



## Section 2

# Developing writing



### Activity breakdown

#### Concepts

- Arrows (page 20)
- Questioning (page 22)
- Planning and discussing (page 22)
- Chocolate changes (page 23)

#### Planning

- Planning and discussing (page 22)
- How and why KWL chart (page 23)

#### Text structure

- Cause and effect (page 20)
- Opening statements (page 21)
- Chocolate changes (page 23)
- Jumbled explanations (page 24)

#### Language features

- Link challenge (page 21)
- Pronoun hunt (page 24)

### Developing explanation text

Explanation writing takes a process and pieces together the steps in which it occurs, explaining how one thing leads to another. As such, the activities in this section build up the skills necessary to write such a text, with a specific focus on features highlighted in Section 1.

Children need a grasp of the process they are explaining – nothing is more frustrating for a child than trying to learn a complex genre while also struggling to marshal their information. In this section the emphasis is on showing the ‘how’ and ‘why’ of processes that are fairly familiar, either through day-to-day life (the tying of shoelaces) or subject matter they will have covered elsewhere in the curriculum (evaporation, sunrise). There is also a steer towards setting up processes for them to explain by doing things, such as lighting candles and melting chocolate. The basic point being that the more secure the process, the more children will enjoy applying it to the genre being learned. If gaining a grasp of this genre involves having a grasp of what is being explained, then the processes of questioning and researching are vital.

### How to use the activities

This section contains activities that will prompt questioning and also looks at the use of KWL grids (what we know, what we want to find out and what we have learned) to define what needs to be found out about a process.

The activities offer ways in which the structuring of a process can be explored, with a particular focus on the connection of events by cause and effect, and the way one thing leads to another. This is translated into an exploration of the language used to connect sentences. As they do this, the children should be encouraged to gather causal and temporal connectives and to try using them. You will need to teach the connectives so that they find a natural place in the class’s vocabulary.

The language of explanation is also explored through looking at the tense structure of two different jumbled texts and reassembling them, with a view to using the simple present tense in writing.