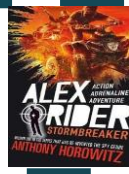
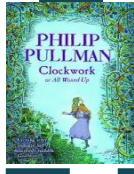


CREATING NON-CHRONOLOGICAL REPORTS

- 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

YEAR

6

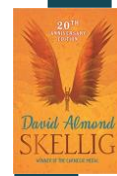
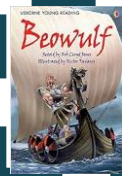


CREATING NON-CHRONOLOGICAL REPORTS

- Collect information to write a report in which two or more subjects are compared
- 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

YEAR

5

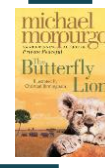
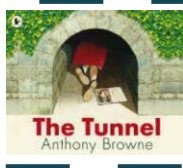


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YEAR

4

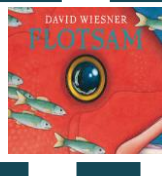


CREATING NON-CHRONOLOGICAL REPORTS

- Analyse a number of report texts and note their function, form and typical language features
 - Introduction
 - Short statements to introduce each item
 - Language to describe and differentiate
 - Impersonal language
 - Mostly present tense
- Teacher demonstrates research and note taking, using a spider diagram to organise the information
- Distinguish between generalisations and specific information and between recounts and reports
- Teacher demonstrates how to write non-chronological reports using notes in a spidergram
- Write own report independently based on notes from several sources.

YEAR

3

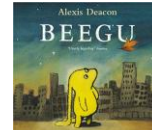
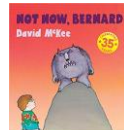


CREATING NON-CHRONOLOGICAL REPORTS

- Undertake research in books or on the internet.
- Take part in discussion
- Distinguish between a description of a single member of a group and a group in general e.g. a particular dog and dogs in general.
- Read texts containing information in a simple report format.
- 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

2

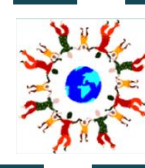


CREATING NON-CHRONOLOGICAL REPORTS

- Find out about a subject by listening and following text as information books are read or by watching video's.
- Contribute to a discussion on the subject.
- Assemble information on a subject in own experience, e.g. food, pets.
- Write a simple non-chronological report.

YEAR

1



CREATING NON-CHRONOLOGICAL REPORTS

- Describe something or someone.
- Ask probing questions to elicit a fuller description from someone else – *what does she like to eat? Has she a favourite toy?*
- In shared reading, read information books and look at the books independently.
- Experiment writing labels, captions and sentences for pictures or drawing within the provision.

YEAR

R

LANGUAGE FEATURES — report texts are often (but not always):

- written in the third person, present tense
- non-chronological
- written to include passive voice
- focused on generic structures
- descriptive language, including the language of comparison and contrast, for precision, not to create an effect or emotion

PROGRESSION —

- Speaking and listening coming before writing
- Teacher modelling and scribing coming before children's independent writing
- Increased understanding the form and features of the text type
- Increased manipulation of these elements to create various text-types for different purposes
- Increased complexity, such as length, obscurity of task, adding additional features such as diagrams
- Increased ability to evaluate texts and their own work