KS2 – Non Fiction Progression Plan: Non-Chronological Report (Writing to Inform)

It is our intention that writing across the curriculum will inspire, engage and challenge all pupils, enabling them to develop the skills to effectively communicate their thoughts, ideas and emotions to others. We aim to build the pupils' stamina for writing , vocabulary knowledge and understanding of grammar, by creating a positive approach to an increasingly wide range of text types.

We recognise the importance of fostering a culture where pupils take pride in their writing, write clearly and accurately and modify their language choices to suit a variety of audiences, purposes and contexts.

To support children moving towards independent writing at the age-related standard, we provide a wide range of writing stimuli, including the use of film and imagery; modelled, shared and guided writing; peer conferencing and group discussion. We believe that these rich and varied techniques will support our writers across the curriculum.

Progression in Non- Fiction

Non chronological reports describe things the way they are/were, so they usually present information in an objective way. As with all text types, variants occur and non-chronological reports can be combined with other text types. The purpose of a non-chronological report is to provide detailed information about the way things are or were to help readers understand what is being described by organising or categorising information. Rachel Clarke

Year 3/4	Year 5/6

Composition

Planning

- Discuss writing that is similar to the writing they are planning in order to understand and learn from the structure, vocabulary and grammar.

Drafting

- Compose and rehearse sentences orally (including dialogue) progressively building a rich and varied vocabulary and range of sentence structures
- Organise paragraphs around them.

Evaluating and Editing

- Assess the effectiveness of their own and others' writing suggesting improvements.
- Propose changes to grammar and vocabulary to improve consistency (including the accurate use of pronouns).
- Proof read for spelling and punctuation errors.

  Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Planning

- Identify the audience and purpose of the writing and select the appropriate form.
- Note and develop initial ideas, drawing on reading and research, where necessary.

Drafting

- Select the appropriate grammar and vocabulary, understanding how choices can change and enhance meaning.
- Longer passages/stamina for writing.
- Use a range of devices to build cohesion within and between paragraphs.
- Consider how other writers have developed their writing in a variety of different examples.

Evaluating and Editing

- Assess the effectiveness of their own and others' writing.

	• Propose changes to vocabulary, grammar and punctuations to enhance effects and clarify meaning.
	• Ensure the consistent and correct use of tense throughout a piece of writing.
	• Ensure correct subject and verb agreement when using singular and plural.
	• Proof read for spelling and punctuation errors.
	Perform their own compositions, using the appropriate intonation, volume and movement so that the meaning is clear.

Handwriting

• Horizontal and diagonal strokes needed to join letters.	• Writing legibly, fluently and with increased speed.
• Mostly joined/joined knowing not to join capital letters	• Joined handwriting.
• Increase consistency, legibility and quality of handwriting.	• Choosing a writing style for the task

Non-Chronological Report (Writing to Inform)			
Generic text Structure	**Year group organisation of genre**	**Grammatical/sentence features/punctuation**	**Planning and Preparation**
Purpose: To describe what things are/were like. To inform the reader of a specific subject content. Non-chronological reports usually have a logical structure (in the absence of a chronological structure). They tend to group information, often moving from general to detail that is more specific. Structure to include: ✓ A title giving clarity about the contents of the report:	Year 3 and 4 • Title giving clarity about the subject of the text • Clear introduction giving general information about the text. • Subheadings used to organise information and help the reader make sense of the text. • Paragraphs organised correctly into clear ideas giving technical information about the subject.	Year 3 • Express time, place and cause using **conjunctions** (e.g. so, because, before, after, while) • **Adverbs** of time, place and manner. • **Adverbs** to show how often • **Prepositions** • Use of the **present perfect** form of verbs • Begin to use **paragraphs** to organise ideas. • Use **headings and sub-headings** to aid presentation. • **Commas in lists**	Year 3 and 4 Consider, are you writing to entertain or writing to inform? Discuss/explore the structure of a range of different non-chronological reports. Focus on the purpose of each feature and begin to look for (where previously taught) or teach (where new to Year group) grammatical features that are particularly useful for the genre. Plan how you will organise the information you want to include (Teacher led or child led depending on age group).

Inspired by Rachel Clarkes progression documents www.primaryenglishshed.co.uk. This in turn was influenced by 'Progression in Narrative' produced by the National Strategies.

✓ an opening statement, often followed a general classification, sometimes followed by a more detailed technical classification; ✓ organisation of the report into sub-headings in order that the reader can access the required information with ease; ✓ photographs, diagrams or maps used to give extra information to the reader; ✓ closing sentences offering a conclusion or suggesting how the reader might find out more information.	• Photographs used to clarify or add detail. • A closing sentence/conclusion	• Introduce **inverted commas** when quoting and to demonstrate excitement <u>Year 4</u> • **Nouns and pronouns** used within and across sentences to aid cohesion and avoid repetition. • A wider range of **conjunctions.** • **Fronted adverbials** • **First and third person.** • Use **paragraphs** to organise ideas around a theme. • Commas after fronted adverbials.	You could use paragraph headings a spider diagram or grid. Gather information from a wide variety of sources and collect it under the headings you have 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 and capture their interest. Use the opening to make it very clear what you are writing about. Include tables, diagrams or images to add or clarify detail.

Common Forms of reports texts: Describing aspects of daily life in history Describing the characteristics of something Comparing or describing geographical features Information leaflets/Magazine article Tourist Guidebooks Fact Files Letter Topic based school project		• **Apostrophes** to mark singular and plural possession. • Use of **inverted commas** and other punctuation to indicate direct speech.	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 i.e. 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 the information is logically organised and clear.

Purpose:	Year 5/6	Year 5	Year 5/6
To describe what things are/were like. To inform the reader of a specific subject content. Non-chronological reports usually have a logical structure (in the absence of a chronological structure). They tend to group information, often moving from general to detail that is more specific. Structure to include: ✓ A title giving clarity about the contents of the report; ✓ an opening statement, often followed a general classification, sometimes followed	• Title giving clarity about the subject of the text • Clear introduction giving general information about the text (linked to the conclusion to give cohesion). • Paragraphs organised correctly into clear ideas giving technical information about the subject. Introductory sentence for each paragraph to explicitly give the main idea. • Photographs used to clarify or add detail	• Create **cohesion** within paragraphs using **adverbials**. • **Parenthesis** can be used to add additional information (Brackets, dashes and commas). • **Use layout devices** to provide additional information and guide the reader. Year 6 • Differentiate between vocabulary typical of informal speech/formal speech. • Use of the **passive voice** • Create cohesion across paragraphs	Consider, are you writing to entertain, persuade, inform or discuss? Discuss/explore the structure of a range of different non-chronological reports deciding upon the best format for the chosen subject. Focus on the purpose of each feature and begin to look for (where previously taught) or teach (where new to Year group) grammatical features that are particularly useful for the genre. Plan how you will organise the information you want to include (More likely to be child led in Year 5/6. You could use paragraph

by a more detailed technical classification; ✓ organisation of the report into sub-headings in order that the reader can access the required information with ease; ✓ photographs, diagrams or maps used to give extra information to the reader; ✓ closing sentences offering a conclusion or suggesting how the reader might find out more information. Common Forms of reports texts: Describing aspects of daily life in history	• Subheadings and bullet points used to organise information and help the reader make sense of the text. • A conclusion (linked to the introduction providing cohesion to the piece)	using a wider range of cohesive devices such as organisational features, headings and questions. • Use the **colon** to introduce a list and **semi-colons** within the lists. • Punctuation of **bullet points** to list information. • Use **hyphens** to avoid ambiguity.	headings a spider diagram or grid. Gather information from a wide variety of sources and collect it under the headings you have 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 and capture their interest. Use the opening to make it very clear what you are writing about. Include tables, diagrams or images to add or clarify detail.

Describing the characteristics of something Comparing or describing geographical features Information leaflets/Magazine article Tourist Guidebooks Fact Files Letter Topic based school project			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 i.e. So, next time you choose a pet, think about getting a dog! Under headings compose sentences that clarify the exact nature of each paragraph to help navigate the reader. Ensure that there is cohesion between paragraphs when planning. Look at examples of how this could be achieved. Ensure that the conclusion links to the introduction for cohesion.

			Re-read the report as if you know nothing about its subject. Check that the information is logically organised and clear.