

## Non-Chronological Reports and Explanations

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 	 		   	 	 	 	 

Text Structure						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Title</p> <p>Labelling</p> <p>Simple sentences to organise information</p>	<p>Ideas grouped together for similarity.</p> <p>Attempts at third person writing.</p> <p>e.g. The man was run over.</p> <p>Written in the appropriate tense.</p> <p>e.g. Sparrow's nest...</p> <p>Dinosaurs were...</p>	<p>Brief introduction and conclusion.</p> <p>Written in the appropriate tense.</p> <p>e.g. Sparrow's nest...</p> <p>Dinosaurs were... .</p> <p>Main ideas organised in groups.</p>	<p>Clear introduction.</p> <p>Organised into paragraphs shaped around a key topic sentence.</p> <p>Use of sub-headings.</p>	<p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organized correctly into key ideas.</p> <p>Sub-headings are used to organize information e.g. qualities, body parts, behaviour.</p>	<p>Developed introduction and conclusion using all the layout features.</p> <p>Description of the phenomenon is technical and accurate.</p> <p>Generalized sentences are used to categorise and sort information for the reader</p> <p>Purpose of the report is to inform the reader and to describe the way things are.</p> <p>Formal and technical language used throughout to engage the reader.</p>	<p>The report is well constructed and answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p>

Sentence						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Simple sentences/ captions to describe an illustration, e.g. a big tree, red leaves, A koala is slow. It eats bamboo.	Simple connectives are used to construct simple sentences, e.g. and, because, but, then, so.	Subject/verb sentences e.g. He was... They were... It happened...  Some modal verbs introduced. e.g. would, could, should.  Use simple adverbs e.g. quickly, slowly.  Use simple noun phrases e.g. large tiger.	Simple sentences with extra description.  Some complex sentences using when, if, as etc.  Tense consistent e.g. modal verbs can/will.  Adverbials e.g. When the caterpillar makes a cocoon...	Variation in sentence structures e.g. While the eggs hatch female penguins ...  Use embedded/relative clauses  e.g. Penguins, which are very agile, ....  Include adverbs to show how often e.g. additionally, frequently, rarely.  Sentences build from a general idea to more specific.  Use technical vocabulary to show the reader the writer's expertise.  Maintain a formal tone through-out the report.	Sentence length varied e.g short/long.  Active and passive voice used deliberately to heighten engagement.  Wide range of subordinate connectives, e.g. whilst, until, despite.	Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end.  Modifiers are used to intensify or qualify, e.g. insignificant amount, exceptionally  Sentence length and type varied according to purpose.  Fronted adverbials use to clarify writers position e.g. As a consequence of their actions...  Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen.  Prepositional phrases used cleverly, e.g. In the event of a fire...

Word Classes						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Noun</b> Begin to use regular plural nouns</p> <p><b>Verbs</b> Begin to use third person, first person singular.</p> <p><b>Adjectives</b> Add size Add colours Add feelings</p> <p><b>Connectives</b> Begin to join words and sentences using 'and.'</p>	<p><b>Noun</b> What a noun is. Regular plural nouns with 'er'</p> <p><b>Verbs</b> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p><b>Adjectives</b> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><b>Connectives/conjunctions</b> Join words and sentences using and/then.</p> <p><b>Tense</b> Simple past tense 'ed'.</p>	<p><b>Noun</b> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p><b>Verbs</b> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p><b>Adjectives</b> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><b>Connectives/conjunctions</b> Subordination – when, if, that, because Coordination – or, and, but.</p> <p><b>Tense</b> Correct and consistent use of past and present tense.</p> <p><b>Adverbs</b> 'ly' added to adjective to form adverb.</p>	<p><b>Noun</b> Form nouns using prefixes and suffixes. Nouns and pronouns used to avoid repetition.</p> <p><b>Verbs</b> Present perfect forms of verbs instead of 'the.'</p> <p><b>Adjectives</b> Choose appropriate adjectives.</p> <p><b>Connectives/conjunctions</b> Express time and cause (when, so, before, after, while, because).</p> <p><b>Tense</b> Correct and consistent use of past and present tense.</p> <p><b>Adverbs</b> Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p><b>Noun</b> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><b>Verbs</b> Standard English forms for verbs.</p> <p><b>Adjectives</b> Choose appropriate adjectives.</p> <p><b>Connectives/conjunctions</b> Use a wide range of connectives.</p> <p><b>Tense</b> Correct use of past and present tense.</p> <p><b>Adverbs</b> Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials.</p>	<p><b>Noun</b> Locate and identify expanded noun phrases. Expanded noun phrases to convey complicated information concisely.</p> <p><b>Verbs</b> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><b>Adjectives</b> Choose appropriate adjectives.</p> <p><b>Connectives/conjunctions</b> Use a wide range of connectives.</p> <p><b>Tense</b> Use a wide range of connectives.</p> <p><b>Tense</b> Change tense according to features of the genre.</p> <p><b>Adverbs</b> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and manner.</p>	<p><b>Noun</b> Expanded noun phrases to convey complicated information concisely.</p> <p><b>Verbs</b> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><b>Adjectives</b> Choose appropriate adjectives.</p> <p><b>Connectives/conjunctions</b> Use a wide range of connectives.</p> <p><b>Tense</b> Change tense according to features of the genre.</p> <p><b>Adverbs</b> Link ideas across a text using cohesive devices such as adverbials.</p>

Useful Vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
It is...	... are...	They like to	The following report	This report will	The purpose of this report/article is to..	They are unusually
It has...	... is...	They can	They don't	The following	The information presented will...	They are rarely
This is a...		It can	It doesn't	Information		They are never..
It can...	They are...	Like many	Sometimes	Usually	Some experts believe...	They are very...
The... can...	The different...	I am going to	Often	Normally	This article is designed to	Generally
	This is a...	There are two sorts of	Most	Even though	Many specialists consider	Be careful if you
	There are...	They live in		Despite the fact	Firstly I will...	Frequently they...
	These can be grouped...	The... have but the ... have		As a rule	It can be difficult	I will attempt to...
					... will enable you to understand.	This article will frame...
					Unlike	It can be difficult to...
					Despite	Each paragraph...
					Although	More than half
					Like many	Less than half...

Punctuation						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin to use spaces to separate words.	Spaces to separate words	Use spaces that reflect the size of the letters.	Apostrophes to mark singular and plural possession.	<b>More complex examples of:</b>	<b>Consolidate all previous learning.</b>	<b>More complex examples</b>
Begin to use full stops.	Full stops	Use full stops correctly.	Commas in a list.	Apostrophes to mark singular and plural possession	Brackets	Brackets
Begin to use capital letters for start of sentence, names, personal pronouns.	Capital letters	Use question marks correctly.	Commas after fronted adverbials.	Commas in a list	Dashes	Dashes
	Exclamation marks	Use exclamation marks correctly.	Inverted commas if using quotations and to demonstrate excitement.	Commas after fronted adverbials	Colons	Colons
	Capital Letter for start of sentence, names, personal pronouns.	Use capital letters correctly.		Inverted commas if using quotations and to demonstrate excitement.	Semi colons	Semi-colons
		Apostrophes for contractions.				Use a wide range of punctuation throughout the writing.
		Possessive apostrophes for singular nouns.				
		Commas to separate items in lists.				