



Non-chronological reports

Year	Composition and Effect	Text structure and organisation	Grammar	Punctuation	Sentence Structure	Sentence starters
1	<ul style="list-style-type: none"> -Word choice shows some awareness of topic -Simple opening statement as an introduction -Simple closing statement -Writing addresses given headings with some additional details -Information is clear to reader; simple vocabulary choices show awareness of topic -Relevant information is given in each section of the report 	<ul style="list-style-type: none"> -Writing mainly addresses given headings -Some use of simple connectives (and, because) -Writing set out under given headings with some additional detail given -Short sequence of informative points -Ideas expressed in simple form -Main ideas linked together with possible use of line breaks, numbers, time related words, phrases 	<ul style="list-style-type: none"> -Proper nouns -Present tense -Past tense 		<ul style="list-style-type: none"> -Write a simple sentence -Expand and develop simple sentences by adding: an adverbial phrase, a noun phrase, a prepositional phrase 	<ul style="list-style-type: none"> -Start sentences with the subject -To avoid repetition, start with a personal pronoun (I, he, she, they, it, we)
2	<ul style="list-style-type: none"> -Write a simple opening statement as an introduction -Write a simple closing statement -Writing addresses given headings with some additional details -Information is clear to reader; simple vocabulary choices show awareness of topic -Relevant information is given in each section of the report with limited vocabulary choices relating to the topic 	<ul style="list-style-type: none"> -Writing set out under given headings with some additional detail given eg it had something inside it -Short sequence of informative points – some ideas grouped together -Ideas expressed in simple form, grouped around main topics -Some sentences linked by the topic -Relationships between ideas usually marked by simple connectives -Short series of informative points – ideas may be mainly based on personal experience -Main ideas linked together with possible use of line breaks, numbers, time related words, phrases 	<ul style="list-style-type: none"> -Third person -Starting a sentence with the continuous/progressive tense ('ing') 	<ul style="list-style-type: none"> -Commas in a list 	<ul style="list-style-type: none"> -Write statements, questions, exclamations, commands -Change one type of sentence to form another eg statement to question -Write a compound sentence using a coordinating conjunction -Use correlative conjunctions to create a sentence 	<ul style="list-style-type: none"> -Start sentence with an adverb (usually a 'ly' word) -Start a sentence with an adverb: earlier, later, recently etc -Write a compound sentence with an adverb that describes how often: once, annually, daily, never
3	<ul style="list-style-type: none"> -Relevant information is given in each section of the report with limited vocabulary choices relating to the topic -A range of relevant information is given in each section of the report -Development and detail in each section provide more interest for the reader -Vocabulary choices draw reader in, sometimes using an informal style 	<ul style="list-style-type: none"> -Short series of informative points – ideas may be mainly based on personal experience -Main ideas linked together with possible use of line breaks, numbers, time related words, phrases -Brief introduction and concluding sentence ensures that the report has structure -Begins to use a variety of organisational devices to structure and divide report into sections eg numbered lists, bullet points, headings etc 	<ul style="list-style-type: none"> -Bullet points 		<ul style="list-style-type: none"> -Write sentences using repetition for effect and persuasion -Identify and write complex sentences using subordinate conjunctions -Write 'drop in' clauses (relative clauses): which, who, where and what 	<ul style="list-style-type: none"> -Start with a prepositional phrase: above, below, underneath -Start a sentence with two 'ly' adverbs
4	<ul style="list-style-type: none"> -A range of relevant information is given in each section of the report -Development and detail in each section provides more interest for the reader -Vocabulary choices draw reader in, using an informal style -Information given in each section links together 	<ul style="list-style-type: none"> -Begin to use a variety of organisational devices to structure and divide report into sections eg numbered lists, bullet points, headings etc -Similar information grouped together. Within sections, pronoun reference or vocabulary choices generally maintain links between ideas -Text structure includes an introduction paragraph providing a clear sense of purpose and a closing paragraph summing up report 	<ul style="list-style-type: none"> -Formal (and informal) language 		<ul style="list-style-type: none"> -Manipulate complex sentences to show that the subordinate clause can move around the sentence -To include an 'ing' clause 	<ul style="list-style-type: none"> -Start a sentence with an 'ing' verb -Start a sentence with a simile -Start a sentence with an 'ed' word

		<ul style="list-style-type: none"> -Main points in paragraphs supported by relevant detail -New sections / paragraphs are indicated using subheadings, bullet points, introductory phrases 				
5	<ul style="list-style-type: none"> -Development and detail in each section provides interest for the reader -Vocabulary choices draw reader in, sometimes in an informal style -Information given in each section links together -Some use of technical and specific vocabulary 	<ul style="list-style-type: none"> -Similar information is grouped together -Within sections, pronoun references or vocabulary choices generally maintain links between ideas -Text structure includes an introduction paragraph providing a clear sense of purpose and a closing paragraph summing up report -Main points in paragraphs supported by relevant detail -New sections / paragraphs are indicated eg using subheadings, bullet points, introductory phrases -Connections between ideas established and maintained eg by references to the previous part of the text 	-Relative clauses	<ul style="list-style-type: none"> - Parenthesis using hyphens, commas and brackets -Colons to start a list 	<ul style="list-style-type: none"> -Use two coordinating conjunctions with three main clauses -Use a coordinating and subordinate conjunction with two main and one subordinate clause -Edit sentences by either shortening or lengthening 	-Start a sentence with an 'ed' expanded clause
6	<ul style="list-style-type: none"> -Attempts to use technical or specific vocabulary in writing -Use of formal depersonalised style -Content is well selected and clearly focused on purpose of the report -Detailed descriptions and comments manipulated to achieve particular effect and maintain readers' interest -Use of technical or specific vocabulary is used and explained -Main points in paragraphs supported by relevant detail -A range of comparative relationships may be built up and thematic links/vocabulary are evident 	<ul style="list-style-type: none"> -Connections between ideas established and maintained eg by reference to the previous part of the text -Relationships between paragraphs give structure to report eg engaging followed by focused introduction and well controlled coverage of a range of information -Conclusion draws together key features and may include reflective comments -Relationships between paragraphs give structure to the whole article 	<ul style="list-style-type: none"> -Rhetorical questions -Passive and active sentences 	-Semicolons	<ul style="list-style-type: none"> -Active and passive sentences -A sentence that lists three actions with the final two clauses separated by a conjunction 	-Start a sentence with a subordinate conjunction