



Aston-on-Trent Primary School Non-Fiction Progression Map



Explanation Texts						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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 or another's motives; why and how they made a construction.	-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.	After carrying out a practical activity, (e.g.) experiment, investigation, construction task) contribute to creating a flowchart or cyclical diagram to explain the process as member of group with the teacher. -After seeing and hearing an oral explanation of the process, explain the same process orally also using flowchart, language and gestures appropriately. -Read, with help, flowcharts or cyclical diagrams	Create diagrams such as flow charts to summarise or make notes of stages in a process (e.g. in science, D&T or geography), ensuring items are clearly sequenced. -Explain processes orally, using these notes, ensuring relevant details are included and accounts ended effectively.	-Read and analyse explanatory texts to identify key features. -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. -Orally summarise processes carried out in the classroom and on screen in flowcharts or cyclical diagrams as appropriate. -Contribute to the shared writing of an explanation where the	Read and analyse a range of explanatory texts, investigating and noting features of impersonal style: complex sentences; use of passive voice; technical vocabulary; use of words/phrases to make sequential, causal or logical connections. -Engage in teacher demonstration of how to research and plan a page for a reference book on one aspect of a class topic using shared note-making and writing of the page, using an impersonal style, hypothetical language (if...then, might, when the...) and because, as a result,	Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types. - Use the language conventions and grammatical features of the different types of text, as appropriate.

		processes and then read others independently. -Following other practical tasks, produce a simple flowchart or cyclical diagram independently. explaining other		teacher acts as scribe and models the use of paragraphs, conjunctions and the other key language and structural features appropriate to explanatory writing. purpose: to explain a process or to answer a question structure: introduction, followed by sequential explanation, organised into paragraphs language features: usually present tense; use of conjunctions of time and cause and effect; use of passive voice presentation: use of diagrams and other illustrations, paragraphing, conjunctions, subheadings, numbering	due to, only when, so) as appropriate. -In shared writing and independently plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style, causal and temporal conjunctions (e.g. while, during, after,	
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				-After oral rehearsal, write explanatory texts independently from a flowchart or other diagrammatic plan, using the conventions modelled in shared writing.		
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