Non-chronological/report texts

Sharing Aspiration Inspiring Learners

Purpose

To provide detailed information about the way things are or were. To help readers/listeners understand what is being described by organising or categorising information.

Common examples of the text type

- Describing aspects of daily life in history (e.g. fashion, transport, buildings)
- Describing the characteristics of anything (e.g. particular animals or plants; the planets, the solar system, different rocks and materials; mythological creatures)
- Comparing and describing localities or geographical features
- Describing the characteristics of religious groups and their lifestyles in RE
- Information leaflets
- Tourist guidebooks
- Encyclopaedia entries
- Non-fiction books
- Magazine articles

Generic Text Structure

- In the absence of a temporal (chronological) structure where events happen in a particular order, non-chronological reports usually have a logical structure. They tend to group information, often moving from general to more specific detail and examples or elaborations. A common structure includes:
- An opening statement, often a general classification (Sparrows are birds);
- Sometimes followed by a more detailed or technical classification (Their Latin name is...);
- A description of whatever is the subject of the report organised in some way to help the reader make sense of the information. For example:
- Its qualities (Like most birds, sparrows have feathers.)
- Its parts and their functions (The beak is small and strong so that it can ...);

Planning and Preparation

- Plan how you will organise the information you want to include, e.g. use paragraph headings, a spider gram or a grid.

- Gather information from a wide range of sources and collect it under the headings you've planned.

- Contextualised SPAG – see below.

	Its habits/behaviour/ uses (Sparrows nest in...)	

Progression in skills	

EYFS	• Title (can be given) • Simple subject specific language • Present or past tense • May be linked to a real life experience e.g. trip or visitor • Simple connectives e.g. 'and'
KS1 **As for EYFS plus:**	• Subject specific language • Facts • Present or Past tense (depending on subject) • Usually written in third person (he, she. It, they) • Coordinating conjunctions to link two main ideas • Subordinating conjunctions • Title (can be given) • Subheadings (can be given) • Pictures/captions/labels could be used to aid presentation **Possible text structure:** • **Introduction** - A sentence to explain what is being written about • **Main body** - A few sentences underneath each subheading. • **Conclusion** - A sentence to describe own opinion of the subject and why.
LKS2 **As for KS1 plus:**	• Text organisation to aid presentation e.g. paragraphs/ headings/ subheadings. • Range of adverbials and conjunctions • Technical vocabulary • Information which is factual and accurate • Use of subordinating conjunctions to join clauses and as openers. • Create cohesion and avoid repetition through the use of nouns and pronouns e.g. The Victorians liked to visit the seaside. They were also fond of... **Possible text structure:** • **Introduction** - A paragraph to explain the topic including any special features • **Main body -** A paragraph written under each of the sub headings. • **Conclusion -** A paragraph about peoples' opinions of the subject and why

UKS2 **As for LKS2 plus:**	• Create cohesion within paragraphs using adverbials e.g. Shortly afterwards, David Beckham began to play more seriously. Before long, he became professional • Parenthesis using brackets, dashes and commas can be used to add additional information. • Use layout devices e.g. headings, subheadings, columns, bullets, can be used to provide additional information; present information clearly; and guide the reader. Consistent use of this can also create cohesion. • The passive voice can be used to avoid personalisation; to avoid naming the agent of a verb; to add variety to a sentence or to maintain an appropriate level of formality e.g. Sparrows are found in… Sharks are hunted…. Children were taught…. • Range of organisational features e.g. headings, subheadings; bold/italic writing; tables, illustrations or diagrams **Possible text structure:** **Introduction** - A paragraph to explain the topic including any special features **Main body** – A paragraph written under each of the sub headings which should be suitable and interesting. Can also be questions. **Conclusion -**A paragraph about peoples' opinion of the subject and • why.

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