

Progression in Non-chronological report

Possible outcomes:

- Fact files
- Top trumps
- Leaflets/brochures
- Information texts
- Guide book

Purpose:

Report texts describe the way things are. They help readers understand and envisage the item/s being described by categorising information, for example under appearance, climate. They usually therefore have a logical structure rather than a temporal structure i.e. they are non-chronological. Reports are used to create precise and detailed information 'pictures'. Most reports aim to be objective but the selection of information included in a report can create bias.

Variants in reports can occur and they can be combined with other text types. Reports are found in all areas of the curriculum but are found particularly in subjects such as science and geography.

Audience:

Children should listen to, speak, read and write explanation texts for a wide range of audiences, varying language features and text structures to suit the audience and purpose.

Generic text structure:

The structure of a report text is often (but not always):

- An opening, general classification, for example sparrows are birds
- More technical classification, for example their Latin name is...

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- A description of the phenomenon, including some or all of its: qualities, parts and their function, habits/behaviour or uses

Language features:

The language features of a report text are often (but not always):

- Written in the third person, present tense
- Non-chronological
- Written to include passive voice
- Focused on generic subjects
- Descriptive language, including the language of comparison and contrast for precision, not to create an effect or emotion

Knowledge for the writer:

- Plan under paragraph headings in note form
- Use a range of resources to gather information
- Select facts from a range of courses to interest the reader
- Possible use of a question in the title to intrigue the reader
- Be clear, so that you do not muddle the reader
- Open by explaining very clearly what you are writing about
- Use tables, pictures, diagrams to add more information
- Possibly end by relating the subject to the reader e.g Many people like whales...
- Reports are factual but you could add comments or use questions to draw in the reader
- Reread as if you knew nothing about the subject to check that you have put information across successfully
- Recognise that discussion texts can be adapted or combined with other texttypes depending on the audience and purpose

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Progression is achieved through:

- Speaking and listening preceding reading and writing
- Teacher modelling and scribing preceding children's independent attempt
- Increased understanding by the children of the form and features of the text type and then increasingly ability to manipulate elements of various text-types to fulfil a writing purpose
- Increasing complexity, such as length, obscurity of task, adding additional features such as diagrams
- Increasing ability to evaluate texts and their own work

Children learning English as an additional language may require some support in developing:

- Accuracy in subject-verb agreements and use of prepositions, appropriate use of modals and range of determiners
- The use of academic and technical language with abstract nouns and nouns made from other word classes
- Impersonal style and passive voice

Year group	Progression in non-chronological reports	Grammar (to include revision from previous year groups)	
Reception	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.) 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.	ELG <ul style="list-style-type: none"> • Pupils write simple sentences that can be read by themselves and others • Speaking – pupils develop their own narratives and explanations by connecting ideas or events • Speaking – pupils use past, present and future forms accurately when talking about events that have happened or are to happen in the future • Pupils use their phonic knowledge to write words in ways which match their spoken language 	Exceeding <ul style="list-style-type: none"> • Pupils use key features of narrative in their own writing • Speaking – pupils recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events • Pupils can spell phonetically regular words of more than 1 syllable • Pupils can spell many irregular but high frequency words

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		<ul style="list-style-type: none"> • Some words are spelt correctly and others are phonetically plausible • Pupils write some irregular common words • Pupils handle equipment and tools effectively, including pencils for writing 	<ul style="list-style-type: none"> • Pupils hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size
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Year group	Progression in non-chronological reports	Grammar (to include revision from previous year groups)
1	<p>Find out about a subject by listening and following text as information books are read or watching a video.</p> <p>Contribute to a discussion on the subject as information is assembled and the teacher writes the information.</p> <p>Assemble information on a subject in own experience, e.g food, pets</p> <p>Write a simple non-chronological report by writing simple sentences (capital letter and full stop) to describe aspects of the subject.</p>	<ul style="list-style-type: none"> • -est (as a superlative) e.g He is the richest man in England. • Nouns • Expanded noun phrases • Conjunction 'and' • Questions • Question marks • Capital letters • Full stops

Year 1 Non-chronological report:

Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Ideas grouped together for similarity.</p> <p>Attempts at third person writing. E.g The man was run over.</p> <p>Written in the appropriate tense. E.g Sparrow's nest are... Dinosaurs were...</p>	<p>Simple conjunctions are used to construct simple sentences e.g and, but, then, so</p>	<p>____ are ____</p> <p>____ is ____</p> <p>They are ____</p> <p>The different ____</p> <p>This is a ____</p> <p>There are ____</p> <p>These can be grouped ____</p>	<p><u>Noun</u></p> <p>What a noun is</p> <p>Regular plural nouns with 'er'</p> <p><u>Verbs</u></p> <p>Third person, first person singular</p> <p>Ending added to verbs where there is change to root</p> <p>Simple past tense 'ed'</p> <p><u>Adjectives</u></p>

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			<p>Add 'er' and 'est' to adjectives where no change is needed to root word</p> <p><u>Conjunctions</u> Join words and sentences using and/then</p> <p><u>Tense</u> Simple past tense 'ed'</p>
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2	<p>After a practical activity or undertaking some research in books or the web, take part in discussion in another curriculum subject, generalising from repeated occurrences or observations. 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...</p> <p>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</p>	<ul style="list-style-type: none"> • Present tense • Adjectives • Suffix • -est (as a superlative) e.g It is the biggest animal in the UK • Expanded noun phrases • Commas in lists • Questions • Question marks

Year 2 Non-chronological report:

Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Brief introduction and conclusion</p> <p>Written in the appropriate tense</p>	<p>Subject/verb sentences e.g He was... They were... It happened...</p>	<p>They like to They can It can Like many</p>	<p><u>Noun</u> Form nouns using suffixes and compounding Expand noun phrases for description</p>

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<p>Main ideas organised in groups</p>	<p>Some modal verbs introduced e.g would, could, should</p> <p>Use simple adverbs e.g quickly, slowly</p> <p>Use simple noun phrases e.g large tiger</p>	<p>I am going to</p> <p>There are two sorts of</p> <p>They live in</p> <p>The ___ have but the ___ have</p>	<p>Add 'es' to nouns</p> <p><u>Verbs</u></p> <p>Progressive form of verbs in the past and present tense</p> <p>Add 'ed', 'ed' and 'ing' to verbs</p> <p><u>Adjectives</u></p> <p>Add 'er' and 'est' to adjectives where no change is needed to root word</p> <p><u>Conjunctions</u></p> <p>Subordination – when, if, that, because</p> <p>Coordination – or, and, but</p> <p><u>Tense</u></p> <p>Correct and consistent use of past and present tense</p> <p><u>Adverbs</u></p> <p>'ly' added to adjective to form adverb</p>
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3	<p>Analyse a number of report texts and note their function, form and typical language features:</p> <ul style="list-style-type: none"> • Introduction indicating an overall classification of what is being described • Use of short statement to introduce each new item 	<ul style="list-style-type: none"> • Adjectives for precision rather than emotion • Adverb to describe adjective e.g very big

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	<ul style="list-style-type: none"> • Language (specific and sometimes technical) to describe and differentiate • Impersonal language • Mostly present tense <p>Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spider-diagram to organise the information.</p> <p>Distinguish between generalisations and specific information and between recounts and reports, using content taken from another area of the curriculum.</p> <p>Analyse broadcast information to identify presentation techniques and notice how the language used signals change.</p> <p>Teacher demonstrates how to write non-chronological report using notes in a spidergram; draws attention to importance of subject verb agreements with generic participants e.g family is... people are...</p> <p>Write own report independently based on notes from several sources.</p>	
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Year 3 Non-chronological report:

Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Clear introduction</p> <p>Organised into paragraphs shaped around a key topic sentence.</p> <p>Use of sub-headings</p>	<p>Simple sentences with extra description</p> <p>Subordination using when, if as etc</p> <p>Tense consistent and modal verbs such as can/will</p> <p>Adverbials e.g When the caterpillar makes a cocoon...</p>	<p>The following report</p> <p>They don't</p> <p>It doesn't</p> <p>Sometimes</p> <p>Often</p> <p>Most</p>	<p><u>Noun</u></p> <p>Form nouns using prefixes</p> <p>Nouns and pronouns used to avoid repetition</p> <p><u>Verbs</u></p> <p>Present perfect forms of verbs instead of 'the'</p> <p><u>Adjectives</u></p>

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			<p>Choose appropriate adjectives</p> <p><u>Conjunctions</u> Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past and present tense</p> <p><u>Adverbs</u> Introduce/revise adverbs Express time and cause; then, next, soon</p>
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Year group	Progression in non-chronological reports	Grammar (to include revision from previous year groups)
4	<p>Collect information to write a report in which two or more subjects are compared. Draw attention to the precision in the use of technical terminology and how many of the nouns are derived from verbs.</p> <p>Teacher demonstrates the writing of a non-chronological report, including the use of organisational devices to aid conciseness such as numbered lists or headings.</p> <p>Plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style.</p>	<ul style="list-style-type: none"> • Suffix –er for comparison • Expanded noun phrases to include prepositions e.g The long spikes on its back are very sharp • Pronouns within and across sentences to aid cohesion and avoid repetition

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Year 4 Non-chronological report:

Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Clear introduction and conclusion</p> <p>Links between sentences help to navigate the reader from one idea to the next</p> <p>Paragraphs organised correctly into key ideas</p> <p>Sub-headings are used to organise information e.g qualities, body parts, behaviour</p>	<p>Variation in sentence structures e.g While the eggs hatch female penguins...</p> <p>Use embedded/relative clauses</p> <p>Include adverbs to show how often e.g additionally, frequently, rarely</p> <p>Sentences build from a general idea to more specific</p>	<p>This report will</p> <p>The following information</p> <p>Usually</p> <p>Normally</p> <p>Even though</p> <p>Despite the fact</p> <p>As a rule</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases</p> <p><u>Verbs</u> Standard English forms for verbs</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Conjunctions</u> Use a wide range of conjunctions</p> <p><u>Tense</u> Correct use of past and present tense</p> <p><u>Adverbs</u> Know what an adverbial phrase is Fronted adverbials Comma after fronted adverbials</p>

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5	<p>Collect information to write a report in which two or more subjects are compared.</p> <p>Draw attention to the precision in the use of technical terminology and how many of the nouns are derived from verbs</p> <p>Teacher demonstrates the writing of a non-chronological report, including the use of organisational devices to aid conciseness such as numbered lists or headings.</p> <p>Plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style</p>	<ul style="list-style-type: none"> • Devices for cohesion – pronouns and adverbials • Commas for clarity • Relative clauses and relative pronouns

Year 5 Non-chronological report:

Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Developed introduction and conclusion using all the layout features.</p> <p>Description of the phenomenon is technical and accurate</p> <p>Generalised sentences are used to categorise and sort information for the reader</p> <p>Purpose of the report is to inform the reader and to describe the way things are</p>	<p>Sentence length varies e.g short/long</p> <p>Active and passive voice used deliberately to heighten engagement</p> <p>Wide range of subordinate conjunctions</p>	<p>The purpose of this report is to...</p> <p>The information presented will...</p> <p>Some experts believe...</p> <p>This article is designed to...</p> <p>Many specialists consider</p> <p>Firstly I will</p> <p>It can be difficult</p> <p>_____ will enable you to understand</p>	<p><u>Noun</u> Locate and identify expanded noun phrases</p> <p><u>Verbs</u> Use modal verbs Prefixes for verbs: dis, de, mis, over, ise, ify Convert adjectives in verbs using suffixes; ate, ise, ify</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Conjunctions</u></p>

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<p>Formal and technical language used throughout to engage the reader</p>		<p>Unlike Despite Although Like many</p>	<p>Use a wide range of conjunctions</p> <p><u>Tense</u> Change tense according to features of the genre</p> <p><u>Adverbs</u> Adverbial phrase Fronted adverbials Comma after fronted adverbial Adverbials of time, place and number</p>
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Year group	Progression in non-chronological reports	Grammar (to include revision from previous year groups)
6	<p>Secure understanding of the form, language conventions and grammatical features of non-chronological reports. Write reports as part of a presentation on a non-fiction subject.</p> <p>Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.</p>	<ul style="list-style-type: none"> Passive voice

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Year 6 Non-chronological report:

Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>The report is well constructed and answers the reader's questions</p> <p>The writer understands the impact and thinks about the response</p> <p>Information is prioritised according to importance and a frame of response set up or the reply</p>	<p>Verb forms are controlled and precise e.g it would be regrettable of the wild life funds come to an end</p> <p>Modifiers are used to intensify or qualify e.g insignificant, exceptionally</p> <p>Sentence length and type varied according to purpose</p> <p>Fronted adverbials use to clarify writers position</p> <p>Complex noun phrases used to add detail</p> <p>Prepositional phrases used cleverly e.g in the event of a fire...</p>	<p>They are unusually</p> <p>They are rarely</p> <p>They are never</p> <p>Generally</p> <p>Be careful if you</p> <p>Frequently they</p> <p>I will attempt to</p> <p>This article will frame</p> <p>It can be difficult to</p> <p>Each paragraph</p> <p>More than half</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely</p> <p><u>Verbs</u> Use modal verbs Prefixes for verbs; dis, de, mis, over, ise, ify Convert adjectives in verbs using suffixes; ate, ise, ify</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Conjunctions</u> Use a wide range of conjunctions</p> <p><u>Tense</u> Change tense according to features of the genre</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials</p>