



Aston-on-Trent Primary School Non-Chronological Progression Map



Non-Fiction: Non-Chronological Report						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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	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 nonchronological report by writing	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	Analyse a number of report texts and note their function, form and typical language features: 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	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 nonchronological report, including the use of	Secure understanding of the form, language conventions and grammatical features of nonchronological reports. Write reports as part of a presentation on a nonfiction subject. -Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different nonfiction text types.	

sentences for pictures or drawings in a variety of play, exploratory and role-play situations.	sentences to describe aspects of the subject.	simple report format, e.g. There are two sorts of x...; They live in x...; the As have x..., but the B's etc. -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.	notetaking 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 nonchronological report using notes in a spidergram; draws attention to importance of subject	organisational devices to aid conciseness such as numbered lists or headings. Plan, compose, edit and refine short nonchronological comparative report focusing on clarity, conciseness and impersonal style.	
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			verb agreements with generic participants (e.g.) <i>family is....</i>, <i>people are...</i> Write own report independently based on notes from several sources		
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