... , When an animal or plant dies..., Consequently,...</i> 	<ul style="list-style-type: none"> • Use of paragraphs to organise ideas around a theme e.g. use the first paragraph to introduce what you will be explaining. Organise following paragraphs according to the stages of the process. Conclude by addressing the reader. • Appropriate choice of pronoun (person or possessive) or noun, within and across sentences to aid cohesion and avoid repetition. Decide on an appropriate balance between nouns and pronouns to aid clarity. 	<ul style="list-style-type: none"> • Use of commas after fronted adverbials • Apostrophes for plural possession

Explanations in Upper Key Stage 2

Suggested contexts: science conclusions, newspaper reports, eye witness reports, letters

Year 5

Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> • Converting nouns or adjectives into verbs using suffixes (-ate, -ify, -ise) • Verb prefixes (dis-, de-, mis-, over-, re-) 	<ul style="list-style-type: none"> • Use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun e.g. use relative clauses to add an extra layer of information, • Use of modal verbs to indicate degree of certainty • Precise use of preposition phrases, subordinate clauses and noun phrases as adverbials to indicate time, place, manner or frequency. 	<ul style="list-style-type: none"> • Devices to build cohesion within a paragraph (then, after, that, this, firstly) • Linking ideas across paragraphs using adverbials of time, place and number or tense choices 	<ul style="list-style-type: none"> • Brackets, dashes and commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity

Year 6

Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> • Difference between formal and informal vocabulary and structures 	<ul style="list-style-type: none"> • Use of the passive voice • Use of subjunctive form for formal writing • Use modal verbs to recommend and assert e.g. it might be advisable...it should be relatively easy to...there may be an opportunity to... • Precise use of a range of sentence structures for effect e.g. Use embedded phrases and clauses for succinctness e.g. The final stage, to be completed by June, will involve... 	<ul style="list-style-type: none"> • Use of a wider range of cohesive devices to link ideas across paragraphs <ul style="list-style-type: none"> ○ repetition of a word or phrase ○ use of a wider range of adverbials ○ ellipsis • Use of a range of layout devices to structure text <ul style="list-style-type: none"> ○ headings & subheadings ○ columns & bullet points ○ tables & diagrams 	<ul style="list-style-type: none"> • Use of semi-colon, colon or dash to mark the boundary between independent clauses • Use of bullets, colons & semi-colons to punctuate lists