

# 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

<p><b>Year 1</b></p>	<p>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 <b>could</b> be used: question marks, exclamation marks</i>)          Use a capital letter for people, places, days of week and person pronoun, 'I' as needed</p>
<p><b>Year 2</b></p>	<p>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 <b>could</b> be used: exclamation marks, question marks, commas for lists and apostrophes for contraction and possession</i>)          Write statements (<i>other sentence types <b>could</b> 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</p>

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

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