

Explanation



Quality First Education Trust

Reception

Text Type & YG	Fact List Information texts
Purpose	Inform the reader about "X"
Audience	Someone who wants to learn about "X"

Text Features

Structure	Response to a proforma
Language	Expert (precise nouns/adjectives)
Grammar	Present tense Full stops at the end of sentences
Composition	Simple sentences which can be read by themselves and others. (ELG)

Progression

Builds Upon	N: Captions
Converges With	R: Simple sentences, which can be read by themselves and others. (ELG)
Leads to	Y1: Information texts

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Explanation

Year 1

Text Type & YG	Simple explanation report
Purpose	Explain simple cause and effect
Audience	Someone who wants to learn about "X"

Text Features

Structure	Simple proforma with explanations of thinking Conclusions offering explanation of cause and effect
Language	Expert language of field (mould, rot, stale)
Grammar	Capital letter and full-stops
Composition	Simple sentences Some expansion with 'why'

Progression

Builds Upon	YR: Explanation
Converges With	Y1: Instruction Writing
Leads to	Y2: Sequential Explanations

1

Explanation

Simple Explanation Report

Food: <i>Bread</i>	
Scientist: <i>James</i>	
Describe what the food looks and feels like now: <i>White, soft, crusty, feels nice</i>	Draw what the food looks like now:
Hypothesis: (Describe what we predict will happen to the food): <i>It will go brown. And Rott. It will be yuk.</i>	Draw what we predict the food will look like:
Describe what the food looks and feels like after one week: <i>So, so, so hard. Stail. Looks the same on glass makes a ban sound.</i>	Draw what the food looks like after a week:
What did I learn about food when it gets old? <i>It can go stale. Can go crunchy. Rinkles. So hard. It can get. Go brown. herry. Wherd. Cool. Easy to break.</i>	

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Explanation

Year 2

Text Type & YG

Couplet Sequential Explanation

Purpose

Explain how something happens/works in order

Audience

Someone who want to learn about "X"

Text Features**Structure**

Title – often a Q to explain
 Opening sentence – What is the text about?
 Series of events
 Closing statement sentence

Language

Expert language and adverbs of time

Grammar

Capital letters and full stop
 Multi-clause sentences

Composition

First Person
 Couplets expanded with how, why or where

Progression**Builds Upon**

Y1: Cause and effect explanations

Converges With

Y2: Instructions text

Leads to

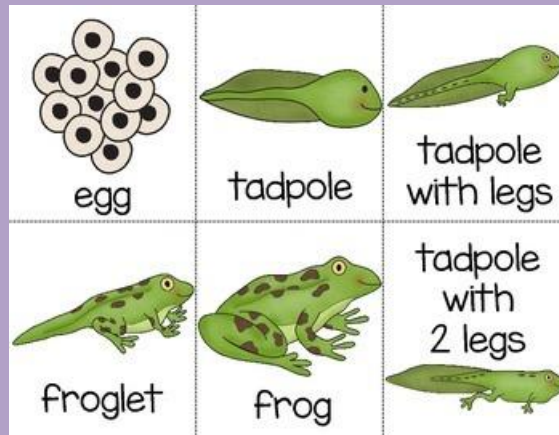
Y3: Paragraphed sequential Explanations

Guidance

This unit lends well to 'talk as process'. By acting out the process of something you want to explain, writing in role/first person makes this an easily transferable process.

Couplet Sequential Explanation

Where do frogs come from?



I'm going to tell you all about how I became a fully grown frog.

First, my mummy laid lots of eggs in the water. We call these eggs frogspawn.

Next the eggs begin to change. They get longer and eat the jelly that keeps them cosy. When they leave the jelly, they are called tadpoles.

Then, the tadpoles grow legs and their tails shrink. They begin to change colour and they become froglets.

Finally, the froglet eats lots and grows really big. When it is grown up, it is called a frog.

The frogs can start to lay more eggs and it all starts all over again. Maybe one day I'll have frogspawn of my own!

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Explanation

Year 3

Text Type & YG	Paragraphed sequential explanation – Left register.
Purpose	Explain how something works in order as expert
Audience	Someone who wants to learn about X in detail but already knows the basics. Someone who enjoys learning with humour

Text Features

Structure	Title – Q to explain Opening statement – what is the text about? Series of events Closing statement sentence
Language	Expert language Personal pronouns Adverbial clauses
Grammar	Adverbials of time Adverbials of reason
Composition	Direct address to reader Personal pronouns Time sequenced events signposting new paragraphs Additional details after each sequential statement Timeless present tense

Progression

Builds Upon	Y2: Couplet sequential explanation
Converges With	Y3: Instruction writing
Leads to	Y5: Paragraph Sequential Explanation

Sequential explanation

Why do we need umbrellas?

Have you ever wondered: how does water end up in the sky? The water cycle helps us to explain: why do we need umbrellas?

The water cycle, which we sometimes call the rain cycle, begins when the heat from the sun turns water molecules (tiny particles) in lakes, rivers and oceans into vapour (gas). We call this process evaporation.

This vapour or water molecules in the form of gas, rises up into the air. Sometimes that vapour comes from plants too!

As the vapour gets higher, the water molecules are cooled and they begin to join together. We call this process condensation and we can see it happening when clouds are forming. You sometimes see this when you go and visit mountains!

When the droplets in the clouds get big enough, they fall down to us as rain (precipitation). If the cloud is up really high where it can get very cold, these drops can fall on us as snow or as hailstones.

When rain reaches the ground, some of it goes underground (groundwater) and some of it flows across the ground into streams, rivers and lakes/streams. Lakes and rivers eventually end up in the ocean where evaporation of the water molecules starts the water cycle all over again.

And that, my friends, is why we sometimes need umbrellas.



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Explanation

Sequential explanation

Text Type & YG	Paragraphed sequential explanation – right of register
Purpose	Explain how something happens
Audience	Someone who wants to learn about X in concise detail

Text Features

Structure	Title Opening statements offering definitions Series of events Closing statement
Language	No direct address to the audience Expert language through nominalisation Combination of adverbial phrases and clauses
Grammar	Parenthesis for more precise information
Composition	Additional details after each sequential statement from detail grid. Time sequenced statements signposting new paragraph. Timeless present tense

Progression

Builds Upon	Y3: Paragraphed Sequential explanation – Left of register Y4: Information texts – Right of register
Converges With	Y5: Information texts – Right of register
Leads to	Y6: Factorial explanation – Year 6 Right of register

Sequential explanation



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The Water Cycle

The water cycle, also known as the rain cycle, describes the continuous movement of water on the Earth.

The process begins when the heat from the sun turns water molecules (tiny particles) in lakes, rivers and oceans into vapour (gas). This process is called evaporation.

This vapour or water molecules in the form of gas rises up into the air. Evapotranspiration is water transpired from plants and evaporated from the soil.

As the vapour rises, the water molecules are cooled and they begin to join together. This process is called condensation and it is seen happening when clouds form, which can often be observed in mountainous regions.

When droplets in the clouds become large enough, they fall down to the ground as rain in a process called precipitation. If the cloud is at a high altitude, where temperatures are very low, these drops can precipitate as snow or hailstone.

When rain reaches the ground, it travels underground (groundwater) or flows across the ground into streams, rivers and lakes.

Over time, streams, lakes and rivers eventually return water to the ocean where evaporation of the water molecules starts the water cycle once again.

Factorial Explanation - Right of Register

Text Type & YG	Factorial Explanation - Year 6 - Right of Register
Purpose	Explain a how something happens/works in order as an expert in an impersonal tone
Audience	Someone who wants to learn about (x) in detail, to become an expert themselves. Someone who wants a concise explanation of how something happens

Text Features

Structure	Title – often a question to explain. GSV(ABC) Introduction ABC Paragraphs VSG Conclusion
Language	Signposting – (One factor that.../An additional factor) No direct address of the audience Expert language through definitions Adverbial phrases/clauses of reason/causality
Grammar	Relative clauses Passive voice Nominalisation
Composition	Topic Sentence – Introduction and definition Description of the topic sentence Effect of the topic sentence Nominalisations High lexical density

Progression

Builds Upon	Year 5: Information texts - <i>Right of Register</i>
Converges With	Year 6: Information Report - Year 6 - <i>Right of Register</i>
Leads to	

Factorial Explanation - Right of Register

Why did World War One start in 1914?

World War I was seen as one of the bloodiest catastrophes of the 20th Century. The war, which started in 1914 and did not end until 1918, took countless lives and changed the landscape in Europe forever. Three main factors that causes tension before the war include: nationalism, imperialism and militarism.

One factor that caused tension in Europe for 1914 was nationalism, which is a feeling of pride in your country and a belief that it is better than other nations. In the late 19th century, Germany and Italy became united countries of the first time. This produced a feeling of great pride among German and Italian people and the desire to be seen as great nations. A rivalry developed with the other powers in Europe such as France and Great Britain, with each nation competing to prove its strength and superiority. This led to tension in Europe because two ways in which the countries competed with each other was trying to expand their empires and building up their armed forces.

Imperialism, which is a desire to gain and expand an empire, was another factor that caused tension to build up in Europe by 1914. From the late 19th century onwards the great powers of Europe competed with one another to grow their empires, which led to the 'scramble for Africa', in which Britain, France, Germany, Italy and Belgium all took control of large parts of the African continent between 1880 and 1900. This created tension because these countries began to see each other as rivals, and threats to their overseas empires, thus making war more likely.

The third factor that enabled tensions between European nations to rise before the Great War was militarism, which is when countries massively increase their armed forces very quickly. In the early years of the 20th century the European powers began to expand their armed forces, spending more and more each year on weapons and other military equipment. In 1906 Britain launched a new advanced type of battleship called the 'Dreadnought', which led to a naval arms race with Germany. Other countries built up their armies and by 1914 Germany, France and Russia each had an army of over one million men. This meant tension built because as each country increased its armed forces, all the other nations felt threatened. Also, the temptation to use the weapons and forces that had been expensively built up was very great.

It was a combination of nationalism, imperialism and militarism that resulted in the great war. War was eventually declared on the 28th July 1914 and raged on until Germany signed an armistice on 11th November 1918. It was to be described as 'the war to end all wars', but sadly this would not be the case.