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Whittingham Road, Halesowen, West Midlands, B63 3TP
Head teacher: Mr S Payne

Non-fiction Progression (Information – including newspaper reports)

Purpose	To provide detailed information about the way things are or were and help readers/listeners understand what is being described by organising or categorising information effectively and usually objectively.			
Audience	Someone who is interested in the topic and/or has the need to find out more about it. i.e. *"In the interest of"* or *"of interest to"*			
Generic Structure	Paragraphs usually begin with a topic sentence	Opening statement / paragraph sets the scene and offers a general classification. This may be followed by a more specific classification if required	Paragraphs are logically organised in a *non-chronological* way, possibly using subheadings and other organisational devices to support this	Generalised concluding statement / paragraph if almost always included (information text) **or** paragraphs which generally reduce in importance as the text continues with key information included first (newspaper reports)

Progression	Language Features	Text Features	Knowledge for the Writer
EYFS			
Year 1 • Find out about a subject as information books are read or a multi-media clip is watched • Contribute to a discussion about the subject as information is assembled and the teacher scribes • Using pictures as a prompt children sentences on a given topic that can then be combined to create a non-chronological report	**Orally** • Use the simple present tense • Join clauses with 'and'		
Year 2 build on previous study of information texts and… • Read and analyse some simple non-chronological reports / information texts and note their function, form (e.g. the difference recount and report) and typical language features • Using books and other source of information, take part in discussions about a topic and generate categories with associated facts • Assemble information on the chosen topic to write a simple non-chronological report / information text.	**Through written work, build on previous knowledge of information texts and…** • Use third person • Use present progressive and simple present tense (recognise the need for past tense if the topic is historical) • Begin to use simple conjunctions to add additional information (coordinating and subordinating) • Use some expanded noun phrases for specification *e.g. 'Dogs with long hair will need a lot of brushing.*	**(See generic structure)** • Write a basic introduction which clearly tells the reader the subject of the text • Organise writing into categories	• Be 'an expert' in the subject of the report through research (reading and discussion) • Use the opening to make it clear what the writing is about
Year 3 build on previous study of information texts and… • Read and analyse some more detailed non-chronological reports / information texts and note their function, form and typical language features • Teacher demonstrates research and notetaking techniques from a variety of sources and uses a spidergram to organise the information. Teacher models how to develop this into a paragraph • Teacher models the use of technical/subject-specific vocabulary (Tier 3) and children begin to use this in their own writing • Children organise their own notes into themes • Teacher can model the use of generic participants e.g. 'dog owners,' 'people' rather than 'my mum,' 'my friends' • Write non-chronological reports/ information texts using information from several sources	**Through written work, build on previous knowledge of information texts and…** • Use some generalisation e.g. 'dogs' rather than 'my dog' or 'Mungo (the name of your own dog)' • Include description for comparison or contrast might be used e.g. 'Dogs with long or curly hair will need a lot of grooming but some short-haired breeds will need less • Include description is beginning to be used for precision, including technical language • Use present perfect instead of the simple past where appropriate e.g. 'After snakes have shed their skin, their colours will be more vibrant' • Use pronouns to avoid repetition	**Through written work, build on previous knowledge of information texts and…** (See generic structure) • Develop introduction to include general classification followed by additional detail • Introduce paragraphs as a way to group related material • Use headings and subheading to aid organisation • Begin to use topic sentences to introduce the subject of each paragraph	**Build on previous knowledge of information texts and…** • Gather information from a range of sources, considering the subheadings it can be grouped under • Through planning, consider how to organise the information that will be included
Year 4 build on previous study of information texts and newspaper reports and… • Children analyse more detailed non-chronological reports / information texts that include more developed paragraphs and the use of more technical/subject-specific vocabulary, recognising how this enhances the writing • Children read and analyse newspaper reports, comparing their structure to an information text and determining key differences. • When writing newspaper reports, children clearly identify that the 5Ws are generally used for opening paragraphs • Teacher models how to write a clear and precise introduction and a general closing statement (if required). • Children apply new learning to their own writing	**Through written work, build on previous knowledge of information texts and…** • Include noun phrases that may be expanded by the addition of modification (e.g. adjectives and prepositional phrases) for greater precision. For example, *'Snakes without venomous bites…' 'Trees in the rainforest…'* • Use generalisers such as 'many,' 'most' 'some,' 'few,' 'the majority,' are starting to be used to increase formality and impersonal tone • Ensure appropriate use of nouns and pronouns within and across sentences to aid clarity and cohesion and to avoid repetition. • Accurately punctuated direct speech for quotations when writing newspaper reports	**Through written work, build on previous knowledge of information texts and…** (See generic structure) • Write a clear, precise introduction • Use paragraphs to clearly and logically order information around a theme • Develop use of topic sentences • 5Ws opening paragraph focus when writing newspaper reports	**Build on previous knowledge of information texts and…** • Having gathered information, identify gaps where further detail is required. Locate sources to find this information. • Know the difference between generalised and specific writing to aid with the development of topic sentences • Recognise the need for a general closing statement that makes a lasting point for the reader
Year 5 build on previous study of information texts and newspaper reports and… • Children consider the most effective order of their paragraphs and the information within paragraphs to aid the cohesion of the text • When writing newspaper reports, children consider the news importance paragraph, considering how an editor might 'cut off' writing which is further into the text • Teacher models that sub-titled sections may include more than one paragraph to aid the organisation and cohesion of the text. For example, a section on 'Diet' within an non-chronological report about dogs may be split into different paragraphs including the diet of puppies, the diet for older dogs and foods that are harmful • Children should begin to consider the level of formality appropriate for their audience, adopting the voice of 'an expert' • Begin to integrate other text types e.g. explanation or persuasion as required	**Through written work, build on previous knowledge of information texts and…** • Ensure controlled use of tense allows past tense to be contrasted with the present *e.g. 'In the 16th century, wolves were a common site, including roaming the streets of Paris; Today, however, they are mostly extinct across Europe.'* • Use modal verbs and adverbs to indicate degrees of possibility *e.g. 'If climate change continues, many unique species across the globe will face extinction.' 'Generally, wolves are portrayed as vicious and cunning, most often in children's literature.'* • Use relative clauses to add clarity or develop ideas • Brackets, dashes and commas are used to add parenthesis (thus adding detail) • Build cohesion within and across paragraphs using adverbials and tense choices • Accurate and particular use of direct speech for quotations when writing newspaper reports	**Through written work, build on previous knowledge of information texts and…** (See generic structure) • Include parenthesis • Show a confident understanding of paragraphing allows one theme from the text to be developed into several paragraphs under one subheading • Use a range of layout devices for a clear purpose • News pyramid of importance used when writing newspaper reports	**Build on previous knowledge of information texts and…** • Identify places where use of other text types might enhance an information text: explanation of a particular feature/mechanism within a themed paragraph e.g explaining different shell shapes of species of tortoise in a report about the Galapagos Islands; persuasive elements within an introduction e.g. the importance taking action to save endangered species in a report about creature in the rainforest

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Year 6 build on previous study of information texts and newspaper reports and…	Through written work, build on previous knowledge of information texts and…	Through written work, build on previous knowledge of information texts and…	Build on previous knowledge of information texts and…
• Master the language features and tone required for a successful non-chronological reports / information texts / newspaper reports, whilst considering the audience • Consider formality and impartiality when writing newspaper reports, and the effect it would have if this was not maintained. • Consider how newspaper reports have changed over time, with specific focus on authorial language and tone e.g. *Titanic 1912 newspaper reports* vs *Costa Concordia 2012* reporting 100 years later. • Integrate other text types e.g. explanation or persuasion as required • Deliberately break genre 'rules' for authorial effect.	• Use of the subjunctive, where appropriate, may be used to increase formality *e.g. 'If spiders were to become extinct…'* • Use agentless passive to avoid personalisation *e.g.' Some species of whales have been hunted almost to extinction.'* • Use hyphens to avoid ambiguity *e.g. tree-dwelling monkeys, warm-blooded animals* • Use of semi-colon, colon and dash to mark the boundary between independent clauses • Use relative clauses to add clarity or develop ideas • Use colons to separate items in a list • A wide range of punctuation and grammar is deliberately used to add complexity to the text but also to aid engagement *e.g. varied sentence types / lengths* • Accurate and particular use of direct speech for quotations when writing newspaper reports	(See generic structure) • Carefully select layout devices to enhance the text and aid the reader	• Know when to apply language and text features of a non-chronological report / information text to enhance the engagement of the reader • Effectively tailor the writing so that it is suitable to a specific audience, especially when writing newspaper reports. This may be clarified through broader discussion of broadsheet v tabloid v on-line v app news.