

## **Progression in non-chronological report**

**Purpose:** to describe the characteristics of something

Non-chronological report texts describe the way things are (or were in the case of a historical context). They help readers understand and envisage the item/s being described by categorising information, for example under appearance, diet, habitat. 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.

### **Text structure:**

- introduction – an opening to classify in general: who, what, where, when (e.g., Tawny owls are the most common bird of prey in the UK.)
- description/additional information and detail organised into categories/paragraphs
- non-chronological organisation

### **Language features:**

- present tense (unless it is a historical report)
- non-chronological order
- third person
- focused on generic subjects, for example, owls in general not Ollie!
- factual writing, often including technical words and phrases
- descriptive language for precision, rather than to create effect or evoke emotion
- may include the passive voice

Non-chronological reports require the writer to organise information into categories (which usually then become paragraphs) within the text. It is an opportunity for the writer to use a range of resources to gather information about the subject of the report and to select facts which will interest the reader and fully describe the characteristics of the subject of the report.

Before writing reports, it is important to provide planning opportunities so that facts and information about the subject can be categorised effectively: a spidergram skeleton (Sue Palmer) is a useful tool onto which notes or 'memory joggers' can be written prior to bringing together the final report. Writing reports gives older pupils the opportunity to use formal and technical language (prey, pellet, wingspan); the passive voice (tawny owls are found); and hyphens to avoid ambiguity when using adjectives to describe things with clarity (forward-facing eyes) however non-chronological reports also allow the writer to show awareness of the reader by adding details such as questions to engage.

	<b>Progression in non-chronological report</b>	<b>Writing targets (related to key learning from English PoS)</b>
FS2	<ul style="list-style-type: none"> <li>Describe something/someone (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.</li> <li>In a shared reading context read information books and look at/re-read the books independently.</li> <li>Experiment with writing labels, captions and sentences for pictures or drawings in a variety of play, exploratory and role-play situations.</li> </ul>	<p>I attempt to write captions or short sentences in meaningful context.</p> <p>Write key words, captions or sentences beneath pictures which have been drawn to show what something or someone is like. Use shared writing as a scaffold to develop the description and provide additional facts about the person/object.</p> <p>(The lemur is black and white. Lemurs eat fruit.)</p> <p>I can leave a finger space between each word in my sentence.</p> <p>I can write sentences and read them back accurately.</p>
Y1	<ul style="list-style-type: none"> <li>Find out about a subject by listening and following text as information books are read, or when watching a video clip.</li> </ul>	<p>I can put words together to make a sentence.</p> <p>I can join 2 sentences using 'and'.</p> <p>I can separate the words in my sentences using finger spaces.</p> <p>I can use a capital letter to start a sentence.</p>

	<ul style="list-style-type: none"> <li>• Contribute to a discussion on the subject as information is assembled and the teacher writes the information.</li> <li>• Assemble information on a subject in own experience, (e.g. food, pets).</li> <li>• Write a simple non-chronological report by writing sentences to describe aspects of the subject.</li> </ul>	<p>I can use a full stop to end a sentence.</p> <p>Use a planning tool (such as a 'spidergram') to support non-chronological organisation of information. Write key words to describe different aspects of the subject around the circles on the spidergram. Using a writing frame with given sub-headings, write a sentence to describe a key aspect of the subject.</p> <p>(Barn owls hunt at night. Barn owls eat mice and small rats.)</p>
Y2	<ul style="list-style-type: none"> <li>• After a practical activity or undertaking some research, take part in a discussion linked to the wider curriculum, 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.</li> <li>• Contribute to a discussion on the subject as information is assembled; explain how to group (categorise) facts and information on the subject during teacher demonstration.</li> <li>• Read texts containing information in a simple report format.</li> <li>• Assemble information on another subject and use the model text read as a template</li> </ul>	<p>I can write for different purposes.</p> <p>I can plan and discuss the content of my writing and record my ideas using key words.</p> <p>Use a 'spidergram' skeleton to organise 'memory joggers' of information found about a subject into categories. (NB. make sure planning notes are made in the tense required in the final report.)</p> <p>I can use the present tense correctly and check that I have kept to the same tense.</p> <p>I can use different sentence types correctly - statement, exclamation, question. (Do you want to find out more about owls? Read this report to discover lots of new facts about these amazing birds!).</p> <p>I can almost always use capital letters and full stops correctly.</p> <p>I can use capital letters for all proper nouns.</p> <p>I can use question marks correctly where they are needed in my writing.</p>

	<p>for writing a report on it, using appropriate organisational features, such as an introduction and sub-headings, and language to present and categorise ideas.</p>	<p>I can use coordinating conjunctions (and, or) to link ideas in my writing.  <b>(Barn owls have white faces and white chests with brown spots.)</b></p> <p>I sometimes use subordinating conjunctions (because, when, if) to connect ideas in my writing.</p>
<p>N.C. English Y3/4: <i>'Pupils should be taught to plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar'.</i></p>		
<p>Y3/4</p>	<p>Read and analyse a number of report texts and note their function, form and typical language features:</p> <ul style="list-style-type: none"> <li>- introduction indicating an overall classification of what is being described</li> <li>- text organised into paragraphs so that categorisation of information is clear</li> <li>- factual language (specific and sometimes technical) to describe and differentiate</li> <li>- impersonal language</li> <li>- present tense</li> </ul> <p>• Contribute to discussion as teacher demonstration/scribing is used to model how to write a non-chronological report, using notes from a 'spidergram' to form full sentences; ensure modelling draws attention to importance of subject/verb agreements with generic participants (e.g. the barn owl is..., tawny owls are...)</p>	<p>Y3:</p> <p>I can discuss models of the text I intend to write and explain the purpose, structure and grammatical features of the text.</p> <p>I can write non-fiction texts using simple organisational devices such as sub-headings in a non-chronological report.</p> <p>I am starting to use paragraphs to organise my writing.</p> <p>I can suggest improvements to my writing using what I know about the organisation and grammar of the text type.</p> <p>I can use nouns and verbs which agree in my writing.</p> <p>I always use full stops and capital letters accurately to demarcate sentences.</p> <p>I can use sentences with more than one clause by using a range of subordinating conjunctions.</p> <p><b>(Breeding</b>  <b>Tawny owls can lay eggs when they are one year old and a female will lay between two and five eggs at a time.)</b></p> <p>Y4:</p>

	<ul style="list-style-type: none"> <li>• Plan and write own report independently based on notes gathered from several sources.</li> </ul>	<p>I can discuss models of the text I intend to write and explain the purpose, structure, grammatical features and use of vocabulary in the text.</p> <p>I can compose sentences using a range of structures appropriate to the text type I am writing.</p> <p>I use paragraphs to organise my writing, grouping the content of a text effectively.</p> <p>I choose <u>pronouns and nouns</u> carefully to make meaning clear and avoid repetition.</p> <p>(<u>Snowy owls have... These small birds... They all....</u>)</p>
<p>N.C. English Y5/6: <i>'Pupils should be taught to plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own'.</i></p>		
<p>Y5/6</p>	<ul style="list-style-type: none"> <li>• Plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style.</li> <li>• Use the language features of reports, including formal language when writing for an audience.</li> <li>• Use technical vocabulary precisely.</li> </ul> <p>Y6</p> <ul style="list-style-type: none"> <li>• Secure understanding of the form, language conventions and grammatical features of non-chronological reports. Write reports as part of a presentation on</li> </ul>	<p>Y5:</p> <p>I can use the organisation, grammatical features and vocabulary appropriate for a range of text types.</p> <p>I can adapt my writing to suit the audience and the purpose of the text.</p> <p>I organise my writing into well-structured paragraphs which create 'flow'.</p> <p>I can ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>I can use more sophisticated conjunctions to build cohesion across a text.</p> <p>I can build cohesion in and between paragraphs by using pronouns correctly.</p> <p>I can use brackets, dashes or <u>commas</u> to indicate parenthesis.</p> <p>(<u>Tawny owls, like all owls, eat small prey whole and, a few hours after their meal, regurgitate any bones which they cannot digest in the form of a pellet.</u>)</p>

<p>a non-fiction subject. 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"> <li>• When planning writing, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.</li> </ul>	<p>Y6:</p> <p>I use grammatical structures and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear.</p> <p>I can choose the appropriate form and register for the audience and purpose of the writing.</p> <p>I can use a range of organisational devices to structure texts and guide the reader.</p> <p>I sustain and develop ideas logically... using a wide range of devices to build cohesion within and across paragraphs.</p> <p>I can maintain an impersonal voice in order to convey information using a formal register.</p> <p>I can use a variety of relative pronouns or <u>implied pronouns</u> to write relative clauses which convey information clearly.</p> <p>(Tawny owls - <u>the most common bird of prey in the UK - are mottled reddish-brown in colour, with a rounded head and dark, *forward-facing eyes.</u>)</p> <p>I can use <u>hyphens*</u> to avoid ambiguity.</p>
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