Y2 Explanation

Purpose

To explain why or how something happens

To explain cause and effect

To describe a scientific process sometimes in chronological order

Prior Knowledge

Introduction to show: when, who what where why

Chronological order

Use of simple time conjunctions

Simple sentence with a capital letter and full stop.

Use of exclamation mark and question mark.

Present tense verbs

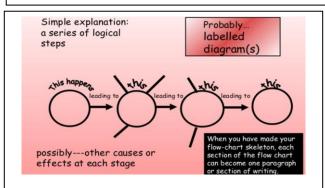
Partner Work

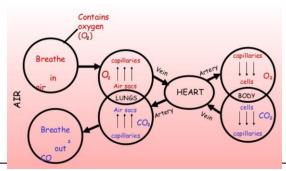
Know how to improve my own and my partner's writing focusing on sentences, grammar, punctuation, vocabulary and spelling.

- 1. Work with a partner.
- 2. Partner A places their book on top of Partner B's book because Partner A has their book on top they have the purple pen.
- 3. Partner B reads through the work and gives suggestions on what they think could be improved/edited and Partner A has to decide whether to take the advice or not.
- 4. After 5mins swap your books over.
- 5. Partner B has their book on top of Partner A's and the pen is given to Partner B so they now have the purple pen.
- 6. When it is a final piece of work, you may provide a response about the whole piece.

Organisation for your writing

| Feature | Tick |
|-------------------------------|------|
| Your introduction is clear | |
| with lots of detail. | |
| Your writing contains a fully | |
| developed process of steps. | |
| You use time and causal | |
| conjunctions well. | |
| You have a strong | |
| conclusion to end your | |
| writing. | |





Types of Explanation

Encyclopaedia entry – technical manual – science investigation – question and answer section

| Language Features | | |
|-------------------|---|--|
| Coordinating | Used in the middle of a sentence to link | |
| Conjunctions | ideas – don't use more than two in the | |
| | same sentence! | |
| | or, an, but, so | |
| Subordinating | Used in the middle or at the start of a | |
| Conjunctions | sentence – don't use more than two in the | |
| - | same sentence! | |
| | when, if, that, because | |
| Simple | The sun shines on the water. | |
| Present Tense | It evaporates into the air. | |
| Present | The sun is shining on the water. | |
| Progressive | It is evaporating into the air. | |
| Tense | | |
| Adverbs of | next, after, until, before, earlier, later, | |
| Time/Time | recently, last week | |
| Conjunctions | | |
| Causal | because, after, until, while | |
| Conjunctions | | |

| Punctuation | |
|----------------|---|
| Capital | Used to start a sentence |
| Letters | The bird likes to eat worms. |
| ABC | Used for names |
| | Swallows fly to South Africa in October. |
| | Used for I |
| | I see birds in the park. |
| Full Stops . | Used at the end of a sentence |
| | Like many birds, Sparrows stay at home. |
| Question | Used at the end of a question |
| Marks ? | Where do they go? |
| Exclamation | Used to show strong feeling |
| Marks! | What a lovely day! |
| Commas , | Commas after a list |
| | The bird picks up worms, returns to their |
| | nest and feeds their young. |
| Apostrophe | Apostrophes for singular and plural |
| for possession | possession |
| - • | (the dragon's scales, the children's toys, |
| | the boy's jumper) |