



## Moorland Primary School: Progression on skills in Writing – Non-Chronological Reports

Explanation	Text structure	Sentence	Useful vocabulary	Word classes
Year 6	<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>	<p>Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials use to clarify writers' position e.g. As a consequence of their actions...</p> <p>Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen.</p> <p>Prepositional phrases used cleverly. e.g. In the event</p>	<p>They are unusually</p> <p>They are rarely</p> <p>They are never...</p> <p>They are very...</p> <p>Generally</p> <p>Be careful if you</p> <p>Frequently they...</p> <p>I will attempt to...</p> <p>This article will frame...</p> <p>It can be difficult to...</p> <p>Each paragraph...</p> <p>More than half</p> <p>Less then half...</p>	<p><b><u>Noun</u></b> Expanded noun phrases to convey complicated information concisely.</p> <p><b><u>Verbs</u></b> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><b><u>Adjectives</u></b> Choose appropriate adjectives</p> <p><b><u>Connectives/conjunctions</u></b> Use a wide range of connectives.</p> <p><b><u>Tense</u></b> Change tense according to features of the genre.</p> <p><b><u>Adverbs</u></b> Link ideas across a text using cohesive devices such as adverbials.</p>
Year 5	<p>Developed introduction and conclusion using all the layout features.</p> <p>Description of the phenomenon is technical and accurate.</p>	<p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement.</p>	<p>The purpose of this report/article is to..</p> <p>The information presented will...</p>	<p><b><u>Noun</u></b> Locate and identify expanded noun phrases.</p> <p><b><u>Verbs</u></b> Use modal verbs.</p>



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	<p>Generalized sentences are used to categorise and sort information for the reader Purpose of the report is to inform the reader and to describe the way things are. Formal and technical language used throughout to engage the reader.</p>	<p>e.g. The eggs were removed from the beach. Wide range of subordinate connectives e.g. whilst, until, despite.</p>	<p>Some experts believe... This article is designed to Many specialists consider Firstly I will... It can be difficult ___ will enable you to understand. Unlike Despite Although Like many</p>	<p>Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. <b><u>Adjectives</u></b> Choose appropriate adjectives <b><u>Connectives/conjunctions</u></b> Use a wide range of connectives. <b><u>Tense</u></b> Change tense according to features of the genre. <b><u>Adverbs</u></b> Know what an adverbial phrase is. Comma after fronted adverbials. Adverbials of time, place and number.</p>
Year 4	<p>Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organized correctly into key ideas. Sub-headings are used to organize information. E.g. Qualities, body parts, behaviour.</p>	<p>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.</p>	<p>This report will The following Information Usually Normally Even though Despite the fact As a rule</p>	<p><b><u>Noun</u></b> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <b><u>Verbs</u></b> Standard English forms for verbs. <b><u>Adjectives</u></b> Choose appropriate adjectives <b><u>Connectives/conjunctions</u></b> Use a wide range of connectives. <b><u>Tense</u></b> Correct use of past and present tense. <b><u>Adverbs</u></b></p>



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				<p>Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>
Year 3	<p>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...</p>	<p>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... .</p>	<p>The following report They don't It doesn't Sometimes Often Most</p>	<p><b><u>Noun</u></b> Form nouns using prefixes. Nouns and pronouns used to avoid repetition. <b><u>Verbs</u></b> Present perfect forms of verbs instead of 'the' <b><u>Adjectives</u></b> Choose appropriate adjectives. <b><u>Connectives/conjunctions</u></b> Express time and cause (when, so, before, after, while, because) <b><u>Tense</u></b> Correct and consistent use of past and present tense. <b><u>Adverbs</u></b> Introduce/revise adverbs. Express time and cause; then, next, soon.</p>
Year 2	<p>Brief introduction and conclusion. Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were... . Main ideas organized in groups.</p>	<p>Subject/verb sentences e.g. He was... They were... It happened... Some modal verbs introduced e.g. would, could, should. Use simple adverbs</p>	<p>They like to They can It can Like many I am going to There are two sorts of</p>	<p><b><u>Noun</u></b> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. <b><u>Verbs</u></b></p>



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		<p>e.g. quickly, slowly. Use simple noun phrases e.g. large tiger.</p>	<p>They live in The ___ have but the ___ have ____</p>	<p>Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. <b><u>Adjectives</u></b> Add 'er' and 'est' to adjectives where no change is needed to root word. <b><u>Connectives/conjunctions</u></b> Subordination – when, if, that, because Coordination – or, and, but. <b><u>Tense</u></b> Correct and consistent use of past and present tense. <b><u>Adverbs</u></b> 'ly' added to adjective to form adverb.</p>
Year 1	<p>Ideas grouped together for similarity. Attempts at third person writing. e.g. The man was run over. Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were...</p>	<p>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p>	<p>___ are... ___ is... They are... The different... This is a ___ There are ___ These can be grouped ___</p>	<p><b><u>Noun</u></b> What a noun is. Regular plural nouns with 'er' <b><u>Verbs</u></b> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' <b><u>Adjectives</u></b> Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Join words and sentences using and/then. <b><u>Tense</u></b> Simple past tense 'ed'.</p>