

English Progression Map: Explanation Texts

Suggested approaches by year group:

Reception	<ul style="list-style-type: none"> • 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 own or another's motives; why and how they made a construction • Explain own knowledge and understanding, and asks appropriate questions of others • They develop their own explanations by connecting ideas and events • Use labels and captions on simple diagrams e.g. parts of the body • Grammar opportunities: • Communicate ideas through simple sentences eg writes simple sentences about a process based on first-hand experience of chicks hatching. • Show awareness of listener. • Orally use joining words such as and, but, because, if e.g. explaining what happens if different fabric is put down a car ramp. Adult asks 'If I put fabric down the ramp, what will happen to the car? Child responds 'It will go slower because the fabric will get in the way of the wheels'.
Year 1	<ul style="list-style-type: none"> • 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 • Asks questions to extend their understanding and knowledge • Write a series of sentences to explain a simple, process based on first-hand experience e.g. planting seeds, life cycle of a frog
Year 2	<ul style="list-style-type: none"> • Listen to and discuss a wide range of explanatory texts • Draw on and use new vocabulary from reading explanatory texts eg technical vocabulary • After carrying out a practical activity e.g. experiment, investigation, construction task, contribute to creating a flowchart or cyclical diagram to explain the process • After seeing and hearing an oral explanation of a process, explain the same process orally also using flowchart, language and gestures appropriately • Read flowcharts or cyclical diagrams explaining other processes • Following other practical tasks, produce a flowchart or cyclical diagram independently ensuring content is clearly sequenced • Write a series of sentences to explain the flowchart
Year 3	<ul style="list-style-type: none"> • Read explanations as a whole class, in groups and individually • Comment on a range of explanatory texts, focusing on how easy they are to understand (e.g. by trying to reproduce that information in a different form, such as a diagram, or flow chart) • Create diagrams such as flow charts to summarise or make notes of stages in a process (e.g. in science, D&T or geography) • Ensure relevant items are grouped together • In formal presentations, explain processes orally using notes • Write a series of extended sentences to explain a process • Ensure relevant details are included and accounts ended effectively
Year 4	<ul style="list-style-type: none"> • Read and analyse a range of explanatory texts, investigating and noting features of impersonal style (and noting when a personal tone is used)

	<ul style="list-style-type: none"> • Distinguish between explanatory texts, reports and recounts while recognising that an information book might contain examples of all these forms of text or a combination of these forms • Comment on, and justify views about, a range of explanatory texts • Plan the steps in your explanation and check that you have included any necessary information about how and why things happen as they do.
Year 5	<ul style="list-style-type: none"> • Distinguish between explanatory texts, reports and recounts while recognising that an information book might contain examples of all these forms of text or a combination of these forms • Comment on, and justify views about, a range of explanatory texts • Plan the steps in your explanation and check that you have included any necessary information about how and why things happen as they do
Year 6	<ul style="list-style-type: none"> • Choose the appropriate form of writing and style to suit a specific purpose and audience • Consider the difference between historical explanations (e.g. reasons for World War II)) and explanations using the present tense (e.g. the water cycle) • Investigate when a different tense is needed