

# Progression in writing genres Key Stage 1

## Genre: Explanation Year 2

| Text Structure   | Sentences grammar and punctuation  | Useful Vocabulary   | Word Classes   |
|--|--|---|--|
| <p>Write a title</p> <p>Begin by introducing what is begin explained</p> <p>Use labelled diagrams, arrows or boxes to help the reader understand what happens and why and when if there is a sequence</p> <p>Use headings to show different parts of the explanation</p> <p>Write short paragraphs about each part of the explanation</p> <p>Sometimes use questions to head up or begin a part of the explanation</p> <p><b>Audience and purpose:</b><br/>Once they have read the explanation, does the reader understand what, why, how or in what sequence something happens?</p> | <p>Subject/verb sentences are used e.g. There are...<br/>It is ...</p> <p>Written in the present tense</p> <p>Simple noun phrases e.g. enormous mountain</p> <p>Use a variety of punctuation .,?!”</p> <p>Apostrophes for contractions e.g. can't, didn't, couldn't</p> <p>Use of commas to separate items in a list within a sentence e.g. Elephants, cats, whales and humans are all mammals.</p> <p>Simple connectives used to link clauses e.g. but, then, so, when, because</p> <p>Make longer sentences by using connectives to join clauses</p> | <p>They can</p> <p>Like many</p> <p>I am going to</p> <p>There are two sorts of</p> <p>They live in</p> <p>The _____ have _____ but the _____ have _____</p> <p>_____</p> <p>There are many</p> <p>I will explain</p> <p>I will describe</p> <p>Did you know...?</p> <p>Did you realise...?</p> | <p><u>Nouns</u><br/>Use singular and plural nouns adding correct suffix</p> <p>Use expanded noun phrases for description e.g. large sharp talons</p> <p>Use precise nouns e.g. prey, predator, talons, larvae, yacht, hull, deck,</p> <p><u>Verbs</u><br/>Add 'es' 'ed' and 'ing' to verbs. Use present and past tense verbs. Use continuous present verb form e.g. leaping, running</p> <p><u>Adjectives</u><br/>Add 'er' and 'est' to adjectives making appropriate changes to the root word as necessary e.g. shorter, heavier, biggest</p> |

Subordination-when, if, that, because, while  
e.g. The female peacock is mainly brown in colour while the male peacock is amazingly colourful.

Coordination- or, and but, so  
e.g. There was no electricity in homes so people used oil lamps to light up their rooms.

Use adjectives to create a picture in the reader's mind and add factual detail

Adverbs

Use quality adverbs to add factual detail  
e.g. As night falls eagles swoop silently to catch their prey.

Connectives

Subordination-when, if, that, because  
e.g. The lifeguard puts red flags on the beach when it is too dangerous to go in the sea to swim.

Coordination-or, and, but  
e.g. In Victorian times children liked to play with their toys but they were wooden not plastic.

