

## Explanation text

The purpose of an explanation text is to explain to the reader how something works or happens.

### Features of an explanation text

Title – make it clear so the reader knows what is about to be explained <i>How did the Titanic sink? How do bees make honey?</i>
Introductory paragraph detailing the process which is about to be explained <i>Many people are unaware of the true events which led to the sinking of the Titanic in 1912...</i>
Paragraphs detailing the process from start to finish, often in chronological order. <i>The RMS Titanic sets sail on its maiden voyage from Southampton, England on April 10, 1912. Bees collect pollen from plants and flowers...</i>
Did you know? Additional fact boxes – great extra presentational feature. <i>Did you know that there were only 20 lifeboats on board the Titanic?</i>
Present tense <i>The sugar is changed into... The bee pollinates the flower... At approximately 11:40pm, the Titanic strikes an iceberg...</i>
Formal language
Technical vocabulary <i>Pollen, fertilisation, gestation, lifeboat, SOS signals.</i>

### Grammar, punctuation and spelling opportunities

The following list should be used as tool to help teachers plan where to cover explicit grammar, punctuation and spelling objectives from both the Interim Framework 2016/17 and the programmes of study:

- **Subordinating conjunctions** – expand upon independent clauses – **when, as, before, since, although** (These are examples and do not represent accurate facts)

*During this time, the ship's signals are not heard even though/although they have been repeatedly sent to neighbouring vessels.*

*As the water fills the lower decks, the ship begins to lower at the bow.*

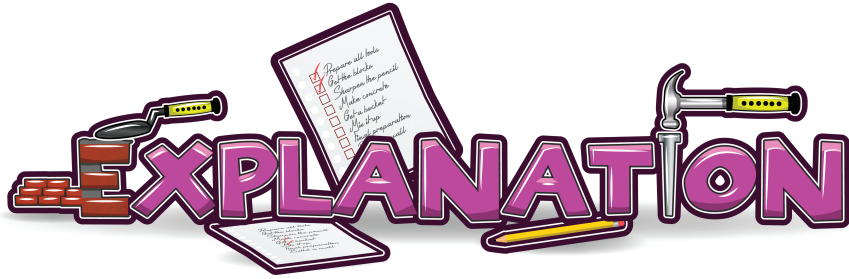
*When it strikes the iceberg, the sudden shudder wakes the sleeping captain.*

*Before the captain is aware of anything, the Titanic already has five compartments filled to their capacity.*



- **Co-ordinating conjunctions** – link related points about your topic – **but, so, and, for.**  
 Honey bees collect the nectar so they can make honey.  
 The ship raises the alarm for it needs to let the passengers know that they are in danger.  
 Most of the water is stopped by the emergency doors, but some of it continues to enter...
- **Adverbs/adverbials of time** – keep your process chronological using adverbs of time.  
 following that, soon after, moments later, approximately \_\_ minutes later, next, when...,  
 as..., before...
- **Adverbs/adverbials of manner** – detail the speed and manner of your chosen verbs.  
Slowly, water begins to enter the chamber.  
 The ants carefully remove...
- **Expanded noun phrases** – add detail to nouns using adjectival phrases (from and of work best here)  
 The pressure from the gases...  
 The water from the lower decks...  
 The mantle of the earth's crust...
- **Apostrophes for possession** – use possession to help the reader understand the role of the noun in the process you are explaining.  
 The bee's wings...  
 The door's emergency system...  
 The captain's response...
- **Year 3/4 Spelling List**  
 accident(ally), appear, continue, decide, forward, increase, material, position, pressure, through, weight.
- **Spell words with the suffix -ly** – perfect for adverbs of manner.  
 (Not all adverbs end with an -ly!)  
 slowly, carefully, quickly, rapidly etc.





Title – what is going to be explained

Introduction – detail what is going to be explained

Paragraphs detailing the process from start to finish

Did you know? Additional fact boxes

Present tense

Formal language

Technical vocabulary

Co-ordinating conjunctions

Subordinating conjunctions

Adverbs/adverbials of time

Adverbs/adverbials of manner

Expanded noun phrases

Commas for a list

Year 3/4 Spelling Words

Spellings with the suffix -ly