

# Non-chronological Report Progression Map KS2

## Audience:

- someone who is interested in the topic;
- someone who enjoys information.

## Purpose:

- to inform the reader about the topic describing its characteristics in an engaging and interesting way.

Year 3	Year 4	Year 5	Year 6
<b>Structure</b> <ul style="list-style-type: none"> <li>• Introductory sentence.</li> <li>• Subheadings.</li> <li>• Two/three short paragraphs.</li> <li>• Concluding sentence.</li> </ul>	<b>Structure</b> <ul style="list-style-type: none"> <li>• Simple introduction that defines the subject.</li> <li>• Subheadings.</li> <li>• Three paragraphs.</li> <li>• Simple conclusion that makes a final 'amazing' point.</li> </ul>	<b>Structure</b> <ul style="list-style-type: none"> <li>• Short paragraph which explains the subject and includes a rhetorical question.</li> <li>• Subheadings.</li> <li>• 'Did you know?' information boxes.</li> <li>• Four developed paragraphs.</li> <li>• Short concluding paragraph that makes a final 'amazing' point or relates the subject to the reader.</li> </ul>	<b>Structure</b> <ul style="list-style-type: none"> <li>• Paragraph which explains the subject and includes a rhetorical question.</li> <li>• Subheadings.</li> <li>• 'Did you know?' information boxes.</li> <li>• At least four developed paragraphs.</li> <li>• Concluding paragraph that makes a final 'amazing' point or relates the subject to the reader.</li> </ul>
<b>Language Features</b> <ul style="list-style-type: none"> <li>• Present tense, third person.</li> <li>• Fairly formal tone.</li> <li>• Add information using words such as: also, in addition.</li> <li>• Subject-specific vocabulary.</li> <li>• Use two adjectives to describe and specify (e.g. tough, leathery skin).</li> <li>• See 'Sentence Structure' Progression Map</li> </ul>	<b>Language Features</b> <ul style="list-style-type: none"> <li>• Present tense, third person.</li> <li>• Fairly formal tone.</li> <li>• Link ideas between sentences using words such as: in addition, therefore.</li> <li>• Begin to use technical vocabulary.</li> <li>• Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. massive crocodiles with long tails).</li> <li>• See 'Sentence Structure' Progression Map</li> </ul>	<b>Language Features</b> <ul style="list-style-type: none"> <li>• Present tense, third person.</li> <li>• Formal tone.</li> <li>• Begin to use generalisers e.g. most, many, some, a few.</li> <li>• Link ideas <u>across</u> paragraphs using words such as: furthermore, consequently, therefore, surprisingly.</li> <li>• Use technical vocabulary.</li> <li>• See 'Sentence Structure' Progression Map</li> </ul>	<b>Language Features</b> <ul style="list-style-type: none"> <li>• Present tense, third person.</li> <li>• Adapt formality to audience and purpose.</li> <li>• Use generalisers e.g. most, many, some, a few.</li> <li>• Link ideas <u>across</u> paragraphs using words such as: nevertheless, some people believe that.</li> <li>• Use new technical vocabulary appropriately.</li> <li>• See 'Sentence Structure' Progression Map</li> </ul>

# Non-chronological Report Progression Map KS1

## Audience:

- someone who is interested in the topic;
- someone who enjoys information.

## Purpose:

- to inform the reader about the topic describing its characteristics in an engaging and interesting way.

EYFS	Year 1	Year 2
<b>New Expectations:</b> <ul style="list-style-type: none"> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul>	<b>Structure</b> <ul style="list-style-type: none"> <li>• Introductory sentence.</li> <li>• Begin to group information together.</li> </ul>	<b>Structure</b> <ul style="list-style-type: none"> <li>• Introductory sentence.</li> <li>• Subheadings.</li> <li>• Group information together, e.g. Diet, Appearance.</li> </ul>
	<b>Language Features</b> <ul style="list-style-type: none"> <li>• Present tense, third person.</li> <li>• Subject-specific vocabulary.</li> <li>• Use simple adjectives (e.g. brown fur).</li> <li>• See 'Sentence Structure' Progression Map</li> </ul>	<b>Language Features</b> <ul style="list-style-type: none"> <li>• Present tense, third person.</li> <li>• Fairly formal tone.</li> <li>• Add information using words such as: also.</li> <li>• Subject-specific vocabulary.</li> <li>• Use one adjective to describe (e.g. shiny scales).</li> <li>• See 'Sentence Structure' Progression Map</li> </ul>