



English Curriculum Progression in Reports

Generic text structure

The structure of a report text is often (but not always):

- an opening, general classification, for example *sparrows are birds*
- more technical classification (optional), for example *their Latin name is...*
- a description of the phenomenon, including some or all of its:
 - qualities, e.g. *birds have feathers*
 - parts and their function, for example, *The beak is...*
 - habits/behaviour or uses, for example, *They nest in...*

Language features

The language features of a report text are often (but not always):

- written in the third person, present tense, for example. *they nest*
- non-chronological
- written to include passive voice
- focused on generic subjects: *sparrows in general, not Sam the sparrow*
- descriptive language, including the language of comparison and contrast , for precision, not to create an effect or emotion

Knowledge for the writer

- plan under paragraph headings in note form (spidergram or a grid)
- use a range of resources to gather information
- select facts from a range of sources to interest the reader, e.g. books, CD-ROM
- possible use of a question in the title to intrigue the reader, e.g. Yetis – do they exist?
- be clear, so that you do not muddle the reader
- open by explaining very clearly what you are writing about – take an angle to draw the reader in
- use tables, pictures, diagrams to add more information
- possibly end by relating the subject to the reader, for example, Many people like whales...
- reports are factual but you could add comments or use questions to draw in the reader
- reread as if you knew nothing about the subject to check that you have put the information across successfully
- Recognise that discussion texts can be adapted or combined with other text types depending on the audience and purpose

	Progression in non-chronological reports
FS	Describe something/someone (possibly after drawing it/them). Develop the description in response to prompts or questions (what does she like to eat? Has she a favourite toy? Ask similar probing questions to elicit a fuller description from someone else. In a shared reading context read information books and look at/re-read the books independently. Experiment with writing labels, captions and sentences for pictures or drawings in a variety of play, exploratory and role-play situations.
Y1	Find out about a subject by listening and following text as information books are read, watching a video. Contribute to a discussion on the subject as information is assembled and the teacher writes the information. Assemble information on a subject in own experience, (e.g.) food, pets. Write a simple non-chronological report by writing sentences to describe aspects of the subject.
Y2	After a practical activity or undertaking some research in books or the web, take part in a discussion in another curriculum subject, generalising from repeated occurrences or observations. Distinguish between a description of a single member of a group and the group in general e.g. a particular dog and dogs in general. Read texts containing information in a simple report format, e.g. <i>There are two sorts of x...; They live in x...; the As have x..., but the B's etc.</i> Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present , and categorise ideas.
Y3	Analyse a number of report texts and note their function, form and typical language features: <ul style="list-style-type: none"> • introduction indicating an overall classification of what is being described • use of short statement to introduce each new item • language (specific and sometimes technical) to describe and differentiate • impersonal language • mostly present tense Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spidergram to organise the information. Distinguish between generalisations and specific information and between recounts and reports, using content taken from another area of the curriculum. Analyse broadcast information to identify presentation techniques and notice how the language used signals change. Teacher demonstrates how to write non-chronological report using notes in a spidergram; draws attention to importance of subject verb agreements with generic participants (e.g.) <i>family is...., people are...</i> Write own report independently based on notes from several sources.
Y4/Y5	Collect information to write a report in which two or more subjects are compared, (e.g.) spiders and beetles; solids, liquids and gases, observing that a grid rather than a spidergram is appropriate for representing the information. Draw attention to the precision in the use of technical terminology and how many of the nouns are derived from verbs Teacher demonstrates the writing of a non-chronological report, including the use of organisational devices to aid conciseness such as numbered lists or headings.

	Plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style.
Y6	Secure understanding of the form, language conventions and grammatical features of non-chronological reports. Write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.