# NON-FICTION TEXT – NON-CHRONOLOGICAL REPORTS

Non-chronological reports are typical of encyclopaedia entries.  They generalise about a subject, to inform people objectively and are usually written in the present tense.  The aim of information texts or non-chronological reports is to collect, describe, classify and sequence experience according to common characteristics.

| Purpose | Common examples of text type | Generic Text Structure / Language Features |
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| <ul><li>To inform the reader about the topic, describing its characteristics in an engaging and interesting way – written reports, booklets, fact posters.</li><li>To provide detailed information about the way things are or were.</li><li>To help readers/listeners understand what is being described by organising or categorising information.</li></ul> | <ul><li>Encyclopaedia entries - natural world: sharks, dinosaurs, flowers; the planets, the solar system; mythological creatures</li><li>Describing localities or geographical features: – our school, India, river deltas, volcanoes</li><li>Describing the characteristics of religious groups and their lifestyles in RE Information leaflets</li><li>Describing people and lifestyles: life in China, living in the desert, life in ancient Egypt, Greece etc</li><li>Tourist guidebooks</li></ul> | <ul><li>Logical structure, organising information with subheadings, information boxes, lists, bullet points, diagrams, and images. Often moving from general to more specific detail and examples or elaborations.</li><li>Opening that introduces the reader to the subject, often with a 'hook' to encourage the reader to read on. Often begins with a general classification (*e.g. Sparrows are birds*), followed by a more detailed or technical classification (*e.g. Their Latin name is…*)</li><li>Paragraphs usually begin with a topic sentence</li><li>Detail and description, including comparisons.</li><li>Often written in the present tense and 3rd person</li><li>Generalisers: 'most', 'many', 'some', 'a few', 'the majority'</li><li>Connectives to add information: 'furthermore', 'also', 'moreover', 'additionally'</li><li>Subject specific and technical vocabulary</li><li>Formal language, especially if written for an unknown reader</li><li>Ending – that makes a final 'amazing' point or relates the subject to the reader e.g. *'Most sharks are harmless, and you may never come across one when swimming'*</li></ul> |

## Skills Progression

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| **EYFS** | <ul><li>Children learn and retell simple information texts based on real experience and choosing topics you can generalise about *e.g. guinea pigs are small and furry; they eat cereals and fruit but they don't like meat etc.*</li><li>Create simple texts:</li></ul><ul><li>A title and simple introductory topic sentence: *Tractors are very big, they plough fields and pull heavy loads…*</li><li>List points, re-read and extend as discussion develops: *Tractors have enormous wheels to drive over rough ground; Some tractors have a cab to keep the driver dry in the rain; They cannot go very fast, Sometimes they are used to…etc.*</li></ul> | <ul><li>A conclusion with a more personal touch: *We have a toy tractor in our play area with two trailers…*</li><li>Use classifying words: *Some cars are red…, All cars have steering wheels, Windscreen wipers help you see in the rain*</li><li>Use complete sentences with simple conjunction *and* to join and add information</li></ul> |
| **KS1** | **As EYFS, plus:**<ul><li>Learn and retell simple information texts with a 3-part structure in sentences or short paragraphs:</li><li>an opening that introduces the reader to the topic e.g. *Guinea pigs are small friendly creatures that some people keep as pets…*</li><li>chunks of information about the topic e.g. *Guinea pigs come from South America…, They are and are not really pigs at all…., They eat grass and hay…*</li></ul> | <ul><li>Use generalisers and classifying words e.g. *all, most, many, some, a few, every, always, sometimes, never etc.*</li><li>Use connectives to link and add information: *and, also, as well as* etc.</li><li>Use complete simple and compound sentences to give information clearly and objectively, with adjectives to denote size, colour, behaviour etc.: *Guinea pigs are small, docile, hairy animals… They eat mainly grass and sometimes grow so fat that they can hardly walk.*</li></ul> |

## Skills Progression

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| **KS1** | <ul><li>a conclusion with an amazing fact e.g. *Buttercups are poisonous to guinea pigs, so be careful if you keep your pet in the garden…*</li></ul> • Clear topic sentences. These normally take the form of a definition: *A lot of people own dogs but they keep them for different reasons* <br>• Use complete sentences with simple conjunctions *and*, *so*, *but* etc to join and add information | • Use prepositions to show position and direction: *behind, above, towards* etc.<br>• Use correct sentence punctuation and, for an amazing fact, an exclamation mark!<br>• Write in the present tense and usually 3<sup>rd</sup> person to give text an impersonal and objective voice. |
| **LKS2** | **As KS1, plus:**<br>• Write simple information texts including:<br>• A topic sentence to capture interest and define the subject<br>• More detailed definitions e.g. of type, appearance, where found, habitat and diet for creatures, purposes and uses for materials etc.<br>• A range of interesting facts and ideas about the topic in a sequence which builds up information logically<br>• A conclusion leaving an amazing, unexpected and memorable fact to leave the reader thinking.<br>• Sections may have one or more paragraphs, to mark new information/subsections<br>• Use correct punctuation: commas to mark clauses in sentences, commas for lists, colons and bullets for lists where appropriate<br>• Use mostly present tense, 3<sup>rd</sup> person in formal style for an unknown audience | • Use a more sophisticated range of generalisers and connectives:<br>  - generalisers e.g. *all…, many…, the majority…, typically…, Like most…, always*<br>  - to add information: *as well as…, furthermore…, additionally…, moreover…*<br>  - showing cause and effect: *because.., so…, as a result…, this means that…*<br>  - to compare: *like the…, similarly.., as with…, equally…, in contrast to..*<br>  - for emphasis: *most of all…, most importantly…, In fact…, without doubt..,* etc.<br>• Use specialised and technical vocabulary linked to the topic: *originated, mammal, rodent; medical, stretcher oxygen* etc.<br>• Use complex sentences to combine information clearly and precisely, and vary sentence style and length to keep the reader interested e.g. *Dormice are small, nocturnal rodents who can hibernate for up to 6 months each year, while the weather is cold.* |
| **UKS2** | **As LKS2, plus:**<br>• Consolidate and extend use of information text structure from Y3/4 to include:<br>  - An expanding range of connectives and generalisers<br>  - Use of provisional statements with words and phrases like *usually…, seem to be…, tend to…*<br>  - Opinions as well as facts e.g. *Some people still believe that… It used to be thought that…*<br>  - Technical vocabulary to add precision<br>  - References to sources of evidence to add authority e.g. *Most people now believe…, However, last year, a new variety was discovered…*<br>• Write reports for different audiences and purposes e.g.<br>  - To interest or attract: language e.g. *The best thing about Stroud on a*<br>  - *Saturday morning is the Farmers' Market…*<br>  - To warn: *Some people think that mushrooms are edible and toadstools are poisonous. In fact there is no difference between them, which can get mushroom hunters into a lot of trouble.*<br>  - To report objectively: e.g. *The bicycle, usually called a bike, is a humanpowered vehicle with two wheels attached to a frame.* | • Collect interesting nuggets of information to conclude texts and sustain the reader's interest e.g. *The Romans ate dormice as a dessert dipped in honey and poppy seeds.*<br>• Vary sentence structure, length and type e.g.<br>  - Complex sentences to combine information clearly and precisely and vary sentence style and length to keep the reader interested e.g. *Dormice are very small, nocturnal rodents who can hibernate for up to 6 months each year, while the weather is cold.*<br>  - Sentences with lists of three: *Dormice are fast, agile and extremely well adapted to climbing.*<br>  - Active and passive voices: Baby dormice are born helpless and hairless. They need to be by their mothers for the first 20 days…<br>  - Conditional and hypothetical (*if…then*) sentences e.g.: *If they are woken up too soon…*<br>  - Exclamatory sentences: *To this day, dormice are hunted and eaten in Slovenia!* |