**St Barnabas Progression of Scientific Writing**

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| **Scientific Genre** | **Year 1/2** | **Year 3/4** | **Year 5/6** |
| **Prediction** | **-Pupils explain what they think will happen using every day language.** | **-Pupils explain what they think will happen using every day/scientific language.**  **-Pupils justify their prediction using personal experience.** | **-Pupils using scientific language to create a generalised statement explaining what they think will happen.**  **-Pupils use their scientific knowledge to justify their prediction.** |
| **Method** | **-Pupils draw a simple visual representation of a single stage or multiple stages of their investigation.**  **-Pupils label key equipment.**  **-Pupils provide a description (written or verbal) of what they will measure.** | **-Pupils create a diagram of their investigation which depicts multiple stages of the investigation.**  **-A comprehensive list of equipment is included.**  **-A description of what they will measure and how they will record their results.** | **-Pupils create an accurate, multi-stage diagram of their investigation.**  **-A comprehensive list of equipment and safety precautions are included.**  **-An accurate set of instructions is provided to supplement the diagram.**  **-A description of what they will measure, how they will record their results and how many repeated measurements they will take.** |
| **Conclusion** | **-Pupils use every day and learned Scientific vocabulary to recount personal experiences and explain their results (written or verbal).** | **-Pupils use every day and learned Scientific vocabulary to identify patterns and trends in their results.**  **-Pupils select examples of results which support such generalised statement.**  **-Pupils apply personal experience and learned scientific knowledge to explain the causation of their results.** | **-Pupils use succinct generalised statements to identify patterns and trends in their results.**  **-Pupils select examples of results which support such generalised statement.**  **-Pupils identify examples results which do not support such generalised statements.**  **-Pupils attempt to account for such anomalous data.**  **-Pupils apply and synthesize learned scientific knowledge to explain the causation of their results.**  **-When appropriate, pupils use their findings to extrapolate future events.** |
| **Evaluation** | **-Pupils use every day language to explain the ways in which their investigation was successful.**  **-Pupils use every day language to explain the ways in which their investigation could be improved (written or verbal).** | **-Pupils identify ways in which the test was and was not fair.**  **-Pupils make suggestions to improve the fairness of their investigation.**  **-Pupils make suggestions as to how the scope of the investigation could have been extended.** | **-Pupils identify ways in which the test was and was not fair.**  **-Pupils make suggestions to improve the fairness of their investigation.**  **-Pupils make suggestions as to how the accuracy of their investigation could be improved.**  **-Pupils make suggestions as to how the scope of the investigation could have been extended.**  **-Pupils make suggestions as to the possible real world applications of their findings.** |