



Ruardean C of E Primary School

Love of learning – Love of life – Love of one another

Non-fiction Genre Skills Progression

Year 1– Year 6

V1 8-12-22

Progression in Non-chronological Reports

Non-chronological reports describe things the way they are, so they usually present information in an objective way. Sometimes, the selection of information by the writer can result in a biased report. As with all text types, variants occur and non-chronological reports can be combined with other text types. A text that is essentially a non-chronological report written in the present tense may include other text types such as other types of report, e.g. when a specific example is provided to add detail to a statement. (Sharks are often seen around the coasts of Britain but they rarely attack people. In 2006, a man was surfing in Cornwall when he was badly bitten but it was the only incident recorded there for twenty years.)

PURPOSE – Writing to Inform

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.

Text Types

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 I the solarsystem, 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
Magazine articles

Generic Text Structure – all year groups

- 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 ...)
- 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.

Progression of Text Features

YEAR 1	<ul style="list-style-type: none"> Find out about a subject by listening to and reading information books, or by watching a video. Contribute to a discussion on the subject as information is assembled and the teacher writes the information. Assemble information on a subject from their own experience e.g. food, pets. Write a simple non-chronological report by writing sentences to describe aspects of the subject.
YEAR 2	<ul style="list-style-type: none"> Read texts containing information in a simple report format, e.g. <i>There are two sorts of x...; They live in x...; The As have x..., but the Bs etc.</i> Through reading, recognise that description is generally used for precision rather than to create an emotional response so imagery is not heavily used Distinguish between a description of a single member of a group and the group in general e.g. <i>Dogs are popular pets. A sheepdog is a very calm dog for children.</i> After a practical activity, or undertaking some research in books or the web, take part in a discussion, generalising from repeated occurrences or observations Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present and categorise ideas
YEAR 3	<ul style="list-style-type: none"> Read and analyse a number of report texts and discuss their function, form and typical language features, e.g. <ul style="list-style-type: none"> ➤ introduction indicating an overall classification of what is being described ➤ use of short statement at the start of each paragraph to introduce each new topic ➤ use of impersonal language (<i>People often see...</i> instead of <i>You often see...</i>) ➤ use of specific language (sometimes technical) to describe and differentiate and use of precise rather than literary language . Include exploration of similes (using 'as' and 'like') and consider how these are used to specify rather than for literary effect, for example, <i>Bees have tubes instead of mouths. The tube is like a straw.</i> (Similes for precision are fine in reports.) <i>A polar bear's nose is as black as a piece of coal.</i> (Similes for literary effect are not quite right in a non-chron report.) Explore, and begin to incorporate into their own writing, the language of comparison and contrast e.g. <ul style="list-style-type: none"> ➤ <i>They hibernate just like other bears. / All bees sting apart from the</i> (build up banks of other possible words/phrases e.g. <i>except for, including/not including, instead of</i>) ➤ revisit the use of –er and –est when formulating adjectives – see year 2 Learn how to take notes from reading/ visual texts and turn notes into sentences, grouping information Note how writing often moves from general to more specific detail Write (non-comparative) non-chronological reports, independently, including the use of organisational devices to aid conciseness, such as headings, based on notes from several sources

YEAR 4	<ul style="list-style-type: none"> Analyse a number of report texts and note their function, form and typical language features recognising that they are often written in the present tense Compare with some examples of reports written in the past tense, as in a historical report e.g. <i>Children as young as seven worked in factories. They were poorly fed and clothed and they did dangerous work.</i> Develop research and note-taking techniques Write non-chronological report using notes and plans In reading, analyse a comparative and non-comparative report and note the difference e.g. reports that deal with a single (albeit wide-ranging) topic, for example, British Birds, and those that deal with two or more topics for example, Frogs and Toads Write own non-comparative reports, based on notes from several sources, helping the reader to understand what is being described by organising or categorising information
YEAR 5	<ul style="list-style-type: none"> Collect information to write a report in which two or more subjects are compared, e.g. spiders and beetles; solids, liquids and gases Consider using a question in the title to interest the reader e.g. <i><u>Vitamins – why are they so important?</u></i> Write short non-chronological comparative report focusing on clarity, conciseness and impersonal style Explore the use of a more personal style in some reports and use this in their own writing when appropriate e.g. <i>So, next time you choose a pet, why not consider getting a dog? After all, everyone knows that a dog is man's best friend.</i>
YEAR 6	<ul style="list-style-type: none"> Write reports as part of a presentation on a non-fiction subject or in response to fictional stimulus Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types Plan how information will be organised, e.g. choosing to use paragraph headings, a spidergram or a grid, depending on the nature of the information Approach the subjects and compose an opening, subsequent paragraphs and a conclusion that will attract the reader and capture their interest throughout
MOVING BEYOND	<p>Develop the skills set out in the Y5/6 POS and use punctuation for greater precision e.g.</p> <ul style="list-style-type: none"> Begin to consider the difference between 'restrictive' (parenthesised) and 'non-restrictive' (non-parenthesised) clauses e.g. which contain information that is essential to meaning and information that is non-essential e.g. <i>Honey, which is produced by honeybees, is very sweet.</i> (i.e. More information about the honey production) vs <i>Honey which is produced by honeybees is very sweet.</i> (i.e. Other types of honey are not sweet.) Sustained writing on a topic (for example deforestation) could be used to develop larger texts in which form is used to sustain interest, clarify complex ideas and help the reader navigate the text (through the use of graphic elements such as flowcharts or cycles). Research should support the use of more advanced technical terms, supported by definitions given in parenthesis and in glossaries.

Progression in Grammar

YEAR 1	<ul style="list-style-type: none"> • Separation of words with spaces • How words can combine to make sentences • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences e.g. <i>Have you seen an owl? Watch out for their claws!</i> • Sequencing sentences to form short narratives e.g. <i>Owls are birds. Owls catch their food. Owls hunt at night.</i> • Joining words and joining clauses using and e.g. <i>Owls hunt at night and they catch mice.</i> • Capital letters for names and for the personal pronoun I
YEAR 2	<ul style="list-style-type: none"> • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] e.g. <ul style="list-style-type: none"> ➤ explore the difference between specific nouns and general nouns, and identify their use in this text type e.g. <i>Tawny owls</i> vs. <i>owls</i> ➤ identify the use of factual adjectives to give significant detail, often clarifying colour, position or size e.g. <i>scaly bodies</i> ➤ explore the inappropriateness of ‘empty’ adjectives which do not help the reader to learn more about the topic e.g. <i>pretty wings</i> ➤ collect and use examples of noun phrases to generalise e.g. <i>most butterflies, some insects, all hedgehogs</i>, and consider their meaning • Use of the suffixes –er, –est in adjectives e.g. <i>Polar bears are the biggest carnivores of all.</i> • Subordination (using when, if, that, because) and co-ordination (using or, and, but) e.g. <i>Polar bears hunt seals because they are carnivores.</i> • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command e.g. <ul style="list-style-type: none"> ➤ understand the difference between <i>What do owls eat?</i> and <i>What amazing creatures owls are!</i> ➤ begin reports by asking a direct question e.g. <i>Have you ever heard of a hammerhead shark?</i> • Correct choice and consistent use of present tense and past tense throughout writing. Note how reports are written in the simple present tense (with the exception of historical reports) and reflect this in their writing. For example: <i>They like to build their nests ... It is a cold and dangerous place to live.</i> • Use commas to separate items in a list e.g. <i>There are lots of different types of butterfly like Speckled Wood, Brimstone, Essex Skipper and Holly Blue.</i>

YEAR 3	<ul style="list-style-type: none"> Expressing time, place and cause using conjunctions [for example: when, before, after, while, so, because] e.g. <i>Some birds migrate to warmer countries <u>before</u> winter sets in.</i> Expressing time, place and cause using adverbs [for example: then, next, soon, therefore]. <i>Some birds migrate <u>every winter</u>. <u>Then</u>, they fly back to the UK <u>in spring</u>.</i> Expressing time, place and cause using prepositions [for example, before, after, during, in, because of] e.g. <ul style="list-style-type: none"> ➤ collect and use examples of prepositional phrases to build detail of physical features, for example, <i>Ants do not have lungs. They have tiny air holes <u>all over their body</u>.</i> ➤ include exploration of prepositions to clarify position, for example, <i>Ants build their mounds <u>in sand or soil</u>.</i> Introduction to paragraphs as a way to group related material e.g. organise information about a topic into obvious groupings, for example, appearance, feeding habits etc. Headings and sub-headings to aid presentation
YEAR 4 (As for Y3 plus)	<ul style="list-style-type: none"> Draw attention to importance of subject verb agreements e.g. <i>family is..., people are...</i> Note how writing often moves from general to more specific detail, exploring how determiners are used to indicate this shift in focus e.g. <i>Dogs have an exceptional sense of smell. <u>A dog can pick up a scent from a significant distance away</u>. <u>The Beagle has the most sensitive sense of smell</u>.</i> Explore how subordination and co-ordination can help the writer move from the general to the more specific within one sentence, for example, <i><u>Most bees are black or grey</u>, <u>but/ however some are bright red, yellow or metallic green</u>.</i> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. continue building banks of noun phrases used to generalise (see year 2) and include expansion after the noun e.g. <i>It is a long, sleek shark. > It is a long, sleek shark <u>with spines along its back</u>.</i> Fronted adverbials e.g. collect and use a range of adverbials that can be used to draw similarities, for example, <i>Like most birds, swallows like to..., As well as honeybees,..., On the whole,...,</i> Use of paragraphs to organise ideas around a theme e.g. begin to explore more subtle paragraph breaks, or paragraph breaks within headed sections of reports and consider how the author organised the information Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition e.g. explore the need to repeat the noun in comparative reports so that the reader is able to follow the text with greater ease e.g. <i>Just like honeybees, bumblebees like to...</i>

YEAR 5	<ul style="list-style-type: none"> Collect and use a range of adverbials to draw similarities and differences. For example, use fronted adverbials to build cohesion within and across paragraphs, e.g. <i>Unlike other insects,.../Similarly, bumble bees.../As well as honeybees,.../On the whole,.../Conversely,...</i> Other cohesive devices to develop cohesion such as pronouns and synonyms to avoid repetition e.g. <i>On the whole, honeybees are...These resourceful creatures...They...</i> Use a range of conjunctions to link ideas e.g., <i>When they have collected enough nectar, they return to the hive. Although honeybees are common, bumblebees are much rarer in the UK.</i> Indicate degrees of possibility using adverbs e.g. explore the use of adverbs and adverbials to provide generalised information (these can provide a 'get-out clause' for the writer), for example, <i>usually, commonly, mostly</i> Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun e.g. <ul style="list-style-type: none"> ➤ explore how noun phrases are most commonly expanded using the pronouns 'which' and 'that' in this text type, for example, <i>They have a long thin proboscis, which is inserted into small flowers to drink nectar.</i> ➤ explore the impact on clarity when these relative clauses are omitted Brackets e.g. explore when the author chooses to parenthesise information using brackets and when the author uses a dash/comma instead and draw generalisations from this e.g. <i>They suck nectar from flowers using their long thin mouthpiece (a proboscis).</i> Dashes or commas to indicate parenthesis e.g. explore when commas are used to parenthesise relative clauses and when they are not <i>They have a long thin mouthpiece- a proboscis- which is inserted into small flowers to drink nectar.</i> Compare with: <i>They have a long thin mouthpiece, which is called a proboscis, and insert this into small flowers to drink nectar.</i>
YEAR 6 (As for Y5 plus)	<ul style="list-style-type: none"> Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] Use of the colon to introduce a list and use of semi-colons within lists e.g. <ul style="list-style-type: none"> ➤ Sharks come in all shapes and sizes: the spined pygmy is the smallest breed at 20 cm; the Great Whites tend to be about 4-6 m; basking are around 10 m; the whale shark is the biggest at 14 m. Use of the passive to affect the presentation of information in a sentence e.g. explore how the passive can be used to: avoid personalisation; avoid naming the agent of a verb; add variety to sentences or to maintain an appropriate level of formality for the context and purpose of writing, for example, <i>Sparrows are found in ... Sharks are hunted ... Gold is highly valued</i> Consistent punctuation of bullet points to list information Use the semi-colon, colon and dash to mark the boundary between independent clauses, for example, explore how the colon can be used to create different effects e.g. <ul style="list-style-type: none"> ➤ to lead the reader to a revelation of information e.g. <i>The relationship between these eco-systems is complex: each depends on the survival of the other. There is a major advantage to this feature: it allows the...</i> ➤ to introduce a quote/motto e.g. <i>There is an old, much-loved saying: 'A dog is man's best friend.'</i>

Adapted from Herts For Learning non-fiction genre progression of skills documents.