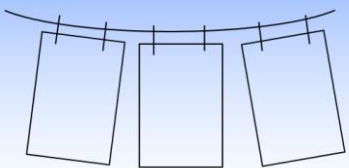# Writing Progression Text Level: Non chronological report (provide detailed information about the way things are or were)

Year group/ Age	Purpose/Audience Examples of this text type	Possible planning format	Language features	Organisational features
Year 1 expected	**Purpose** To provide factual information To organise facts so they are easy to find and understand To interest the reader **Audience** Someone who wants to know the subject or one aspect about the subject **Examples of text type** Magazine article, Information leaflet, tourism guide, Nonfiction book, encyclopaedia entry	*(planning grid: Appearance / Habitat / Diet / Did you know?)* Children draw pictures under each sub heading Could also use a washing line using the 4 headings above *Cards on a washing line*	Simple present tense (except for historical reports) Sparrows *are* birds. They *have* yellow beaks. It *is* a cold place to live. General nouns used (not particular people, things or animals) *Dogs* rather than specific subjects – My dog Ben Third person *They* like to build *their* nests in tall trees. Factual description usually elaborated by use of conjunctions such as because, so, but Sharks have sharp teeth *because* they eat meat. Sharks look aggressive *but* are shy animals. They have gills *so* they can breathe under water. Technical words and phrases Butterflies have a pair of *antennae*. Extend to use of 2A sentences but make sure sentences remain appropriate to genre. Giraffes have long, strong necks so they can reach leaves on trees.	Writing is split into 4 boxes/ paragraphs under each of the subheadings. Children may write a couple of sentences for each. Detail will improve along with sentence strcuture. Appearance Sharks have fins because they swim in the sea. They are grey so they can hide from their prey. Habitat Sharks live in the cold, blue sea. They swim all the time and never stop moving. Diet Sharks eat small fish and some small birds. Did you know? The largest shark is 4 metres long. *Information can be written in any order (non- chronological)* *Extend children to use introduction if ready*

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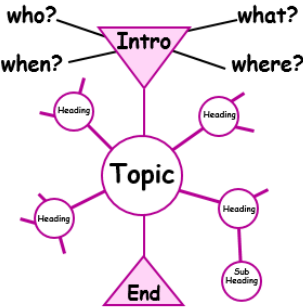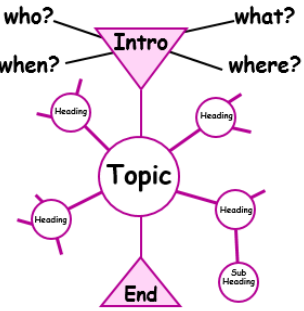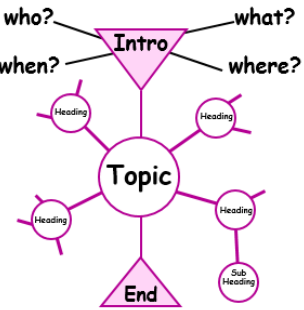| Year 2 expected				
	Purpose To provide factual information To organise facts so they are easy to find and understand To interest the reader **Audience** Someone who wants to know the subject or one aspect about the subject **Examples of text type** Magazine article, Information leaflet, tourism guide, Nonfiction book, encyclopaedia entry	Introduction Appearance / Habitat Diet / Did you know? Children draw pictures or write in each box to plan.	Simple present tense (except for historical reports) Sparrows *are* a species of bird. They *have* small, yellow beaks. Or Children as young as seven *worked* in the factories. (historical) General nouns used (not particular people, things or animals) *Dogs* rather than specific subjects – My dog Ben Third person – Encourage pupils to experiment with using third person in a range of ways. They…. These special animals…. These creatures…. Sharks…. Factual description usually elaborated by use of conjunctions such as because, so, but, to Sharks have sharp teeth *because* they eat meat. Sharks look aggressive *but* are shy animals. They have gills *so* they can breathe under water. Bats have long ears *to* hear. when ready begin to experiment with changing the place of the conjunction to improve composition Because sharks look fierce, people are scared of them. So sharks can breathe, they have gills. Technical words and phrases On the head are a pair of antennae, used for smelling. When children are advancing in their sentence structure move onto use of subordination in sentences - using *when* During the winter, when it is cold, sharks swim south to find warmer water.	Children write sentences under each heading to encourage the beginning of paragraphs. Boxes might be used initially as a writing frame. Title – Use a simple title that explains to the reader what the text is about. e.g. Dogs/ All about dogs Introduction – an opening statement, usually generic about what is being talked about. Butterflies are a type of insect. Main body of text will be split into 4 paragraphs. Each under the 4 subheadings. Each paragraph will use connectives to add factual details.

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Year 3 expected	**Purpose** To provide factual information To organise facts so they are easy to find and understand To interest the reader **Audience** Someone who wants to know the subject or one aspect about the subject **Examples of text type** Magazine article, Information leaflet, tourism guide, Nonfiction book, encyclopaedia entry	 Children write ideas in each box to plan.	**See Year 2** **Additional Year 3 Language features** Extend the range of sentences used when giving factual details by using a wider range of conjunctions Using when, if, because, although, whilst *If you look at snowflakes with a magnifying glass you see beautiful shapes.* *When animals walk on snow, they leave footprints in all shapes and sizes.* *Although snow can be fun to play in, it can make you very cold so you need to wrap up warm.*	Children write sentences under each heading to encourage paragraphs Title – Use a simple title that explains to the reader what the text is about. e.g. Dogs/ All about dogs Introduction – an opening statement, usually generic about what is being talked about. This is then followed by a small amount of detail Butterflies are a type of insect. They can be found in many countries across the world. Many people like them for their brightly coloured wings. Main body of text will be split into 4 paragraphs. Each under the 4 subheadings. Each paragraph will use connectives to add factual details.
Year 4 expected	**Purpose** To provide factual information To organise facts so they are easy to find and understand To interest the reader **Audience** Someone who wants to know the subject or one aspect about the subject **Examples of text type**	Children to begin to plan using a spider diagram and investigate their own subheading ideas 	**See Years 2 and 3** **Additional Year 4 Language features** Description uses language of comparison and contrast. *Polar bears are the biggest carnivores of all. They hibernate, just like other bears. A polar bear's nose is as black as a piece of coal.* Writing will start to give examples using openers Such as, including, for instance, for example	Title should interest readers – Consider using a question. Vitamins, why are they important? Introduction – A clear paragraph about the subject which mentions generic facts about the subject. Our school is called Lee Park Primary, and it is in Longton near York. Lee Park has seven classes, from reception to Year 6, and there are 198 pupils in the school. It was built in 1965.

	Magazine article, Information leaflet, tourism guide, Nonfiction book, encyclopaedia entry		*Polar bears use the colour of their fur to hide from prey, for example when hunting for seals.* (Description is generally used for precision rather than to create an emotional response so imagery is not heavily used).	Main body of text is split into clear categories using structural signposts to help organise the writing. Each paragraph has a subheading and uses a topic sentence to open the paragraph *Lee Park has a big playground, with special sections for the infants and juniors. In the infant playground there are lots of shapes painted on the ground, like hopscotch squares and a map of Britain, for people to play on.* Closing statement – talk to the reader – So next time you choose a pet, think about getting a dog.
Year 5 expected	**Purpose** To provide factual information To organise facts so they are easy to find and understand To interest the reader **Audience** Someone who wants to know the subject or one aspect about the subject **Examples of text type** Magazine article, Information leaflet, tourism guide, Nonfiction book, encyclopaedia entry		**Additional langauge features for Year 5:** Use of examples to extend desription Such as…. For instance….. for example…… including… Use of formal, impersonal langauge Langauge is generalised and often in the plural Snails have a protective shell Generalised words Generally….tends to be…..on the whole…… usually……maybe Technical langauge used may used brackets to give more infomration If the wind blows hard while it is snowing, we say there is a blizzard (a windy snowstorm). ….to become an imago (adult butterfly). Commas could be used to show non essential information *Whilst walking over ice, polar bears, which are white, search for food.*	Title should interest readers – Consider using a question. Vitamins, why are they important? Introductory paragraph which defines subject matter Main body of text is split into clear categories using structural signposts to help organise the writing. Each paragraph has a subheading and uses a topic sentence to open the paragraph Makes links with the reader, ask direct questions. E.g. Have you ever heard of a hammerhead shark? Closing statement – talk to the reader – So next time you choose a pet, think about getting a dog.

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			The passive voice is frequently used to avoid personalisation, to avoid naming the agent of a verb, to add variety to sentences or to maintain an appropriate level of formality for the context and purpose of writing. Sparrows are found in ... Sharks are hunted ...Gold is highly valued	
Year 6 expected	**Purpose** To provide factual information To organise facts so they are easy to find and understand To interest the reader **Audience** Someone who wants to know the subject or one aspect about the subject **Examples of text type** Magazine article, Information leaflet, tourism guide, Nonfiction book, encyclopaedia entry		**Additional Year 6 language features may include:** Pupils experiment with audience and purpose and learn the impact on writing style. Pupils…. use a range of cohesive devices*, including adverbials, within and across sentences and paragraphs use passive and modal verbs mostly appropriately use a wide range of clause structures, sometimes varying their position within the sentence using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision use commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens	See Year 5