Progression in Non-Chronological Reports

N	• Knows information can be relayed in the form of print.
R	• Describe something/someone (possibly after drawing it/them). Develop the description in response to prompts or questions (what does she like to eat? Has she a favourite toy?) Ask similar probing questions to elicit a fuller description from someone else. • Links statements orally and sticks to a main theme or intention • In a shared reading context read information books and look at/re-read the books independently • Experiment with writing labels, captions and sentences for pictures or drawings in a variety of play, exploratory and role-play situations e.g. when being a dinosaur detective, a child wrote a report on fossils for the dinosaur museum **Grammar Focus** • Break the flow of speech into words • Write simple sentences, in meaningful contexts, that can be read by themselves and others
Y1	• Find out about a subject by listening and following the text as information books are read, or when watching a video • Contribute to a discussion on the subject as information is assembled and the teacher writes the information • Assemble information on a subject from their own experience e.g. food, pets • Write a simple non-chronological report by writing sentences to describe aspects of the subject **Grammar focus** • How words can combine to make sentences • Joining words and joining clauses using and • Sequencing sentences to form short narratives • Separation of words with spaces • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Capital letters for names and for the personal pronoun I
Y2	• After a practical activity, or undertaking some research in books or the web, take part in a discussion, generalising from repeated occurrences or observations • Through reading, recognise that description is generally used for precision rather than to create an emotional response so imagery is not heavily used • Distinguish between a description of a single member of a group and the group in general e.g. a particular dog and dogs in general. • Read texts containing information in a simple report format, e.g. **There are two sorts of x...; They live in x...; The As have x..., but the Bs etc.** • Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present and categorise ideas

Grammar focus
- Use of the suffixes –er, -est in adjectives e.g. ***Polar bears are the biggest carnivores of all.***
- Subordination (using when, if, that, because) and co-ordination (using or, and, but)
- Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] e.g.
- explore the difference between proper nouns and general nouns, and identify their use in this text type
- identify the use of factual adjectives to give significant detail, often clarifying colour, position or size e.g. ***scaly bodies***
- explore the inappropriateness of 'empty' adjectives which do not help the reader to learn more about the topic e.g. ***pretty wings***
- collect and use examples of noun phrases to generalise e.g. ***most butterflies, some insects, all hedgehogs***, and consider their meaning
- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command e.g.
- identify sentences in the opening paragraphs of simple reports that answer the questions: Who? What? When? Where?
- Begin reports by asking a direct question eg ***Have you ever heard of a hammerhead shark?***
- Correct choice and consistent use of present tense and past tense throughout writing e.g. note how reports are written in the simple present tense (with the exception of historical reports, which can be studied in later year groups) and reflect this in their writing, for example, ***They like to build their nests ... It is a cold and dangerous place to live.***
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences e.g. explore the use of capitalisation for common and proper nouns in the context of reports, for example, ***Bees belong to a larger family of insects known as Apoidea.***

Y3	• Analyse a number of report texts and note their function, form and typical language features, e.g.
	
	  ○ introduction indicating an overall classification of what is being described
	  ○ use of short statement at the start of each paragraph to introduce each new topic
	  ○ language (specific and sometimes technical) to describe and differentiate
	  ○ impersonal language
	• Explore, and begin to incorporate into their own writing, the language of comparison and contrast e.g.
	• ***They hibernate just like other bears. / All bees sting apart from the ….*** (build up banks of other possible words/phrases e.g. ***except for, including/not including, instead of***)
	• revisit the use of –er and –est when formulating adjectives – see year 2
	• Turn notes into sentences grouping information
	• Note how writing often moves from general to more specific detail
	• Write (non-comparative) non-chronological reports, independently, including the use of organisational devices to aid conciseness, such as headings, based on notes from several sources
	
	Grammar focus
	• Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because]
	• Expressing time, place and cause using adverbs [for example, then, next, soon, therefore], e.g. note the lack of use of 'adverbs of time' in this text type, drawing attention to the difference between recounts (which are structured chronologically) and non-chronological reports

- Expressing time, place and cause using prepositions [for example, before, after, during, in, because of] e.g.
- collect and use examples of prepositional phrases to clarify physical features, for example, *Ants do not have lungs. They have tiny holes all over their body which they breathe through.*
- include exploration of similes (using 'as' and 'like') and consider how these are used to specify rather than for literary effect, for example,

- *Bees have tubes instead of mouths. The tube is like a straw.*
- *A polar bear's nose is as black as a piece of coal.*
- include exploration of prepositions to clarify position, for example, *Ants build their mounds in sand or soil.*
- Introduction to paragraphs as a way to group related material e.g. organise information about a topic into obvious groupings, for example, appearance, feeding habits etc
- Headings and sub-headings to aid presentation

Y4	

- Analyse a number of report texts and note their function, form and typical language features recognising that they are often written in the present tense
- Compare with some examples of reports written in the past tense, as in a historical report e.g. *Children as young as seven worked in factories. They were poorly fed and clothed and they did dangerous work.*
- Develop research and note-taking techniques
- Teacher demonstrates how to write non-chronological report using notes in a spidergram
- In reading, analyse a comparative and non-comparative reports and note the difference e.g. reports that deal with a single (albeit wide-ranging) topic, for example, British Birds, and those that deal with two or more topics for example, Frogs and Toads
- Write own non-comparative reports, based on notes from several sources, helping the reader to understand what is being described by organising or categorising information

Grammar focus

- Draw attention to importance of subject verb agreements e.g. *family is…., people are…*
- Note how writing often moves from general to more specific detail, exploring how determiners are used to indicate this shift in focus e.g. *Dogs have an exceptional sense of smell. A dog can pick up a scent from a significant distance away. The (breed of dog) is known to have the most sensitive sense of smell.*
- Explore how subordination and co-ordination can help the writer move from the general to the more specific within one sentence, for example, *Most bees are black or grey, but/however some are bright red, yellow or metallic green.*
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. continue building banks of noun phrases used to generalise (see year 2)
- Fronted adverbials e.g. collect and use a range of adverbials that can be used to draw similarities, for example, *'Like most birds, swallows like to…', 'As well as honeybees, …',' On the whole,…', 'Just like honeybees, bumble bees like to…'*
- Use of paragraphs to organise ideas around a theme e.g. begin to explore more subtle paragraph breaks, or paragraph breaks within headed sections of reports and consider how the author organised the information
- ☐ Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition e.g. explore the need to repeat the noun in comparative reports so that the reader is able to follow the text with greater ease

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Y5	- Collect information to write a report in which two or more subjects are compared, (e.g.) spiders and beetles; solids, liquids and gases, observing that a grid rather than a spidergram is appropriate for representing the information - Consider using a question in the title to interest the reader (**Vitamins – why are they so important?).** - Write short non-chronological comparative report focusing on clarity, conciseness and impersonal style - Explore the use of a more personal style in some reports and use this in their own writing when appropriate e.g. ***So, next time you choose a pet, why not consider getting a dog. After all, everyone knows that a dog is a man's best friend.*** **Grammar focus** - Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun - e.g. explore how noun phrases are most commonly expanded using the pronouns 'which' and 'that' in this text type, for example, ***They have a long thin proboscis which is inserted into small flowers, such as Primroses, to drink nectar.*** - explore the impact on clarity when these relative clauses are omitted - Fronted adverbials e.g. collect and use a range of adverbials that can be used to draw similarities and differences, for example, ***'Unlike other insects,…',*** 'Whereas bumble bees….,honey bees….', 'As well as honeybees, …', ***'On the whole,…',*** ***'Conversely…',*** ***'While honeybees can often be found…, bumble bees…'*** Indicating degrees of possibility using adverbs e.g. explore the use of adverbs and adverbials to provide generalised information (these can provide a 'get-out clause' for the writer), for example, ***usually, commonly, mostly*** Brackets e.g. explore when the author chooses to parenthesise information using brackets and when the author uses a dash/comma instead and draw generalisations from this Dashes or commas to indicate parenthesis e.g. explore when commas are used to parenthesise relative clauses and when they are not begin to consider the difference between 'restrictive' (parenthesised) and 'non-restrictive' (non-parenthesised) clauses e.g. which contain information that is essential to meaning and information that is non-essential

Y6	- Write reports as part of a presentation on a non-fiction subject - Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types - Plan how information will be organised, e.g. choosing to use paragraph headings, a spidergram or a grid, depending on the nature of the information - Approach the subjects and compose an opening, subsequent paragraphs and a conclusion that will attract the reader and capture their interest throughout **Grammar focus** - Use of the passive to affect the presentation of information in a sentence e.g. explore how the passive can be used to: avoid personalisation; avoid naming the agent of a verb; add variety to sentences or to maintain an appropriate level of formality for the context and purpose of writing, for example, *Sparrows are found in ... Sharks are hunted ... Gold is highly valued* - Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis - Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] - Use of the semi-colon, colon and dash to mark the boundary between independent clauses, for example, explore how the colon can be used to create different effects e.g. - to lead the reader to a revelation of information e.g. ➢ *The relationship between these eco-systems is complex: each depends on the survival of the other.*
	  ➢ *There is a major advantage to this feature: it allows the…*
	  ➢ to introduce a quote/motto e.g.
	  ➢ *There is an old, much-loved saying: 'A dog is a man's best friend.'* - Use of the colon to introduce a list and use of semi-colons within lists - Punctuation of bullet points to list information

Moving beyond	Aside from continuing to develop the skills set out for year 6 and year 5 in relation to more complex subjects (in terms of language and processes), it is unlikely that this form of writing will provide sufficient challenge to extend the most able in the primary setting. Sustained writing on a topic (for example deforestation) could be used to develop larger texts in which form is used to sustain interest, clarify complex ideas and help the reader navigate the text (through the use of graphic elements such as flowcharts or cycles). Research should support the use of more advanced technical terms, supported by definitions given in parenthesis and in glossaries.