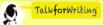
Explanation Toolkit



Y1/2: Y3/4: as in Y1/2 & ... Y5/6: as in Y3/4 & ...

To explain something:

The following tools may be used to fuel discussion around key topics explored by the class. Whilst explanation may not have a transcriptional focus in Y1, it is important that children are building confidence in some key phrasing for explanation.

- Introduce the reader to the subject using a simple Why sentence: There are many reasons why dragons are afraid of mice.
- Use descriptive detail to make the explanation clear (single or multiple adjectives): Mice have a strong, disgusting smell.
- **Tell the reader why** using causal conjunctions: because/so/this means that/etc.
- Add more information by introducing your points with 'adding on' openers (fronted adverbials): Also, ... As well as ...
- Present and sequence the explanation in small chunks so that the reader can process each point using time openers (fronted adverbials): Firstly, ... Secondly, ...

- Introduce the reader to the subject using a simple why or how sentence: This explanation will clearly show how the prince to frog potion works.
- Show cause and effect through a wider variety of causal conjunctions: If... then..., As a result, ...

 Consequently, ... Therefore, ... this means that, ...
 this will lead to/result in ...
- Make your explanation link the ideas through causal conjunctions: Pressing the red button on the top of the machine will result in the engine igniting.
- Add more information by introducing your points with more sophisticated 'adding on' openers (fronted adverbials): Additionally, ... Moreover, ... Furthermore, In addition, ...
- Explain the sequence through time openers (fronted adverbials): Later on, ..., Months afterwards, ..., Subsequently, ...
- Engage the reader by asking them rhetorical questions: Do you wonder how the Prince to frog potion works?

- Consider your audience and vary your tone and formality for a desired effect:
 - Formal: The purpose of this experiment is to discover ...
 - Informal: Let's find out why ...
- Explain hypothetical outcomes using degrees of possibility (modal verbs): could, should, might, may, etc.
- Explain the impact on different stakeholders, varying the reasons accordingly: The closing of zoos will clearly impact conservation since ...

Explanation – structure



Y1/2: Y3/4: as in Y1/2 & ... Y5/6: as in Y3/4 & ...

To structure explanation writing:

 Use a title to tell the reader what you are explaining: Why dragons are afraid of mice.

Introduction

• Introduce what will be explained to the reader.

Main body

 Make a series of key points that explain why something happens: Firstly, mice can hypnotise dragons.

Conclusion

 Write a statement to round it off: So that is why you never see photographs of dragons and mice together. • Write a title that captures the nature of the text: How the Prince to frog potion works

Introduction

• Make sure your opening introduces the subject and grabs the reader's attention: All princes ooze arrogance and revel in their own beauty. The Prince Transformation Potion destroys these dislikeable attributes. When this happens, they turn into an everyday frog.

Main body

- Use sub-headings or topic sentences to organise and introduce key points to be explained: As the potion is digested, it is pumped around the bloodstream until the skin begins to take on a greenish hue.
- Help your reader understand by organising information into paragraphs.
- Use fact boxes, diagrams, flowcharts, images or underlining to illustrate what is being explained or make it stand out.

Conclusion

Write a conclusion that sums up the explanation:
 The final part of the process strips away the dislikeable attributes: self-adoration, smarminess and good looks, resulting in a wart-covered amphibian.

- Manipulate the organisation of your writing to suit the audience: an experiment write up, a manual, a guide, a letter, a historical document, etc.
- Consider how you may feature other non-fiction purposes, such as elements of persuasion: Do you suffer from a grumpy teacher? If so, then use the 'Teacher-Pleaser' machine and soon your teacher will become the jolliest person in school.
- Relate the explanation to the reader: If <u>you</u> treat the 'Tidy Your Bedroom' machine with care, it will last for years. Make sure that the spring is not overused as it runs the risk of breaking. This will mean that you will have to tidy your own mess!
- Help the reader understand technical terms by including a glossary.