

Non-chronological/information texts

Purpose: to provide detailed information about a specific subject; to help readers understand a subject by categorising or organising information.

Suggested contexts: reports, letters, pamphlets, fact files

Non-chronological reports describe things as they are, providing factual information in an objective way (although the way facts are selected means even these texts can be subject to bias). Non-chronological reports can, of course, be combined with other text types.

Generic Structure	<ul style="list-style-type: none"> • Logical rather than temporal structure usually. • An opening statement introduces the subject of the text. • Information is then usually grouped by smaller topics, perhaps using sub-headings or chapters. • Structures may vary depending on length/context of texts.
Language Features	<ul style="list-style-type: none"> • Often written in third person and present tense – unless in the case of a historical report in which case past tense will be most appropriate. • Passive voice often used to avoid personalisation and maintain formality. • Focus on general, widely relevant subjects ('Dogs') rather than personal subjects ('My dog George'). • Description, comparison and contrast are important, though used for precision primarily so imagery (simile, metaphor, personification etc) is generally avoided.
Knowledge for the Writer	<ul style="list-style-type: none"> • Plan how you will organise information to best effect, choosing headings or using a spidergram. • Gather information from a wide range of reliable sources and collect it under the headings you've planned. • Consider phrasing your title as a question to grab your reader's attention. • Use your opening to make it very clear what you are writing about. • Include tables, diagrams or images that add to or summarise your information. • Try to engage your reader – reread your report to ensure someone who knows nothing about the subject will be able to understand it.
Key Elements	<ul style="list-style-type: none"> • Speaking and listening before reading and writing. • Teacher modelling, scribing and shared writing before children's independent attempt. • Increased understanding by the children of the form and features of the text type and then increasing ability to manipulate elements of writing to fulfil its purpose. • Increasing complexity and challenge of task and/or adding additional features (eg diagrams). • Increasing ability to evaluate usefulness of texts (their own and others).

Reception	<ul style="list-style-type: none"> Describe someone/something and develop the description in response to questions Link statements orally on a theme Share information book as a group/class Write simple sentences in and on meaningful contexts
Year 1	<ul style="list-style-type: none"> Find out about a subject by listening to and following an information book or watching a video Assemble information on a subject from own experience (eg hobbies, pets) Write a simple report by combining sentences on the subject
	<ul style="list-style-type: none"> Writing in third person Joining words and clauses including 'and' and 'because' Sequencing sentences to form short passages Oral rehearsal of sentence structure Word spaces, capital letters and full stops in sentences Introduction of question marks and exclamation marks Capital letters for names and the pronoun 'I' Use of the prefix 'un' Verb suffixes where no spelling change is required (eg help to helping)
Year 2	<ul style="list-style-type: none"> Through reading, begin to understand that description is used for detail rather than emotional response in reports Read a text containing information in a simple report format and use it as a frame to write a simple report on a different subject
	<ul style="list-style-type: none"> Statements, commands, exclamations and questions (inc rhetorical) as sentence types. Expanded noun phrases and noun phrases to generalise (eg some insects, all hedgehogs...) Coordinating and subordinating conjunctions (and, or, but, when, if, that, because) Correct choice and use of past or present tense Capitalisation of common and proper nouns in context of a report Proper, general and collective nouns – differences and uses Capital letters, full stops, question marks, exclamation marks to demarcate sentences Commas in a list Apostrophes for singular possession Use of suffixes 'ful', 'less', 'ness', 'er' Use of 'er' and 'est' as comparative adjectives Factual adjectives to add detail (versus 'empty' adjectives that offer the reader no more information)
Year 3	<ul style="list-style-type: none"> Analyse report texts and start to note key language features, including how information often moves from general to specific Turn notes into sentences, grouping information Write own non-chron reports using relevant organisational devices such as subheadings
	<ul style="list-style-type: none"> Use of present perfect – 'Foxes have lived...' Prepositions, adverbs and conjunctions to express cause and place Preposition phrases Subordinate clauses and conjunctions Exploration of similes used in factual rather than literary contexts – 'Bees have tubes instead of mouths. The tube acts like a straw.' Introduction of paragraphs as a way to organise information into obvious groupings Headings and subheadings Consolidation of ks1 punctuation Use of 'a' or 'an' according to whether the next word starts with a vowel Word families based on common words (eg help, unhelpful, helping, helper, helped etc)

Year 4	<ul style="list-style-type: none"> Analyse different report texts, noting form, function, language features and tense (comparing historical in past tense – and present tense examples) Look at comparative non-chron reports – eg ‘Frogs and Toads’ or ‘Clothes in the Roman era and the modern day’ Write own organised one subject non-chron reports using information from more than one source
	<ul style="list-style-type: none"> Wider range of subordinating and coordinating conjunctions, esp to move from general to specific. (Most foxes are found in woodland areas BUT some can be found in cities..) Further expanded noun phrases using modifying adjectives, nouns and prepositions esp when being used to generalise Paragraphs to organise ideas around a theme, including paragraph breaks within a subheading Appropriate use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition Standard English for verb inflections (we were NOT we was) Subject/verb agreements Movement from general to specific... Use of articles (a, an, the) and possessive pronouns (my, his, her) Commas after fronted adverbials Apostrophes for plural possession
Year 5	<ul style="list-style-type: none"> Collect information for a comparative non-chron report (Eg ‘Spiders and beetles’) Write own comparative non-chron report focusing on clarity, conciseness and impersonal style, possibly using a question as the title. (‘How are beetles and spiders different?’)
	<ul style="list-style-type: none"> Relative clauses beginning who, which, where, when, whose, that – esp how noun phrases can be expanded using ‘which’ and ‘that’ in non-chron reports Fronted adverbials and adverbials of place (In the North of the country) and number (Secondly) Devices, such as time conjunctions, to build cohesion within a paragraph Use of adverbs to generalise information (eg usually, commonly, mostly) Brackets, dashes and commas to indicate parenthesis Commas to clarify meaning or avoid ambiguity Conversion of nouns or adjectives into verbs using suffixes ‘ate’, ‘ify’ and ‘ise’ Verb prefixes ‘dis’, ‘de’, ‘mis’, ‘over’, ‘re’
Year 6	<ul style="list-style-type: none"> Write reports as part of a presentation on a non-fiction subject Write own non-chron reports with openings, subsequent paragraphs and thoughtful conclusions Choose styles, layouts, forms to suit specific audiences and purposes
	<ul style="list-style-type: none"> Difference between formal and informal vocabulary and structure, esp formal verb inflections Examination of passive voice in presentation of information – ‘Sharks are hunted by...’ Subjunctive form Wider range of cohesive devices to link ideas across paragraphs such as repetition of word/phrase, ellipsis, wider range of conjunctions Wider range of layouts for structure eg headings and subheadings, columns and bullet points, tables and diagrams Use of colon, semi colon or dash to mark boundaries between clauses Use of bullet points, colons and semi colons to punctuate lists Use of colon to sign post reader to further information or introduce a quote