**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.** |