

Tickhill Estfeld English Progression Map: Non-Chronological Reports/Information Texts

Suggested approaches by year group:

Reception	<ul style="list-style-type: none"> 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. Link statements orally and sticks to a main theme or intention 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 e.g. when being a dinosaur detective write about fossils for the dinosaur museum
Year 1	<ul style="list-style-type: none"> Find out about a subject by listening and following the text as information books are read, or when 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"> After a practical activity, or undertaking some research in books or the web, take part in a discussion, generalising from repeated occurrences or observations 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. 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 Bs etc. Collect information on another subject and use the text as a template for writing a report on it, using appropriate language to organise and present ideas.
Year 3	<ul style="list-style-type: none"> Analyse a number of report texts and note 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 - language (specific and sometimes technical) to describe and differentiate - impersonal language Explore, and begin to incorporate into their own writing, the language of comparison and contrast e.g. They hibernate just like other bears. / All bees sting apart from the (build up banks of other possible words/phrases e.g. except for, including/not including, instead of) 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 these with some examples of reports written in the past tense, as in a historical report e.g. how the plague came to Eyam. Develop research and note-taking techniques.

	<ul style="list-style-type: none"> • Teacher demonstrates how to write non-chronological report using notes in a spidergram • In reading, analyse a comparative and non-comparative report and note the difference e.g. reports that deal with a single topic, for example, Tadpoles, 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.
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, observing that a grid rather than a spidergram is appropriate for representing the information • Consider using a question in the title to interest the reader (Vitamins - why are they so important?). • 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. So, next time you choose a pet, why not consider getting a dog. After all, everyone knows that a dog is a man's best friend.
Year 6	<ul style="list-style-type: none"> • 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 • 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