

Non-Chronological Reports

Year	EYF S	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Structure		Ideas grouped together for similarity. Attempts at third person writing. e.g. The man was run over. Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were...	Brief introduction and conclusion. Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were... Main ideas organized in groups.	Clear introduction. Organised into paragraphs shaped around a key topic sentence. Use of sub-headings.	Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organized correctly into key ideas. Sub-headings are used to organize information. E.g. Qualities, body parts, behaviour.	Developed introduction and conclusion using all the layout features. Description of the phenomenon is technical and accurate. Generalized sentences are used to categorise and sort information for the reader Purpose of the report is to inform the reader and to describe the way things are. Formal and technical language used throughout to engage the reader.	The report is well constructed and answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply.
Sentence		Simple connectives are used to construct simple sentences e.g. and, but, then, so.	Subject/verb sentences e.g. He was... They were... It happened... Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. large tiger.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. When the caterpillar makes a cocoon	Variation in sentence structures e.g. While the eggs hatch female penguins ... Use embedded/relative clauses e.g. Penguins, which are very agile, Include adverbs to show how often e.g.	Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. The eggs were removed from the beach. Wide range of subordinate connectives e.g. whilst, until, despite.	Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally



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					<p>additionally, frequently, rarely.</p> <p>Sentences build from a general idea to more specific.</p> <p>Use technical vocabulary to show the reader the writer's expertise.</p>		<p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials use to clarify writers position e.g. As a consequence of their actions...</p> <p>Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen.</p> <p>Prepositional phrases used cleverly. e.g. In the event of a fire...</p>
Useful Vocabulary		<p>_____ are...</p> <p>_____ is...</p> <p>They are...</p> <p>The different...</p> <p>This is a _____</p> <p>There are _____</p> <p>These can be grouped _____</p>	<p>They like to</p> <p>They can</p> <p>It can</p> <p>Like many</p> <p>I am going to</p> <p>There are two sorts of</p> <p>They live in</p> <p>The _____ have but the _____ have _____</p>	<p>The following report</p> <p>They don't</p> <p>It doesn't</p> <p>Sometimes</p> <p>Often</p> <p>Most</p>	<p>This report will</p> <p>The following</p> <p>Information</p> <p>Usually</p> <p>Normally</p> <p>Even though</p> <p>Despite the fact</p> <p>As a rule</p>	<p>The purpose of this report/article is to..</p> <p>The information presented will..</p> <p>Some experts believe...</p> <p>This article is designed to</p> <p>Many specialists consider</p> <p>Firstly I will..</p> <p>It can be difficult</p> <p>_____ will enable you to understand.</p> <p>Unlike</p> <p>Despite</p> <p>Although</p> <p>Like many</p>	<p>They are unusually</p> <p>They are rarely</p> <p>They are never..</p> <p>They are very...</p> <p>Generally</p> <p>Be careful if you</p> <p>Frequently they...</p> <p>I will attempt to...</p> <p>This article will frame...</p> <p>It can be difficult to...</p> <p>Each paragraph...</p> <p>More than half</p> <p>Less than half...</p>



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Word Classes		<p>Noun What a noun is. Regular plural nouns with 'er'</p> <p>Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Join words and sentences using and/then. Tense Simple past tense 'ed'.</p>	<p>Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p>Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but. Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.</p>	<p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p>Verbs Present perfect forms of verbs instead of 'the'</p> <p>Adjectives Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because)</p> <p>Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs Standard English forms for verbs.</p> <p>Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p>Noun Locate and identify expanded noun phrases.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p>Noun Expanded noun phrases to convey complicated information concisely.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices such as adverbials.</p>
Punctuation							

