

St Matthew's Federation



Progression in Non-chronological Reports

Purpose: To provide detailed information about the way things are or were to help readers/listeners understand what is being described by organising or categorising information.

Common examples of the text type:

- Describing aspects of daily life in history e.g. children's lives in Victorian times, transport in Victorian times or differences in buildings from the past to the present.
- Describing characteristics of anything e.g. particular animals or plants, the planets or different rocks or materials.
- Comparing and describing geographical features of different places
- Describing characteristics of religious groups and their lifestyles
- Information leaflets
- Tourist guidebooks
- Encyclopaedia entries
- Non-fiction books
- Magazine articles

Generic Text Features	Planning and Preparing	Adaptations to Support
• A title • A logical structure - often from general information to more specific detail with examples and elaborations. • Information about the same part is grouped together • Common structure includes: Introduction: An opening statement with general information. e.g. Eagles are birds. (Older children	• Plan how to organise the information you want to include under different headings e.g. spidergram, planning frame grid or headings • Gather information from a range of sources and collect it under the headings you have planned • Consider using a T4W script to orally rehearse some of the language structures associated with a non-chronological report or provide sentence stems for children to use	• Different planning frames according to the child • Peer support for finding information • Different levels of text to access about the topic • Word banks for technical language and common exception words

may add more detail about scientific classification or technical classification e.g. Their Latin name is...) Paragraphs about different parts and their function		• Sentence stems
Progression in Skills		
EYFS	• Title (can be given) • Simple technical language (subject specific language) • Present or past tense (depending upon topic) • May be linked to a real life experience e.g. trip or visitor • Encourage simple conjunctions e.g. and	
KS1 - Year 1	• Skills from EYFS plus: • Title (can be given) • Leave spaces between words • Begin to sequence sentences • Use of coordinating conjunction 'and' • Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Simple technical language • Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I' • Past or present tense (depending upon the topic) • May be linked to a real life experience e.g. trip or visitor	
KS1 - Year 2	• Skills from Year 1 plus: • Title (Can be given or options to choose from) • Subheadings (can be given) • Inclusion of technical language • Facts • Usually written in third person (he, she, it, they) • Introduction • Main body	

	• Conclusion • Pictures/captions/labels could be used to aid presentation or possible text structure • Sentences sequenced with increasing accuracy • Correct and consistent choice of present or past tense (depending upon the topic) • Past and present progressive verb forms used • Inclusion of noun phrases • Commas to separate items in a list • Apostrophes for contractions • Apostrophes for singular possession • Understanding if they have written a statement, question, command or exclamation • Coordinating conjunctions - or, and, but • Subordinating conjunctions - when, if, that, because
LKS2 Year 3	• Skills from Year 2 plus: • Title (discuss possible options and model choosing one) • Subheadings (can be given) • Technical vocabulary • Information which is factual and accurate • Expressing time, place or cause with conjunctions e.g. when, before, after, while, so, because to join clauses. • Use of prepositions, where appropriate • Introducing paragraphs under headings and subheadings • A short introductory paragraph to explain the topic • Main body of text - a paragraph under each subheading • Conclusion - short paragraph giving people's opinions of the subject and why • If the report is in past tense, include present perfect forms of verbs instead of simple past e.g. It has been, he has been, they have been

LKS2 Year 4	• Skills from Year 3 plus: • Use of subordinating conjunctions to join clauses and as openers • Create cohesion and avoid repetition through the use of nouns and pronouns e.g. The ancient Egyptians buried Pharaohs in pyramids. They also... • Correct use of determiners a and an • Plural s • Singular and plural possessive s • Use of fronted adverbials with a comma afterwards • End introductions with a simple rhetorical question
UKS2 Year 5	• Skills from Year 4 plus: • Create cohesion across paragraphs with adverbials e.g There were many reasons for the Angles and the Saxons to move to England. Firstly, there was good farmland in England. • Parenthesis using brackets, dashes and commas to add additional information e.g. At the start of his reign, he ruled over Wessex (in the west of England). • Use layout devices e.g. headings, subheadings, columns, bullet points can be used to provide additional information, present information clearly and guide the reader. • Commas to clarify meaning or avoid ambiguity e.g. • Use of relative clauses beginning with who, which where, when, whose, that or an omitted relative pronoun • Indicate degrees of possibility with adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, will, must, should)
UKS2 Year 6	• Skills from Year 5 plus: • Clear difference in vocabulary between informal and formal writing e.g. find out - discover; ask for - request; go in - enter • Use of the passive voice to maintain impersonal tone e.g. Children were evacuated. The old empires of France and Britain were ruined. The dropping of the atomic bomb created a world which was terrified by the threat of atomic war. • Possible use of the subjunctive e.g. If I were..., Were they to come... • Range of organisational features e.g. headings, subheadings, bold writing, italic writing, tables, illustrations, diagrams

	• Linking ideas across paragraphs using a wider range of cohesive devices e.g. <i>repetition of a word or phrase, the use of adverbials - on the other hand, in contrast, as a consequence and ellipsis</i> • Use of the semi-colon, colon and dash to separate clauses • Use of the colon to introduce a list • Use of the semi-colon within lists • Consistent punctuation of bullet points to list information • Hyphens may be used to avoid ambiguity e.g. man eating shark versus man-eating shark or recover versus re-cover • Introduction - a paragraph to explain the topic by giving a general overview of the topics covered in the text. The reader should be 'hooked in' to read more through the use of interesting rhetorical questions or addressing the audience • Main body - a paragraph or more under each subheading which should be clear and interesting. Clear links between paragraphs as above • Conclusion - a paragraph about people's opinions of the subject and why or the author's opinion ending with a rhetorical question or ellipsis to keep the reader thinking about the topic
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