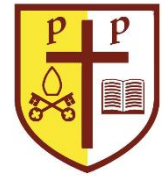


Progression in Writing - Non-chronological Report



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"> • 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. <p>A common structure includes:</p> <ul style="list-style-type: none"> • An opening statement, often a general classification (Sparrows are birds) • Sometimes followed by a more detailed or technical classification (Their Latin name is...) • 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"> • It's qualities (Like most birds, sparrows have feathers.) • It's parts and their functions (The beak is small and strong so that it can ...) • It's habits/behaviour/ uses (Sparrows nest in...) 	<ul style="list-style-type: none"> • 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 script so that children can orally rehearse some of the language structures associated with this text type in readiness for final, written piece. • Contextualised SPAG - see below.
---	--

Progression in skills

<p align="center">EYFS</p>	<ul style="list-style-type: none"> • Title (can be given) • Simple subject specific language • Present or past tense • May be linked to a real-life experience e.g. trip or visitor • Simple connectives e.g. 'and'
-----------------------------------	--

<p align="center">KS1</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. <ul style="list-style-type: none"> • Subordinating conjunctions • Title (can be given) • Subheadings (can be given)
----------------------------------	---

	<ul style="list-style-type: none"> • Pictures/captions/labels could be used to aid presentation <p>Possible text structure:</p> <p><u>Introduction</u> A sentence to explain what is being written about</p> <p><u>Main body</u> A few sentences underneath each subheading.</p> <p><u>Conclusion</u> A sentence to describe own opinion of the subject and why</p>
<p>LKS2</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... <p>Possible text structure:3</p> <p><u>Introduction</u> A paragraph to explain the topic including any special features</p> <p><u>Main body</u> A paragraph written under each of the sub headings.</p> <p><u>Conclusion</u> 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"> • 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.