



Non-fiction: Non-chronological report

Key subject knowledge

- Usually written in third person
- Usually written in present tense although sometimes may be written in the past (e.g. historical reports)
- Passive voice may be used to depersonalise/express formality
- Information is organised into sections/paragraphs of related information
- Sections/paragraphs are generally organised to support the readers understanding
- Headings and subheadings may be used
- May combine texts and visuals
- Visuals could include labelled diagrams, tables and images
- Grouped information may move from general to specific
- Introduction tells the reader what the report is about
- Conclusion sums up/closes the report
- Generic rather than specific nouns
- May use technical language
- May compare and note differences
- May give examples as appropriate
- Description is precise and supports understanding
- Questions may be used in headings, subheadings and texts to interest the reader
- May be combined with other text types

Purpose for writing

- To inform the reader about a specific subject

Ideas for publication

- Information leaflet
- Newspaper/magazine article
- Non-fiction book
- Guide book

Consider carefully who your **audience** will be. This will inform how it is written, how much detail is needed and the level of formality



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Progression

The table below illustrates progression through the national curriculum and how it **could** be linked to the text type

Year 1	Listen and discuss a wide range of non-fiction and explain their understanding Compose oral non-fiction sentences before writing Write sentences/sequence of sentences to describe a subject Sort sentences into subject related material Write labels, captions and sentences Discuss writing with teacher or other pupils Read aloud writing Re-read to check for sense Use 'and' to join clauses Punctuate using capital letters and full stops (<i>other punctuation could be used: question marks, exclamation marks</i>) Use a capital letter for people, places, days of week and person pronoun, 'I' as needed
Year 2	Listen to, discuss and give view on non-fiction Discuss how items of information are related Look at different structures of non-fiction and use these to structure own writing Answer and ask questions relating to non-fiction Have a clear purpose for writing non-fiction Before writing, say and note key ideas and vocabulary Punctuate using capital letter and full stops (<i>other punctuation could be used: exclamation marks, question marks, commas for lists and apostrophes for contraction and possession</i>) Write statements (<i>other sentence types could be used: statements, questions, exclamations</i>) Noun phrases describe and specify (<i>nocturnal animals, long, sharp claws, the man in the moon</i>) As appropriate, -er, -est adverbs Conjunctions (<i>and, when, that, but etc.</i>) Commas in lists Evaluate writing for sense, correct verb form, including the progressive (where appropriate) Proof-read for spelling, punctuation and grammar Read aloud with appropriate intonation to support meaning



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Year 3/4	Read and discuss a wide range of non-fiction that is structured in different ways and for a range of purposes Explore and discuss vocabulary and grammar used Ask questions to develop understanding Identifying main ideas from more than one paragraph and summarising these Identify how language, structure and presentation support meaning Retrieve and record information from non-fiction Discuss and record ideas in advance of writing Evaluate own and other's writing by suggesting improvements Suggest changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors Read aloud with appropriate intonation controlling the tone and volume so that the meaning is clear	<u>Year 3 (Grammar specific)</u> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Express time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>] Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] As appropriate (e.g. newspaper report): Introduction to inverted commas to punctuate direct speech
		<u>Year 4 (Grammar specific)</u> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>] Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] Use of commas after fronted adverbials As appropriate (e.g. newspaper report): Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]



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Year 5/6	Read and discuss a wider range of non-fiction and reference books with different structures and purposes Recommend non-fiction texts, giving reasons for their choices: <i>This one is would be helpful for someone who....</i> Compare non-fiction texts: <i>This one has... so that..., but this one doesn't... because...</i> Identify how language, structure and presentation contribute to meaning Retrieve, record and present information from non-fiction Explain and discuss their understanding of what has been read, including through formal presentations, using notes where necessary Identify audience and purpose for writing, selecting the appropriate form and using other similar writing as models for their own Note initial ideas drawing on reading and research where necessary Select appropriate grammar and vocabulary, giving attention to enhancing meaning Precising longer passages Evaluate how effective their own and others' writing is and propose changes to vocabulary, grammar and punctuation to clarify meaning Ensure consistent and correct use of tense throughout, subject verb agreement, appropriate register for writing Proof-read for spelling and punctuation errors	<u>Year 5 (Grammar specific)</u> Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity Use expanded noun phrases to convey complicated information concisely Use the perfect form of verbs to mark relationships of time and cause <u>Year 6 (Grammar specific)</u> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>] Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech] 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 <i>on the other hand, in contrast, or as a consequence</i>], 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, <i>It's raining; I'm fed up</i>] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark, or recover</i> versus <i>re-cover</i>] Use expanded noun phrases to convey complicated information concisely Use the perfect form of verbs to mark relationships of time and cause
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