

Explanation

First year of school

Purpose:

1. The text explains how or why something occurs.

Structure:

1. A title is given.
2. No more than three sequenced topic sentences are given.
(e.g. How to make a cake
Firstly, buy the ingredients. Secondly, mix them up. Finally, bake the cake in the oven.)

Grammar:

3. Simple sentences are used.
4. Verbs are in the present tense.
5. Pronouns are used (e.g. it, they).
6. Common time connectives are used (e.g. firstly, secondly, finally).

Writing Features:

1. The sequence of the process is simply described.

Explanation

Second year of school

Purpose:

1. The text explains how or why something occurs.

Structure:

1. A title is given.
2. Three sequenced topic sentences are given.
3. Elaboration with a descriptive sentence is used for each topic sentence.
(e.g. How to make a cake
Firstly, buy the eggs, flour and milk. Buy four eggs. Secondly, mix them up in a bowl.
Mix them in a big bowl. Finally, bake the cake in the oven. The oven must be hot.)

Grammar:

1. Adjectives are used to elaborate the nouns.
2. Simple sentences predominate.
3. Nouns are used.
4. Action verbs are in the present tense.
5. Pronouns are used to describe the noun (e.g. it, they, them).
6. Common time connectives are used (e.g. firstly, secondly, finally).

Writing Features:

1. Sequence of the process is simply described.
2. All high-frequency words are spelt correctly.
3. Punctuation (e.g. capital letters, full stops and commas) is used accurately.
4. Diagrams match each step in the sequence.

Explanation

Third year of school

Purpose:

1. The text explains how or why something occurs.

Structure:

1. A title is given to identify the focus of the writing (e.g. how or why).
2. A macro sentence is used to describe the topic of the text.
3. Topic sentences are used to identify the sequence.
4. Descriptive sentences are used for some topic sentences.

(e.g. How a frog grows

Frogs are animals. Firstly, the frog lays the eggs. The eggs are black. Secondly, the tadpoles hatch. Then the tadpole grows legs. The tadpole has four legs. Finally, they turn into frogs.)

Grammar:

1. Adjectives are used to elaborate on nouns.
2. Simple sentences predominate.
3. Action verbs are in the present tense.
4. Appropriate use of pronouns is demonstrated (e.g. it, they, them).
5. Common time connectives are used (e.g. firstly, secondly, finally).
6. Correct use of the noun/pronoun relationship is demonstrated (e.g. tadpoles/they).

Writing Features:

1. Writing is planned.
2. Sequence of the process is clear and fully described.
3. Paragraphs are chronologically ordered.
4. All high-frequency words are spelt correctly.
5. Technical vocabulary is used.
6. Diagrams are used to match each step in the sequence.

Explanation

Fourth year of school

Purpose:

1. The text explains how or why something occurs.

Structure:

1. A title is given to identify the focus of the writing (e.g. how or why).
2. Macro sentences are used to define the focus of the text (two)
3. A logical sequence of paragraphs explains the how the phenomenon occurs.
4. Descriptive sentences are given for all topic sentences.
5. A conclusion revisits the phenomenon which is being explained.

(e.g. How a frog grows

Frogs are amphibians. They live in many parts of the world. Firstly, the frog lays the eggs. The eggs are usually black. Eventually the tadpoles hatch. They hatch after twenty days. Then the tadpole grows legs. The tadpole always has two front legs and two back legs. Finally, they turn into frogs. Frogs come in many colours. All frogs grow in the same way.)

Grammar:

1. Modifiers are used to tell how much, how many or what size (e.g. all, most, many, some, few, only, mainly, often, male, female).
2. The subjects and verbs agree.
3. Plurals and articles are used correctly.
4. Action verbs are used to explain processes.
5. Simple present tense is used.
6. A variety of sequencing words are used (e.g. eventually).
7. Simple and compound sentences predominate.
8. Passive voice is used.

Writing Features:

1. Writing is planned.
2. Sequence of the process is clear and fully described.
3. Paragraphs are chronologically ordered.
4. Writing has an introduction and paragraphs of information.
5. Spelling is carefully checked and corrected.
6. Technical vocabulary is used.
7. Labelled diagrams are used to match the sequence.

Explanation

Fifth year of school

Purpose:

1. The text explains how or why something occurs.

Structure:

1. A title is given to identify the focus of the writing.
2. A general statement is given to identify and define the phenomena (using two or more macro sentences).
3. A linking sentence is used to lead the number of steps in the sequence.
4. A logical sequence of paragraphs is used to explain how the phenomenon occurs.
5. Paragraphs are developed from the nouns and action verbs in the topic sentence.
6. A conclusion revisits the phenomenon which is being explained.

(e.g. How a frog grows)

Frogs are amphibians. They live in many parts of the world. There are many different types. There are four stages in the life cycle of a frog. Firstly, the frog lays the eggs. The female frog lays the eggs. They are usually black. Eventually, the tadpoles hatch. The tadpoles swim in the reeds. They hatch after twenty days. Then the tadpole grows legs. The tadpole grows rapidly. All tadpoles have two front legs and two back legs. Finally, they turn into frogs. Frogs come in many colours. All frogs grow in the same way.)

Grammar:

1. General noun groups are used to describe the subject of the explanation (e.g. back legs, particles of dust and gas).
2. Modifiers are used to tell how much, how many or what size (e.g. all, most, many, some, few, only, mainly, often, male, female).
3. The subjects and verbs agree.
4. Articles are correct.
5. Action verbs are used to explain processes.
6. Simple present tense is used.
7. A variety of sequencing words are used.
8. Third person pronouns are used (e.g. him, her, it, them, and them) rather than first person pronoun (e.g. I, we, me, us).
9. Simple and compound sentences predominate.
10. Complex sentences are correct, when attempted.
11. Passive voice is used.

Writing Features:

1. Writing is planned.
2. Sequence of the process is clear and fully described.
3. Paragraphs are chronologically ordered.
4. Writing has an introduction and paragraphs of information.
5. Spelling is carefully checked and corrected.
6. Technical vocabulary is used.
7. Labelled diagrams are used to match each step.
8. Sources of information are correctly referenced.

Explanation

Sixth and seventh years of school

Purpose:

1. The text explains how or why something occurs.
2. Writing explains each step of a process (how) and gives reasons (why) something occurs.

Structure:

1. A title is given to identify the focus of the writing.
2. A general statement is used to identify and define the phenomena (using two or more macro sentences).
3. A linking sentence is used to lead the reader to the explanation process.
4. Time sequencing sentences are present (e.g. firstly, secondly, penultimately).
5. Describing sentences are used to support the time sequencing sentence.
6. A logical sequence of paragraphs explains the how the phenomenon occurs.
7. A conclusion revisits the phenomenon which is being explained.

(e.g. The life cycle of a Frog

Frogs are amphibians. There are many different types. They live in many parts of the world. There are four stages in the life cycle of a frog. Initially, the frog lays the eggs. The female frog lays the eggs. They are usually black and gelatinous in appearance. After a period of two weeks the tadpoles hatch. The tadpoles swim rapidly in the reeds. They generally hatch after twenty days. Penultimately, the tadpole begins to grow legs. The tadpole grows rapidly. All tadpoles have two front legs and two back legs which they use for propulsion in water and movement on land. Finally, they turn into frogs. As adults they are capable of reproduction. Whilst frogs may vary in many ways they all have the same life cycle.)

Grammar:

1. Technical language is used.
2. General noun groups are used to describe the subject of the explanation (e.g. back legs, particles of dust and gas).
3. Modifiers are used to tell how much, how many or what size (e.g. all, most, many, some, few, only, mainly, often, male, female).
4. The subjects and verbs agree.
5. Plurals and articles are used correctly.
6. Action verbs explain processes.
7. Verb groups are used (e.g. swim rapidly).
8. Simple present tense is used.
9. Causal language is used to show cause and effect (e.g. because, so, as a result of).
10. A variety of conjunctions or phrases are used to sequence processes.
11. Third person pronouns are used (e.g. him, her, it, them, and them) rather than first person pronoun (e.g. I, we, me, us).
12. Simple, compound and complex sentences predominate.
13. Complex sentences are correct when attempted.
14. Passive voice is used.

Writing Features:

1. Writing is planned.
2. Correct choice of sentences is used.
3. Sequence of the process is clear and fully described.
4. Paragraphs are chronologically ordered.
5. Writing has an introduction and paragraphs of information.
6. Bullet points, arrows, scales, text boxes and captions organise the information and assist the reader to locate information.
7. Visual information (e.g. diagrams, illustrations, charts, maps and photos) is used to support the written explanation.
8. Spelling and punctuation is carefully checked and corrected.
9. Sources of information are correctly referenced (e.g. footnotes or bibliography).