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| A black tree with leaves in a circle  Description automatically generated  Progression in Non-Chronological Reports | |
| Rec | * Describe something/someone (possibly 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. * In a shared reading context read information books and look at/re-read the books independently. Experiment with writing labels, captions and sentences for pictures or drawings in a variety of play, exploratory and role-play situations. |
| Y1 | * Find out about a subject by listening and following text as information books are read, 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 in own experience, (e.g.) food, pets. * Write a simple non-chronological report by writing sentences to describe aspects of the subject. |
| Y2 | * After a practical activity or undertaking some research in books or the web, take part in a discussion in another curriculum subject, 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. Read texts containing information in a simple report format, e.g. *There are two sorts of x...; They live in x...; the As have x..., but the B’s* etc. * 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. |
| Y3 | * Analyse a number of report texts and note their function, form and typical language features: * introduction indicating an overall classification of what is being described * use of short statement to introduce each new item * language (specific and sometimes technical) to describe and differentiate  impersonal language * mostly present tense * Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spidergram to organise the information. * Distinguish between generalisations and specific information and between recounts and reports, using content taken from another area of the curriculum. * Analyse broadcast information to identify presentation techniques and notice how the language used signals change. * Teacher demonstrates how to write non-chronological report using notes in a spidergram; draws attention to importance of subject verb agreements with generic participants (e.g.) *family is…., people are…* Write own report independently based on notes from several sources. |
| Y4/Y5 | * Collect information to write a report in which two or more subjects are compared, (e.g.) spiders and beetles; solids, liquids and gases, observing that a grid rather than a spidergram is appropriate for representing the information. * Draw attention to the precision in the use of technical terminology and how many of the nouns are derived from verbs * Teacher demonstrates the writing of a non-chronological report, including the use of organisational devices to aid conciseness such as numbered lists or headings. * Plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style. |
| Y6 | * Secure understanding of the form, language conventions and grammatical features of non-chronological reports. * Write reports as part of a presentation on 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. |