



Rowsley Church of England Primary School

Progression in Non-Chronological Reports

‘Let our hearts wait and take courage that He will reveal Himself. Let us find contentment in the perfection of His word and see poetry as yet another jay of clay He shines through.’ (2 Corinthians 4:7-9)

“Life in all its fullness.” John 10:10

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. fashion, transport, buildings)
- Describing the characteristics of anything (e.g. particular animals or plants; the planets, the solar system, different rocks and materials; mythological creatures)
- Comparing and describing localities or geographical features
- Describing the characteristics of religious groups and their lifestyles in RE
- Information leaflets
- Tourist guidebooks
- Encyclopaedia entries
- Non-fiction books
- Magazine articles

Generic Text Features

- In the absence of a temporal (chronological) structure where events happen in a particular order, non-chronological reports usually have a logical structure. They tend to group information, often moving from general to more specific detail and examples or elaborations. A common structure includes:
 - An opening statement, often a general classification (Sparrows are birds);
 - Sometimes followed by a more detailed or technical classification (Their Latin name is...);
 It’s parts and their functions (The beak is small and strong so that it can ...);
 - It’s habits/behaviour/ uses (Sparrows nest in...)
 - A description of whatever is the subject of the report organised in some way to help the reader make sense of the information. For example:
 - It’s qualities (Like most birds, sparrows have feathers.)

Planning and Preparing

- Plan how you will organise the information you want to include, e.g. use paragraph headings, a spider gram or a grid.
- Gather information from a wide range of sources and collect it under the headings you’ve planned.
- Consider using a T4W script so that children can orally rehearse some of the language structures associated with this text type in readiness for final, written piece.

Progression in Skills

EYFS

- Title (can be given)

	<ul style="list-style-type: none"> • Simple subject specific language • Present or past tense • May be linked to a real life experience e.g. trip or visitor • Encourage simple connectives e.g. 'and'
<p>KS1 (Include skills from EYFS)</p>	<ul style="list-style-type: none"> • Subject specific language • Facts • Present or Past tense (depending on subject) • Usually written in third person (he, she. It, they) • Coordinating conjunctions to link two main ideas • Subordinating conjunctions • Title (can be given) • Subheadings (can be given) • Pictures/captions/labels could be used to aid presentation Possible text structure: • Introduction - A sentence to explain what is being written about • Main body - A few sentences underneath each subheading. • Conclusion - A sentence to describe own opinion of the subject and why.
<p>LKS2 (Include skills from KS1)</p>	<ul style="list-style-type: none"> • Text organisation to aid presentation e.g. paragraphs/ headings/ subheadings. • Range of adverbials and conjunctions • Technical vocabulary • Information which is factual and accurate • 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 Victorians liked to visit the seaside. They were also fond of... Possible text structure: • Introduction - A paragraph to explain the topic including any special features • Main body - A paragraph written under each of the sub headings. • Conclusion - A paragraph about peoples' opinions of the subject and why.
<p>UKS2 (Include skills from LKS2)</p>	<ul style="list-style-type: none"> • Create cohesion within paragraphs using adverbials e.g. Shortly afterwards, David Beckham began to play more seriously. Before long, he became professional • Parenthesis using brackets, dashes and commas can be used to add additional information. E.g. Victoria Beckham, David's celebrity wife, also enjoys football.

- Use layout devices e.g. headings, subheadings, columns, bullets, can be used to provide additional information; present information clearly; and guide the reader. Consistent use of this can also create cohesion.
- The passive voice can be used to avoid personalisation; to avoid naming the agent of a verb; to add variety to a sentence or to maintain an appropriate level of formality e.g. Sparrows are found in... Sharks are hunted.... Children were taught....
- Range of organisational features e.g. headings, subheadings; bold/italic writing; tables, illustrations or diagrams Possible text structure:
Introduction - A paragraph to explain the topic including any special features
Main body – A paragraph written under each of the sub headings which should be suitable and interesting. Can also be questions.
Conclusion -A paragraph about peoples' opinion of the subject and why.