



## Progression in Writing - Non-chronological Report



### Audience

Always consider your audience before beginning to plan and write.

### 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 Structure

### Planning and preparation

<p>Structure often includes:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>A common structure includes:</p> <ul style="list-style-type: none"> <li>• An opening statement, often a general classification (Sparrows are birds)</li> <li>• Sometimes followed by a more detailed or technical classification (Their Latin name is...)</li> <li>• 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: <ul style="list-style-type: none"> <li>• It's qualities (Like most birds, sparrows have feathers.)</li> <li>• It's parts and their functions (The beak is small and strong so that it can ...)</li> <li>• It's habits/behaviour/ uses (Sparrows nest in...)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Plan how you will organise the information you want to include, e.g. use paragraph headings, a spider gram or a grid.</li> <li>• Gather information from a wide range of sources and collect it under the headings you've planned.</li> <li>• Consider using a script so that children can orally rehearse some of the language structures associated with this text type in readiness for final, written piece.</li> <li>• Contextualised SPAG - see below.</li> </ul>
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**Progression in skills**

<p align="center"><b>EYFS</b></p>	<ul style="list-style-type: none"> <li>• Title (can be given)</li> <li>• Simple subject specific language</li> <li>• Present or past tense</li> <li>• May be linked to a real-life experience e.g. trip or visitor</li> <li>• Simple connectives e.g. 'and'</li> </ul>
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<p align="center"><b>KS1</b></p>	<ul style="list-style-type: none"> <li>• Subject specific language</li> <li>• Facts</li> <li>• Present or Past tense (depending on subject)</li> <li>• Usually written in third person (he, she. It, they)</li> <li>• Coordinating conjunctions to link two main ideas.</li> <li>• Subordinating conjunctions</li> <li>• Title (can be given)</li> <li>• Subheadings ( can be given)</li> </ul>
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	<ul style="list-style-type: none"> <li>• Pictures/captions/labels could be used to aid presentation</li> </ul> <p><b>Possible text structure:</b></p> <p><b><u>Introduction</u></b> A sentence to explain what is being written about</p> <p><b><u>Main body</u></b> A few sentences underneath each subheading.</p> <p><b><u>Conclusion</u></b> A sentence to describe own opinion of the subject and why</p>
<p>LKS2</p>	<ul style="list-style-type: none"> <li>• Text organisation to aid presentation e.g. paragraphs/ headings/ subheadings.</li> <li>• Range of adverbials and conjunctions</li> <li>• Technical vocabulary</li> <li>• Information which is factual and accurate</li> <li>• Use of subordinating conjunctions to join clauses and as openers.</li> <li>• 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...</li> </ul> <p><b>Possible text structure:3</b></p> <p><b><u>Introduction</u></b> A paragraph to explain the topic including any special features</p> <p><b><u>Main body</u></b> A paragraph written under each of the sub headings.</p> <p><b><u>Conclusion</u></b> A paragraph about peoples' opinions of the subject and why</p>
<p>UKS2 As for LKS2 plus:</p>	<p>Create cohesion within paragraphs using adverbials e.g. Shortly afterwards, David Beckham began to play more seriously. Before long, he became professional</p> <ul style="list-style-type: none"> <li>• Parenthesis using brackets, dashes and commas can be used to add additional information. E.g. Victoria Beckham, David's celebrity wife, also enjoys football.</li> <li>• 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.</li> <li>• 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</li> </ul>

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.