



Progression Document: Non Chronological report

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.

Features of an Non Chronological report

*Non-Fiction Texts produced by the National Strategies

Generic text structure	Grammatical features	Planning and preparation
<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. ● 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...); ● 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: ● its qualities (Like most birds, sparrows have feathers.); ● its parts and their functions (The beak is small and strong so that it can ...); ● its habits/behaviour/ uses (Sparrows nest in ...) 	<ul style="list-style-type: none"> ● Often written in the third person and present tense e.g. They like to build their nests ... It is a cold and dangerous place to live. ● Sometimes written in the past tense, as in a historical report e.g. Children as young as seven worked in factories. They were poorly fed and clothed and they did dangerous work. ● Questions can be used to form titles e.g. Who were the Victorians? What was it like in a Victorian school? ● Question marks are used to denote questions. ● Use of conjunctions e.g. so, because... ● Use prepositions e.g. before, after... ● Cohesion can be created, and repetition avoided through the use of nouns and pronouns e.g. The Victorians liked...they were particularly fond of... ● Non-chronological reports are often organised into sections. This makes paragraphing a useful tool. ● Headings can be used to organise different sections. ● Layout devices such as heading, subheadings, columns, bullets etc can be used to present information clearly. Consistent use across the text helps create cohesion. ● The passive voice is frequently used to avoid personalisation, to avoid naming the agent of a verb, to add variety to sentences or to maintain an appropriate level of formality for the context and purpose of writing. E.g. Sparrows are found in ... Sharks are hunted ... children were taught ... ● Requires the writer to appreciate the difference between vocabulary typical of informal speech and that appropriate for formal speech e.g. the habitat of wood mice rather than where wood mice live. ● Adjectives and specifically comparative adjectives can be used to create description e.g. Polar bears are the biggest carnivores of all. They hibernate, just like other bears. A polar bear's nose is as black as a piece of coal. ● Brackets, dashes and commas can be used to add extra information inside parenthesis. 	<ul style="list-style-type: none"> ● Plan how you will organise the information you want to include, e.g. use paragraph headings, a spidergram or a grid. ● Gather information from a wide range of sources and collect it under the headings you've planned. ● Consider using a question in the title to interest your reader (Vitamins – why are they so important?). ● Try to find a new way to approach the subject and compose an opening that will attract the reader or capture their interest. Use the opening to make very clear what you are writing about. ● Include tables, diagrams or images e.g. imported photographs or drawings that add or summarise information. ● Find ways of making links with your reader. You could ask a direct question e.g. Have you ever heard of a hammerhead shark? or add a personal touch to the text e.g. So next time you choose a pet, think about getting a dog. ● Re-read the report as if you know nothing about its subject. Check that information is logically organised and clear. ● Use other text-types within your report if they will make it more effective for your purpose and audience.

Progression by year group

*Jane Considine text progression document

Year 1

Text Structure	Sentence	Useful Vocab	Word classes	Punctuation
<ul style="list-style-type: none"> ● Ideas grouped together for similarity. ● Attempts at third person writing. e.g. The man was run over. ● Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were... 	<ul style="list-style-type: none"> ● Simple connectives are used to construct simple sentences e.g. and, but, then, so. 	<p>___ are... ___ is... They are... The different... This is a ___ There are ___ These can be grouped___</p>	<p>Noun What a noun is. Regular plural nouns with 'er'</p> <p>Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Join words and sentences using and/then.</p> <p>Tense Simple past tense 'ed'.</p>	<ul style="list-style-type: none"> ● Use spaces to separate words. ● Begin to use full stops. ● Begin to use exclamation marks. ● Capital letters for start of sentence, names, personal pronouns. ● Read words with contractions.

Year 2

Text Structure	Sentence	Useful Vocab	Word classes	Punctuation (new to year group)
<ul style="list-style-type: none"> ● Brief introduction and conclusion. ● Written in the appropriate tense. e.g. Sparrow’s nest... Dinosaurs were... . ● Main ideas organized in groups. 	<ul style="list-style-type: none"> ● Subject/verb sentences e.g. He was... They were... It happened... ● Some modal verbs introduced e.g. would, could, should. ● Use simple adverbs e.g. quickly, slowly. ● Use simple noun phrases e.g. large tiger. 	<p>They like to They can It can Like many I am going to There are two sorts of They live in The ___ have but the ___ have ___</p>	<p>Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add ‘es’ to nouns.</p> <p>Verbs Progressive form of verbs in the past and present tense. Add ‘es’, ‘ed’ and ‘ing’ to verbs.</p> <p>Adjectives Add ‘er’ and ‘est’ to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but.</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs ‘ly’ added to adjective to form adverb.</p>	<ul style="list-style-type: none"> ● Use spaces that reflect the size of the letters. ● Use full stops correctly. ● Use question marks correctly. ● Use exclamation marks correctly. ● Use capital letters correctly. ● Apostrophes for contractions. ● Possessive apostrophes for singular nouns. ● Commas to separate items in lists.

Year 3

Text Structure	Sentence	Useful Vocab	Word classes	Punctuation (new to year group)
<ul style="list-style-type: none"> ● Clear introduction. ● Organised into paragraphs shaped around a key topic sentence. ‘ ● Use of sub-headings 	<ul style="list-style-type: none"> ● Simple sentences with extra description. ● Some complex sentences using when, if, as etc. ● Tense consistent e.g. modal verbs can/will ● Adverbials e.g. When the caterpillar makes a cocoon... 	<p>The following report They don't It doesn't Sometimes Often Most</p>	<p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p>Verbs Present perfect forms of verbs instead of 'the'</p> <p>Adjectives Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because)</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<ul style="list-style-type: none"> ● Introduce possessive apostrophes for plural nouns. ● Introduce inverted commas.

Year 4

Text Structure	Sentence	Useful Vocab	Word classes	Punctuation (new to year group)
<ul style="list-style-type: none"> ● Clear introduction and conclusion. ● Links between sentences help to navigate the reader from one idea to the next. ● Paragraphs organized correctly into key ideas. ● Sub-headings are used to organize information. E.g. Qualities, body parts, behaviour. 	<ul style="list-style-type: none"> ● Variation in sentence structures e.g. While the eggs hatch female penguins ... ● Use embedded/relative clauses e.g. Penguins, which are very agile, ● Include adverbs to show how often e.g. additionally, frequently, rarely. ● Sentences build from a general idea to more specific. ● Use technical vocabulary to show the reader the writer's expertise. 	<p>This report will The following Information Usually Normally Even though Despite the fact As a rule</p>	<p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs Standard English forms for verbs.</p> <p>Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Correct use of past and present tense.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<ul style="list-style-type: none"> ● Apostrophe to mark singular and plural possession. ● Commas after fronted adverbials. ● Use inverted commas and other punctuation to indicate direct speech

Year 5

Text Structure	Sentence	Useful Vocab	Word classes	Punctuation (new to year group)
<ul style="list-style-type: none"> ● Developed introduction and conclusion using all the layout features. ● Description of the phenomenon is technical and accurate. ● Generalized sentences are used to categorise and sort information for the reader ● Purpose of the report is to inform the reader and to describe the way things are. ● Formal and technical language used throughout to engage the reader. 	<ul style="list-style-type: none"> ● Sentence length varied e.g short/long. ● Active and passive voice used deliberately to heighten engagement. e.g. The eggs were removed from the beach. ● Wide range of subordinate connectives e.g. whilst, until, despite. 	<p>The purpose of this report/article is to..</p> <p>The information presented will...</p> <p>Some experts believe...</p> <p>This article is designed to</p> <p>Many specialists consider</p> <p>Firstly I will...</p> <p>It can be difficult</p> <p>__ will enable you to understand.</p> <p>Unlike</p> <p>Despite</p> <p>Although</p> <p>Like many</p>	<p>Noun</p> <p>Locate and identify expanded noun phrases.</p> <p>Verbs</p> <p>Use modal verbs.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives</p> <p>Choose appropriate adjectives</p> <p>Connectives/conjunctions</p> <p>Use a wide range of connectives.</p> <p>Tense</p> <p>Change tense according to features of the genre.</p> <p>Adverbs</p> <p>Know what an adverbial phrase is.</p> <p>Fronted adverbials</p> <p>Comma after fronted adverbials.</p> <p>Adverbials of time, place and number.</p>	<ul style="list-style-type: none"> ● Consolidate all previous learning. ● Brackets ● Dashes ● Colons ● Semi colons

Year 6

Text Structure	Sentence	Useful Vocab	Word classes	Punctuation (new to year group)
<ul style="list-style-type: none"> • The report is well constructed and answers the reader’s questions. • The writer understands the impact and thinks about the response. • Information is prioritised according to importance and a frame of response set up for the reply. 	<ul style="list-style-type: none"> • Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end. • Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally • Sentence length and type varied according to purpose. • Fronted adverbials use to clarify writers position e.g. As a consequence of their actions... • Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen. • Prepositional phrases used cleverly. e.g. In the event of a fire... 	<p>They are unusually They are rarely They are never.. They are very... Generally Be careful if you Frequently they... I will attempt to... This article will frame... It can be difficult to... Each paragraph... More than half Less then half...</p>	<p>Noun Expanded noun phrases to convey complicated information concisely.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Link ideas across a text using cohesive devices such as adverbials.</p>	<ul style="list-style-type: none"> • Use a wide range of punctuation throughout the writing.