

## NON-CHRONOLOGICAL TEXTS

*"To provide detailed information about the way things are or were; To help readers/listeners understand what is being described by organising or categorising information."*



Non-chronological reports describe things the way they are, so they usually present information in an objective way. A text that is essentially a non-chronological report written in the present tense may include other text types such as other types of report, e.g. when a specific example is provided to add detail to a statement.

### Generic Structure

In the absence of a temporal (chronological) structure where events happen in a particular order, non-chronological reports usually have a logical structure. They tend to group information, often moving from general to more specific detail and examples or elaborations. A common structure includes:

- an opening statement, often a general classification (Sparrows are birds);
- sometimes followed by a more detailed or technical classification (Their Latin name is ...);
- a description of whatever is the subject of the report organised in some way to help the reader make sense of the information:
  - o its qualities (Like most birds, sparrows have feathers.);
  - o its parts and their functions (The beak is small and strong so that it can ...);
  - o its habits/behaviour/uses (Sparrows nest in ...).

### Language Features

- Often written in the third person and present tense. (They like to build their nests ... It is a cold and dangerous place to live.)
- Sometimes written in the past tense, as in a historical report. (Children were poorly fed and clothed and they did dangerous work.)
- The passive voice is frequently used to avoid personalisation, to avoid naming the agent of a verb, to add variety to sentences or to maintain an appropriate level of formality for the context and purpose of writing. (Sparrows are found in ... Sharks are hunted ... Gold is highly valued ...)
- Tends to focus on generic subjects (Dogs) rather than specific subjects (My dog Ben).
- Description is usually an important feature, including the language of comparison and contrast. (Polar bears are the biggest carnivores of all. They hibernate, just like other bears. A polar bear's nose is as black as a piece of coal.)
- Description is generally used for precision rather than to create an emotional response so imagery is not heavily used.

### Suggested Contexts

- KS1: class books on a theme, leaflets
- LKS2: leaflets, page for information book, letters, guide books, descriptions
- UKS2: descriptions, projects, guide book for visit, prospectus, formal & informal letters

## WORD

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Use of regular plural noun suffixes</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>Use of the prefix un- to change the meaning of verbs and adverbs</p>	<p>Formation of nouns using suffixes (-ness, -er)</p> <p>Formation of adjectives using suffixes (-ful, -less)</p> <p>Use of -er and -est in adjectives</p> <p>Formation of nouns by compounding</p> <p>identify the use of factual adjectives to give significant detail, often clarifying colour, position or size e.g. scaly bodies</p> <p>explore the inappropriateness of 'empty' adjectives which do not help the reader to learn more about the topic e.g. pretty wings</p>	<p>Use of 'a' or 'an' according to whether the next word starts with a vowel</p> <p>Word families based on common words showing how words are related in form and meaning</p>	<p>Standard forms of English verb inflections (we were rather than we was, I did rather than I done)</p> <p>Draw attention to importance of subject verb agreements e.g. family is....., people are...</p> <p>Use of articles (a, an, the) and possessive pronouns (my, his, her, their etc) as determiners</p> <p>Note how writing often moves from general to more specific detail, exploring how determiners are used to indicate this shift in focus e.g. Dogs have an exceptional sense of smell. A dog can pick up a scent from a significant distance away. The (breed of dog) is known to have the most sensitive sense of smell.</p>	<p>Converting nouns or adjectives into verbs using suffixes (-ate, -ify, -ise)</p> <p>Verb prefixes (dis-, de-, mis-, over-, re-)</p>	<p>Difference between formal and informal vocabulary and structures</p> <p>Formal verb inflections</p>

## SENTENCE

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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<p>Oral rehearsal of sentence structure</p> <p>Joining words and joining clauses using 'and' and 'because'</p> <p>Third person</p>	<p>Functions of sentence types: statement, command, exclamation or question (rhetorical)</p> <p>Expanded noun phrases to describe and specify (use of adjectives before the noun or preposition phrase after the noun)</p> <p>Collect and use examples of noun phrases to generalise e.g. most butterflies, some insects, all hedgehogs, and consider their meaning</p> <p>Explore the difference between proper nouns and general nouns, and identify their use in this text type</p> <p>Use of collective nouns</p> <p>Use of coordinating (and, or, but) and subordinating conjunctions (when, if, that, because)</p>	<p>Use of prepositions (instead of, because of) adverbs (therefore, however) and conjunctions (also, consequently, likewise,) to express cause and place</p> <p>Use of preposition phrases as adverbials to express cause or place</p> <p>Collect and use examples of prepositional phrases to clarify physical features, for example, Ants do not have lungs. They have tiny holes all over their body which they breathe through.</p> <p>Include exploration of prepositions to clarify position, for example, Ants build their mounds in sand or soil.</p> <p>Include exploration of similes (using 'as' and 'like') and consider how these are used to specify rather than for literary effect, for example,</p>	<p>Use of a wider range of subordinating conjunctions (although, however, despite, therefore) Explore how subordination and co-ordination can help the writer move from the general to the more specific within one sentence, for example, Most bees are black or grey, but/however some are bright red, yellow or metallic green.</p> <p>Use of preposition phrases and subordinate clauses as fronted adverbials to indicate place, manner or frequency</p> <p>Fronted adverbials e.g. collect and use a range of adverbials that can be used to draw similarities, for example, 'Like most birds, swallows like to...', 'As well as honeybees, ...', 'On the whole,...', 'Just like honeybees, bumble bees like to...'</p>	<p>Use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p> <ul style="list-style-type: none"> <li>- explore how noun phrases are most commonly expanded using the pronouns 'which' and 'that' in this text type, for example, They have a long thin proboscis which is inserted into small flowers, such as Primroses, to drink nectar.</li> <li>- explore the impact on clarity when these relative clauses are omitted</li> </ul> <p>Fronted adverbials e.g. collect and use a range of adverbials that can be used to draw similarities and differences</p>	<p>Use of the passive to affect the presentation of information in a sentence e.g. explore how the passive can be used to: avoid personalisation; avoid naming the agent of a verb; add variety to sentences or to maintain an appropriate level of formality for the context and purpose of writing, for example, Sparrows are found in ... Sharks are hunted ... Gold is highly valued</p> <p>Use of subjunctive form</p>
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		<ul style="list-style-type: none"> <li>- Bees have tubes instead of mouths. The tube is like a straw.</li> <li>- A polar bear's nose is as black as a piece of coal.</li> </ul> <p>Use of subordinating conjunctions as adverbials to express cause</p> <p>Formation of subordinate clauses using subordinating conjunctions</p>	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. continue building banks of noun phrases used to generalise (see year 2)		
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TEXT					
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Sequencing sentences to form short passages	Correct choice and use of present tense or past tense throughout writing	<p>Use of present perfect verb form – Hedgehogs have lived in this area for many years</p> <p>introduce paragraphs as a way to group related information e.g. organise information about a topic into obvious groupings, for example, appearance, feeding habits etc</p> <p>Headings and sub headings to aid presentation</p>	<p>Appropriate choice of pronoun (person or possessive) or noun, within and across sentences to aid cohesion and avoid repetition</p> <p>Use of paragraphs to organise ideas around a theme e.g. begin to explore more subtle paragraph breaks, or paragraph breaks within headed sections of reports and consider how</p>	<p>Devices to build cohesion within a paragraph (then, after, that, this, firstly)</p> <p>Use of adverbials of place (nearby) and number (secondly) to link ideas across paragraphs</p> <p>Use of addition, reinforcing and opposing adverbs</p> <p>Indicating degrees of possibility using adverbs e.g. explore the use of</p>	<p>Use of a wider range of cohesive devices to link ideas across paragraphs</p> <ul style="list-style-type: none"> <li>- repetition of a word or phrase</li> <li>- use of a wider range of adverbials</li> <li>- ellipsis</li> </ul> <p>Use of a range of layout devices to structure text</p> <ul style="list-style-type: none"> <li>- headings &amp; subheadings</li> </ul>

			the author organised the information	adverbs and adverbials to provide generalised information (these can provide a 'get-out clause' for the writer), for example, usually, commonly, mostly	<ul style="list-style-type: none"> <li>- columns &amp; bullet points</li> <li>- tables &amp; diagrams</li> </ul>
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## PUNCTUATION

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Separating words with spaces</p> <p>Use of capital letters and full stops to demarcate sentences</p> <p>Introduction of question marks and exclamation marks</p> <p>Use of capital letters for names and for the personal pronoun I</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Explore the use of capitalisation for common and proper nouns in the context of reports, for example, Bees belong to a larger family of insects known as Apoidea.</p> <p>Commas to separate items in a list</p> <p>Apostrophes for singular possession</p>	<p>Consolidation of all KS1 punctuation</p>	<p>Use of commas after fronted adverbials</p> <p>Apostrophes for plural possession</p>	<p>Brackets, dashes and commas to indicate parenthesis e.g. explore when the author chooses to parenthesise information using brackets and when the author uses a dash/comma instead and draw generalisations from this</p> <p>Explore when commas are used to parenthesise relative clauses and when they are not</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Use of semi-colon, colon or dash to mark the boundary between independent clauses</p> <p>Use of bullet points, semi-colons &amp; colons to punctuate lists</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses, for example, explore how the colon can be used to create different effects</p> <ul style="list-style-type: none"> <li>- to lead the reader to a revelation of information e.g. The relationship between these eco-systems is complex: each depends on the survival of the other. There is a major</li> </ul>

					<p>advantage to this feature: it allows the...</p> <ul style="list-style-type: none"><li>- to introduce a quote/motto e.g. There is an old, much-loved saying: 'A dog is a man's best friend.'</li></ul>
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Life In All Its Fullness