

SKILLS PROGRESSION: REPORT TEXTS



Purpose:

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.

Examples of text type:

- Describing aspects of daily life in history (e.g. fashion, transport, buildings)
- Describing the characteristics of anything (e.g. particular animals or plants; the planets I the solar system, different rocks and materials; mythological creatures)
- Comparing and describing localities or geographical features
- Describing the characteristics of religious groups and their lifestyles in RE
- Information leaflets
- Tourist guidebooks
- Encyclopaedia entries
- Magazine Letters
- Non-fiction books
- Catalogues articles

Generic Text 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...)

Planning and Preparation

- Plan how you will organise the information you want to include, e.g. use paragraph headings, a spider gram or a grid.
- Gather information from a wide range of sources and collect it under the headings you've planned.
- Consider using a question in the title to interest your reader (Vitamins – why are they so important?).
- Try to find a new way to approach the subject and compose an opening that will attract the reader or capture their interest.
- Use the opening to make very clear what you are writing about.

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| <ul style="list-style-type: none"> - A description of whatever is the subject of the report organised in some way to help the reader make sense of the information. - For example: <ul style="list-style-type: none"> ○ It's qualities (Like most birds, sparrows have feathers.) ○ It's parts and their functions (The beak is small and strong so that it can ...) ○ It's habits/behaviour/ uses (Sparrows nest in...) | <ul style="list-style-type: none"> - Include tables, diagrams or images e.g. imported photographs or drawings that add or summarise information. - Find ways of making links with your reader. - You could ask a direct question e.g. Have you ever heard of a hammerhead shark? or add a personal touch to the text e.g. So next time you choose a pet, think about getting a dog. - Re-read the report as if you know nothing about its subject. Check that information is logically organised and clear. - Use other text-types within your report if they will make it more effective for your purpose and audience. |
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| <p>EYFS</p> | <ul style="list-style-type: none"> - Uses the past tense accurately when talking about events. (ELG) - Answers 'how' and 'why' questions about his/her experiences. (ELG) E.g. how does a doctor/fireman help us? - Writes simple sentences which can be read by himself/herself and others (ELG) E.g. when writing simple reports E.g. simple character review. - Uses key features of report in his/her writing when writing about an event at home e.g. writing about appearance and facts when writing a report about an animal (ELG Exc). |
| <p>YEAR 1</p> | <ul style="list-style-type: none"> - Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple reports about topic related subjects can be written e.g. Neil Armstrong. - These should: <ul style="list-style-type: none"> ○ Use present tense and third person e.g. 'the sunflower is' and past tense e.g. in a historical report e.g. James Brindley built a canal. ○ Use simple conjunctions e.g. 'and' |
| <p>YEAR 2</p> | <ul style="list-style-type: none"> - Use present tense and third person e.g. They like to build their nests....It's a cold and dangerous place to live... |

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| | <ul style="list-style-type: none"> - Sometimes use past tense e.g. in a historical report e.g. Children as young as seven worked in factories. They were poorly fed and clothes. They did dangerous things. - Questions can be used to form titles e.g. Who were the Victorians? What was it like in a Victorian School? - Question marks are used to denote questions (Y1) - Use conjunctions to aid explanation e.g. because - Use adjectives including comparative adjectives to create description e.g. 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. |
| YEAR 3 | <ul style="list-style-type: none"> - Express time, place and cause using conjunctions e.g. so, because, adverbs/adverbial phrases e.g. Daffodils start to grow in early February and prepositions e.g. before, after... - Paragraphs, headings and subheadings used to aid presentation |
| YEAR 4 | <ul style="list-style-type: none"> - Create cohesion and avoid repetition through the use of nouns and pronouns e.g. The Victorians liked to visit the seaside. They were also fond of... - Use of paragraphs, headings and subheadings to organise ideas |
| YEAR 5 | <ul style="list-style-type: none"> - Create cohesion within paragraphs using adverbials e.g. Shortly afterwards, David Beckham began to play more seriously. Before long, he became professional - Parenthesis using brackets, dashes and commas can be used to add additional information. E.g. Victoria Beckham, David's celebrity wife, also enjoys football. - Use layout devices e.g. headings, subheadings, columns, bullets, can be used to provide additional information; present information clearly; and guide the reader. Consistent use of this can also create cohesion . |
| YEAR 6 | <ul style="list-style-type: none"> - Use vocabulary typical of informal speech and that appropriate for formal speech in the appropriate written forms. E.g. the habitat of wood mice rather than where they live when writing in the style of encyclopaedia entry. - The passive voice can be used to avoid personalisation; to avoid naming the agent of a verb; to add variety to a sentence or to maintain an appropriate level of formality e.g. Sparrows are found in... Sharks are hunted.... Children were taught.... |

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| | <ul style="list-style-type: none">- Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, headings and questions. |
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