

# 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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<p><b>Year 3/4</b></p>	<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>Increase range of sentence structures</p> <p>Organise paragraphs around a theme</p> <p>Use a wider range of conjunctions to explain (<i>when, if, because, although, etc.</i>)</p> <p>Select nouns and pronouns for clarity and cohesion</p> <p>Use adverbs and prepositions to express time and cause (<i>for example, during, because of, before, until, etc.</i>)</p> <p>Use simple organisational devices such as headings and sub-headings</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><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>Using a wide range of devices to build cohesion within and across paragraphs: adverbials of time, place and number (<i>later in the year, nearby, secondly</i>); adverbials (<i>in contrast, as a consequence</i>)</p> <p>Use passive verbs to affect the information in a sentence</p> <p>As appropriate, relative clauses</p> <p>As appropriate: commas to clarify meaning; hyphens to avoid ambiguity; bracket, dashes or commas to indicate parenthesis, semi-colons, colons or dashes to mark boundaries between independent clauses; colons to introduce a list; punctuating bullet points consistently</p> <p>Using further organisational and presentational devices to structure and guide the reader: headings, bullet points, underlining <b>could</b> be used</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>