



# Non-Fiction Writing Progression - Information

Non-chronological reports describe things the way they are, so they usually present information in an objective way. Sometimes, the selection of information by the writer can result in a biased report. As with all text types, variants occur and non-chronological reports can be combined with other text types. A text that is essentially a non-chronological report written in the present tense may include other text types such as other types of report, e.g. *when a specific example is provided to add detail to a statement.*

<b>Purpose:</b> 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.		<b>Examples of text types:</b> -Describing aspects of daily life in history -Describing the characteristics of an animal or country -Comparing and describing localities or geographical features -Information leaflets	
<b>Audience:</b> - Someone who is interested in the topic and/or has the need to find out more about it			
<b>Generic Structure:</b> - In the absence of a 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. -An opening statement, often a general classification, which sets the scene e.g. <i>sparrows are birds</i> . This may be sometimes followed by a more detailed or technical classification e.g. <i>Their Latin name is..</i> It may also offer an element of simple explanation. - Paragraphs are logically organised, possibly using subheadings and other organisational devices to support this -A concluding statement or paragraph if required		<b>Knowledge for the writer:</b> -Plan how the information to be included will be organised e.g. <i>use paragraph headings, a spidergram or a grid.</i> -Gather information from a wide range of sources and collect it under the headings planned -Consider using a question in the title to interest your reader e.g. <i>Vitamins – why are they so important?</i> -Compose an opening that will attract the reader or capture their interest. -Use the opening to make very clear what is being written about. -Include tables, diagrams or images in the text e.g. <i>imported photographs or drawings that add or summarise information.</i> -Find ways of making links with the reader e.g. <i>ask a direct question such as Have you ever heard of a hammerhead shark? or add a personal touch to the text e.g. So next time you choose a pet, think about getting a dog.</i> -Check that information is logically organised and clear. -Use other text-types within the text if they will make it more effective for the purpose and audience.	
<b>Genre progression</b>		<b>Language features</b>	
<b>EYFS (Orally and in simple sentences)</b>			
-Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary -Understand simple questions about 'who', 'what' 'where' and 'why' -Ask questions to find out more and to check they understand what has been said to them. -Articulate ideas in well-formed sentences using present tense e.g. <i>Firefighters put out fires</i> -Connect one idea or action to another using a range of connectives. -Learn and use new vocabulary that is not in everyday use but occurs frequently in books and other contexts			
<b>Year 1 (Orally and in simple sentences)</b>			
-Find out about a subject as information books are read or a multi-media clip is watched -Contribute to a discussion about the subject as information is assembled and the teacher scribes -Using pictures as a prompt, children write sentences on a given topic that can then be combined to create a non-chronological report		-Use the <b>simple present</b> tense -Join clauses with 'and' -Use <b>capital letters</b> and <b>full stops</b> to demarcate sentences - <b>Question marks</b> are used to denote questions eg <i>Why does it get dark at night?</i>	
<b>Year 2 build on previous year's learning and...</b>			
-Read and analyse some simple information texts and note their function, form and typical language features -Using books and other sources of information, take part in discussions about a topic and generate categories with associated facts -Assemble information on the chosen topic to write a simple information text		-Most often, use the <b>third person</b> e.g. <i>They like to build their nests ... It is a cold and dangerous place to live.</i> -Use the <b>present progressive</b> tense and the <b>simple present tense</b> - but recognise the need for past tense if the topic is historical e.g. <i>Children as young as seven worked in factories. They were poorly fed and clothed and they did dangerous work.</i> -Begin to use simple <b>co-ordinating and subordinating conjunctions</b> to add additional information e.g. <i>so, because...</i> -Use <b>question marks</b> to denote questions - <b>Commas</b> can be used to separate items in a list - <b>Apostrophes can be used for possession</b> in singular nouns, e.g. <i>the bird's nest</i> -Use some <b>expanded noun phrases</b> for specification e.g. <i>Dogs with long hair will need a lot of brushing.</i>	
		(See generic structure) -Questions can be used to form titles e.g. Who were the Victorians? What was it like in a Victorian school? -Write a basic introduction which clearly tells the reader the subject of the text -Organise writing into categories	

	- <b>Adjectives</b> and specifically <b>comparative adjectives</b> can be used to create description <i>e.g. 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.</i>	
<b>Year 3 build on previous year's learning and...</b>		
-Read and analyse some more detailed information texts, including newspaper reports, and note their function, form and typical language features -Explore research and notetaking techniques from a variety of sources and use a spidergram to organise the information and develop this into a paragraph -Collect and define technical/subject-specific vocabulary and begin to use this in independent writing -Children organise their own notes into themes -Write information texts using information from several sources	-Use some generalisation <i>e.g. 'dogs' rather than 'my dog' or 'Mungo (the name of your own dog)'</i> -The use of <b>subordinating conjunctions</b> <i>e.g. when, before, after, while, so, because...</i> enables time and causation to be included in the text and multi-clause sentences to begin to be used -Using <b>prepositions</b> and <b>adverbs</b> <i>e.g. before, after, during, after, before, in, because of...</i> enables the passage of time to be shown in the text -Include description for comparison or contrast might be used <i>e.g. 'Dogs with long or curly hair will need a lot of grooming but some short-haired breeds will need less</i> -Include technical language -Use <b>present perfect</b> instead of the simple past where appropriate <i>e.g. After snakes have shed their skin, their colours will be more vibrant</i> -Use <b>pronouns</b> to avoid repetition - <b>Apostrophes can be used for possession</b> in singular and plural nouns, <i>e.g. birds' nests</i>	-Develop the introduction to include a general statement followed by additional detail -Introduce <b>paragraphs</b> as a way to group related material -Use <b>headings and subheading</b> to aid organisation
<b>Year 4 build on previous year's learning and...</b>		
-Children analyse more detailed information texts that include more developed paragraphs and the use of more technical/subject-specific vocabulary, recognising how this enhances the writing -Explore how to write a clear and precise introduction and a general closing statement (if required) -Children apply new learning to their own writing	-Include <b>noun phrases</b> that may be expanded by the addition of adjectives and prepositional phrases for greater precision <i>e.g. Snakes without venomous bites...Trees in the rainforest...</i> -Use generalisers such as 'many,' 'most' 'some,' 'few,' 'the majority,' -The use of <b>subordinating conjunctions</b> <i>e.g. when, before, after, while, so, because...</i> enables time and causation to be included in the text and multi-clause sentences to begin to be used -Using <b>prepositions</b> and <b>adverbs</b> <i>e.g. before, after, during, after, before, in, because of...</i> enables the passage of time to be shown in the text -Ensure appropriate use of nouns and <b>pronouns</b> within and across sentences to aid clarity and <b>cohesion</b> and to avoid repetition <i>e.g. The Victorians liked...they were particularly fond of...</i> -Apostrophes indicate <b>plural possession</b> and irregular singular and plural nouns <i>e.g. The children's families</i>	-Write a clear, precise introduction -Use paragraphs to clearly and logically order information around a theme -Use layout devices such as headings, subheadings, columns, bullets etc. to present information clearly
<b>Year 5 build on previous year's learning and...</b>		
-Children consider the most effective order of their paragraphs and the information within paragraphs to aid the cohesion of the text -Explore how sub-titled sections may include more than one paragraph to aid the organisation and cohesion of the text <i>e.g. a section on 'Diet' within a non-chronological report about dogs may be split into different paragraphs including the diet of puppies, the diet for older dogs and foods that are harmful</i> -Begin to consider the level of formality appropriate for the audience, adopting the voice of 'an expert' -Begin to integrate other text types <i>e.g. explanation or persuasion</i> as required	-Ensure controlled use of tense allows <b>past tense</b> to be contrasted with the present <i>e.g. In the 16<sup>th</sup> century, wolves were a common site, including roaming the streets of Paris; Today, however, they are mostly extinct across Europe.</i> -Use <b>modal verbs</b> and <b>adverbs</b> to indicate degrees of possibility <i>e.g. If climate change continues, many unique species across the globe will face extinction...Generally, wolves are portrayed as vicious and cunning, most often in children's literature.</i> -Use <b>relative clauses</b> to add clarity or develop ideas -Build <b>cohesion</b> within and across paragraphs using adverbials and tense choices - <b>Brackets, dashes</b> and <b>commas</b> can be used to add extra information inside parenthesis - <b>Commas</b> are used to clarify meaning or avoid ambiguity.	-Show a confident understanding of paragraphing by allowing one theme from the text to be developed into several paragraphs under one subheading -Use a range of layout devices for a clear purpose
<b>Year 6 build on previous year's learning and...</b>		
-Master the language features and tone required for a successful information text, whilst considering the audience -Integrate other text types <i>e.g. explanation or persuasion</i> as required	-Use of the <b>subjunctive</b> , where appropriate, may be used to increase formality <i>e.g. If spiders were to become extinct...</i> -Use <b>passive voice</b> and <b>agentless passive</b> to avoid personalisation <i>e.g. Some species of whales have been hunted almost to extinction</i> -Use <b>hyphens</b> to avoid ambiguity <i>e.g. tree-dwelling monkeys, warm-blooded animals</i> -Use of the <b>semi-colon, colon</b> and <b>dash</b> to mark the boundary between independent clauses -Use <b>colons</b> and <b>semi-colons</b> to separate items in a list -Use <b>bullet points</b> to list information as part of the text - <b>Degrees of formality and informality</b> can be adapted to suit the form of the discussion, <i>e.g. the habitat of wood mice rather than where wood mice live.</i>	-Carefully select layout devices to enhance the text and aid the reader

