



# Holly Park School Writing Learning Organiser

## Year 4

**Genre: Explanation**

**Phase: KS2**

**Purpose: Inform**

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

### Learning Objectives

Pupils should be taught to plan their writing by:  
 discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas  
 Draft and write by:  
 composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)  
 organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings]  
 Evaluate and edit by:  
 assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

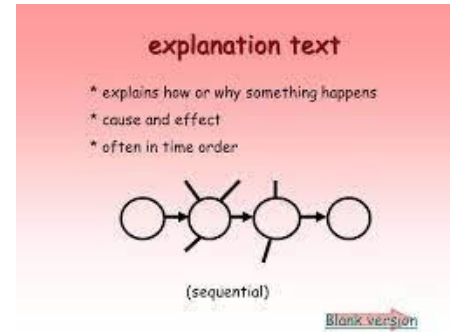
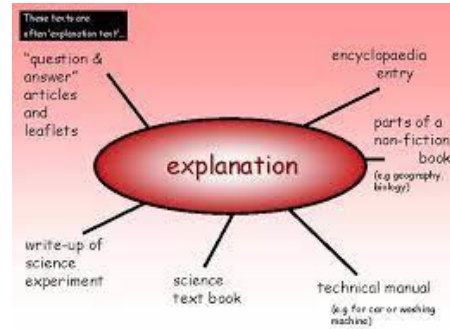
Prior Knowledge	Progression in Skills	Vocabulary
To know that the text needs a title often starting with 'How' or 'Why' To know to include an opening sentence to introduce the process To know to use time conjunctions To know to make the writing clear To know to include technical vocabulary To know to include diagrams to help the reader	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 teacher acts as scribe and models the use of paragraphs, connectives 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 connectives of time and cause and effect; use of passive voice presentation: use of diagrams and other illustrations, paragraphing, connectives, subheadings, numbering After oral rehearsal, write explanatory texts independently from a flowchart or other diagrammatic plan, using the conventions modelled in shared writing.	<b>Chronology</b> - In order of events <b>Title</b> - Heading <b>Time conjunctions</b> - Linking words to show passing of time <b>Technical vocabulary</b> - Specific vocabulary <b>Diagrams</b> - Pictures with labels or captions <b>Explanation</b> - Tells someone how to do something
<b>What will I know by the end of the unit?</b>	<b>Purpose</b> To explain why or how something happens	<b>Introduction</b> - Gives the reader a small piece of information about the text. <b>Casual conjunctions</b> - Introduce a cause for a given action <b>Time conjunctions</b> - Tell the reader when something is happening Time
Include a question as a title Include a short introduction		

Stages of the process in chronological order  
 Technical language for the topic  
 Diagrams used with captions

**Possible Curriculum Links**

Geography – How a river is formed  
 Geography/Science – The water cycle  
 PHSE – Drugs and alcohol

To explain cause and effect  
 To describe a scientific process sometimes in chronological order



**Adverbial** - A word or phrase functioning as a major clause constituent expressing time summary

**Paragraph** - A distinct section of writing, dealing with one theme/subject

**Organisational and presentational devices** - Bullet points, headings numbered lists etc. they help make the text more straightforward

**Fronted Adverbials**  
 In fact, On the other hand, Similarly, To summarise, Primarily, Until then, In addition to this, Meanwhile, Firstly,

**PUNCTUATION**

- Use spaces that reflect the size of the letters.
- Use full stops correctly.
- Use exclamation marks correctly.
- Use capital letters correctly.
- Apostrophes for contractions.
- Possessive apostrophes for singular nouns.
- Commas to separate items in lists.
- Use commas after fronted adverbials.
- Brackets - The rivers (Thames and Kennett) flow into each other
- Possessive apostrophes for plural nouns.
- Use commas after fronted adverbials.

**GRAMMAR**

**Coordinating Conjunctions**  
 for, and, nor, but, or, yet, so

**Subordinating Conjunctions**  
 although, because, now that, until, while

**Causal Conjunctions**  
 therefore, consequently, as a result, since, this results in, this causes

**Expanded Noun Phrases**  
 ...above the mountains, the rain...

**Prepositional Phrases**  
 ...down by the stream... ...under the bridge...

**Adverbs of Time**  
 next, after, until, before, earlier, later, recently, last week

**Fronted Adverbial**  
 Until it rained, the pond was empty. At the end of the river, there is a delta.

**Subordinate Clause**  
 Although the sun rarely shines, the water cycle continues.

TEXT STRUCTURE	SENTENCE
<p>Introduction is clear with lots of detail. Writing contains a fully developed process of steps. Paragraphs are organised around a topic. A description of the parts within the process. Diagrams add extra detail Technical vocabulary Use time and causal conjunctions well. Have a strong conclusion to end the writing.</p>	<ul style="list-style-type: none"><li>• Simple sentences with extra description.</li><li>• Variation in sentence length</li><li>• Some complex sentences using when, if, as etc.</li><li>• Use embedded/relative clauses</li><li>• Include adverbs to show how often</li><li>• Tense consistent e.g. modal verbs can/will</li><li>• Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel. When we arrived, the tour guide gave us a chocolate bar.</li></ul>