



PROGRESSION IN DIFFERENT TEXT TYPES

Genres / Text Types

The three genres to be taught are: **Narrative**, **Non-fiction** and **poetry**. Each of these genres has then been sub-divided into specific text types such as adventure, explanation or a specific form of poetry, e.g. haiku.

1. Narrative	2. Non-fiction	3. Poetry
Adventure Mystery Science Fiction Fantasy Historical fiction Contemporary fiction Dilemma Stories Dialogue, play scripts, film narratives Myths Legends Fairy tales Fables Traditional tales guidance	Discussion texts Explanatory texts Instructional texts Persuasion texts Non-chronological reports Recounts	Free verse Visual poems Structured poems

Progression in recount texts

This progression should be considered in relation to progression in narrative as the study of non-fiction and fiction recounts complement each other.

Foundation Stage	- Informally recount incidents in own life to other children or adults and listen to others doing the same. Experiment with writing in a variety of play, exploratory and role-play situations. - Write sentences to match pictures or sequences of pictures illustrating an event. - Use experience of simple recounts as a basis for shared composition with an adult such as retelling, substituting or extending, leading to simple independent writing.
Year 1 / Year 2	- Describe incidents from own experience in an audible voice using sequencing words and phrases such as then, after that; listen to others' recounts and ask relevant questions. - Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when. - Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person.
Year 3 / Year 4	- Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of main events. Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, a news report ensuring agreement in the use of pronouns. - Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives, such as meanwhile, following, afterwards and including detail expressed in ways which will engage the reader. - Include recounts when creating paper or screen based information texts.

Progression in explanatory texts This progression should be considered in relation to progression in narrative as the study of non-fiction and fiction recounts complement each other.		
Foundation Stage	• Talk about why things happen and how things work; ask questions and speculate. • Listen to someone explain a process and ask questions. • Give oral explanations e.g. their or another's motives; why and how they made a construction.	
Year 1	• Read captions, pictures and diagrams on wall displays and in simple books that explain a process. Draw pictures to illustrate a process and use the picture to explain the process orally.	
Year 2	• After carrying out a practical activity, (e.g.) experiment, investigation, construction task) contribute to creating a flowchart or cyclical diagram to explain the process, as member of group with the teacher. After seeing and hearing an oral explanation of the process, explain the same process orally also using flowchart, language and gestures appropriately. • Read, with help, flowcharts or cyclical diagrams explaining other processes and then read others independently. • Following other practical tasks, produce a simple flowchart or cyclical diagram independently.	
Year 3	• Create diagrams such as flow charts to summarise or make notes of stages in a process (e.g. in science, D&T or geography), ensuring items are clearly sequenced. • Explain processes orally, using these notes, ensuring relevant details are included and accounts ended effectively.	
Year 4	• Read and analyse explanatory texts to identify key features. Distinguish between explanatory texts, reports and recounts while recognising that an information book might contain examples of all these forms of text or a combination of these forms • Orally summarise processes carried out in the classroom and on screen in flowcharts or cyclical diagrams as appropriate. • Contribute to the shared writing of an explanation where the teacher acts as scribe and models the use of paragraphs, connectives and the other key language and structural features appropriate to explanatory writing: — purpose: to explain a process or to answer a question — structure: introduction, followed by sequential explanation, organised into paragraphs — language features: usually present tense; use of connectives of time and cause and effect; use of passive voice — presentation: use of diagrams and other illustrations, paragraphing, connectives, subheadings, numbering • After oral rehearsal, write explanatory texts independently from a flowchart or other diagrammatic plan, using the conventions modelled in shared writing.	

Progression in narrative		
	Listening to and reading a range of stories on page and screen which provoke different responses: Story structure Viewpoint: author; narrator	Creating stories orally, on page and screen, that will impact on listeners and readers in a range of ways: Telling stories Writing

	Character & dialogue Setting	
Foundation Stage	- Listen to stories being told and read. Know when a story has begun and ended. Recognise simple repeatable story structures and some typical story language, for example, 'Once upon a time...' - Be aware that books have authors; someone is telling the story. - Stories are about characters; identify and describe their appearance referring to names and illustrations; notice when characters are speaking in the story by joining in, e.g. with a repeated phrase. - Stories happen in a particular place; identify settings by referring to illustrations and descriptions.	- Turn stories into play using puppets, toys, costumes and props; imagine and re-create roles; re-tell narratives using patterns from listening and reading; tell a story about a central character; experiment with story language by using familiar words and phrases from stories in re-telling and play. - Attempt own writing for various purposes, using features of different forms, including stories.
Year 1	- Identify the beginning, middle and end in stories and use familiarity with this structure to make predictions about story endings; recall the main events. - Listen with sustained concentration and then talk about how the author created interest or excitement in the story; the 'voice' telling the story is called the narrator. - Recognise main characters and typical characteristics, for example, good and bad characters in traditional tales; identify the goal or motive of the main character and talk about how it moves the plot on; notice how dialogue is presented in text and begin to use different voices for particular characters when reading dialogue aloud. - Settings can be familiar or unfamiliar and based on real life or fantasy. Respond by making links with own experience and identify 'story language' used to describe imaginary settings.	- Re-tell familiar stories and recount events; include main events in sequence, focusing on who is in the event, where events take place and what happens in each event; use story language, sentence patterns and sequencing words to organise events, (e.g.) then, next etc.; recite stories, supported by story boxes, pictures etc.; act out stories and portray characters and their motives. - Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning - middle - end, decide where it is set and use ideas from reading for some incidents and events.
Year 2	Identify the sequence: opening - something happens - events to sort it out - ending; identify temporal connectives and talk about how they are used to signal the passing of time; make deductions about why events take place in a particular order by looking at	Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener's interest; tell own real and imagined stories; explore characters' feelings and situations using improvisation; dramatise parts of own

	characters' actions and their consequences. • Begin to understand elements of an author's style, e.g. books about the same character or common themes; • Understand that we know what characters are like from what they do and say as well as their appearance; make predictions about how they might behave; notice that characters can change during the course of the story; the way that characters speak reflects their personality; the verbs used for dialogue tell us how a character is feeling, e.g. <i>sighed, shouted, joked</i>. • Settings are created using descriptive words and phrases; particular types of story can have typical settings - use this experience to predict the events of a story based on the setting described in the story opening.	or familiar stories and perform to class or group. • Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes.
Year 3	• Consolidate understanding of sequential story structure: identify common, formal elements in story openings and endings and typical features of particular types of story; notice common themes, similar key incidents and typical phrases or expressions. Note the use of language or music or camera angle to set scenes, build tension, create suspense. • Recognise that authors make decisions about how the plot will develop and use different techniques to provoke readers' reactions; notice the difference between 1st and 3rd person accounts; take part in dramatised readings using different voices for the narrator and main characters. • Identify examples of a character telling the story in the 1st person; make deductions about characters' feelings, behaviour and relationships based on descriptions and their actions in the story; identify examples of stereotypical characters; make judgements about a character's actions, demonstrating empathy or offering alternative solutions to a problem; analyse the way that the main	• Tell stories based on own experience and oral versions of familiar stories; include dialogue to set the scene and present characters; vary voice and intonation to create effects and sustain interest; sequence events clearly and have a definite ending; explore relationships and situations through drama. • Write complete stories with a full sequence of events in narrative order; include a dilemma or conflict and resolution; write an opening paragraph and further paragraphs for each stage of the story; use either 1st or 3rd person consistently; use conventions for written dialogue and include some dialogue that shows the relationship between two characters.

	character(s) usually talks and look for evidence of the relationship between characters based on dialogue. Settings are used to create atmosphere; look at examples of scene changes that move the plot on, relieve or build up the tension.	
Year 4	- Develop understanding of story structure: recognise the stages of a story: introduction - build-up - climax or conflict - resolution; appreciate that chronology does not always run smoothly, (e.g.) some events are skimmed over, others are told in more depth. - Develop awareness that the author sets up dilemmas in the story and devises a solution. Make judgements about the success of the narrative, (e.g.) <i>do you agree with the way that the problem was solved?</i> Understand that the author or director creates characters to provoke a response in the reader, (e.g.) <i>sympathy, dislike</i>; discuss whether the narrator has a distinctive 'voice' in the story. - Identify the use of figurative and expressive language to build a fuller picture of a character; look at the way that key characters respond to a dilemma and make deductions about their motives and feelings - discuss whether their behaviour was predictable or unexpected; explore the relationship between what characters say and what they do - do they always reveal what they are thinking? - Authors can create entire imaginary worlds; look for evidence of small details that are used to evoke time, place and mood. Look for evidence of the way that characters behave in different settings.	- Plan and tell own versions of stories; tell effectively, e.g. using gestures, repetition, traditional story openings and endings; explore dilemmas using drama techniques, (e.g.) improvise alternative courses of action for a character. - Plan complete stories by identifying stages in the telling: introduction - build-up - climax or conflict - resolution; use paragraphs to organise and sequence the narrative and for more extended narrative structures; use different ways to introduce or connect paragraphs, (e.g.) <i>Some time later..., Suddenly..., Inside the castle...</i>; use details to build character descriptions and evoke a response; develop settings using adjectives and figurative language to evoke time, place and mood.

Progression in Poetry

	Reading Poetry:- subject matter and theme;	Performing Poetry:- - use of voice; - presentation	Creating Poetry:- original playfulness with language and
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	• language use; style • pattern		• ideas; • detailed recreation of closely observed experience; using different patterns
Reception	• listen to poems being read and talk about likes and dislikes – including ideas or puzzles, words, and patterns	• join in with class rhymes and poems, • copy actions	• enjoy making up funny sentences and playing with words; • look carefully at experiences and choose words to describe; • make word collections or use simple repeating patterns
Year 1	• discuss own response and what the poem is about; • talk about favourite words or parts of a poem; • notice the poem's pattern	• perform in unison, following the rhythm and keeping time • imitate and invent actions	• invent impossible ideas, e.g. magical wishes; • observe details of first hand experiences using the senses and describe; • list words and phrases or use a repeating pattern or line.
Year 2	• talk about own views, the subject matter and possible meanings; • comment on which words have most effect, noticing alliteration; • discuss simple poetry patterns	• perform individually or together; speak clearly and audibly. • use actions and sound effects to add to the poem's meaning	• experiment with alliteration to create humorous and surprising combinations; • make adventurous word choices to describe closely observed experiences; • create a pattern or shape on the page; use simple repeating phrases or lines as models
Year 3	• describe the effect a poem has and suggest possible interpretations; • discuss the choice of words and their impact, noticing how the poet creates 'sound effects' by using alliteration, rhythm or rhyme and creates pictures using similes; • explain the pattern of different simple forms	• perform individually or chorally; vary volume, experimenting with expression and use pauses for effect • use actions, voices, sound effects and musical patterns to add to a performance	• invent new similes and experiment with word play; • use powerful nouns, adjectives and verbs; experiment with alliteration; • write free verse; borrow or create a repeating pattern

Year 4	- describe poem's impact and explain own interpretation by referring to the poem; - comment on the use of similes and expressive language to create images, sound effects and atmosphere; - discuss the poem's form and suggest the effect on the reader	- vary volume, pace and use appropriate expression when performing - use actions, sound effects, musical patterns and images to enhance a poem's meaning	- use language playfully to exaggerate or pretend; - use similes to build images and identify clichés in own writing; - write free verse; use a repeating pattern; experiment with simple forms
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Progression in Information texts		
	Research skills (on page and on screen)	Creating information texts (on page and on screen)
Foundation Stage	- Track the words in text in the right order, page by page, left to right, top to bottom - Learn order of alphabet through alphabet books, rhymes and songs	- Distinguish between writing and drawing and write labels for pictures and drawings. - Attempt writing for various purposes, using features of different forms, e.g. lists, stories and instructions
Year 1	- Pose questions before reading non-fiction to find answers. - Secure alphabetic letter knowledge and order and use simplified dictionaries. - Initially with adult help and then independently, choose a suitable book to find the answers by orally predicting what a book might be about from a brief look at both front and back covers, including blurb, title, illustrations. Read and use captions, labels and lists. Begin to locate parts of text that give particular information, e.g. titles, contents page, index, pictures, labelled diagrams, charts, and locate information using page numbers and words by initial letter. - Record information gleaned from books, (e.g.) as lists, a completed chart, extended captions for display, a fact file on IT	- Convey information and ideas in simple non-narrative forms such as labels for drawings and diagrams, extended captions and simple lists for planning or reminding. - Independently choose what to write about, orally rehearse, plan and follow it through.
Year 2	- Pose and orally rehearse questions ahead of writing and record these in writing, before reading. - Recognise that non-fiction books on	- Write simple information texts incorporating labelled pictures and diagrams, charts, lists as appropriate. - Draw on knowledge and experience of

	similar themes can give different information and present similar information in different ways. • Use contents pages and alphabetically ordered texts (e.g.) dictionaries, encyclopaedias, indexes, directories, registers. Locate definitions/explanations in dictionaries and glossaries. • Scan texts to find specific sections (e.g. key words or phrases, subheadings) and skim-read title, contents page, illustration, chapter headings and subheadings to speculate what a book might be about and evaluate its usefulness for the research in hand. • Scan a website to find specific sections e.g. key words or phrases, subheadings. Appraise icons, drop down menus and other hyperlinks to speculate what it might lead to and evaluate its usefulness for the research in hand. • Close read text to gain information, finding the meaning of unknown words by deducing from text, asking someone, or referring to a dictionary or encyclopaedia. • Make simple notes from non-fiction texts, e.g. key words and phrases, page references, headings, to use in subsequent writing	texts in deciding and planning what and how to write. • Maintain consistency in non-narrative, including purpose and tense • Create an alphabetically ordered dictionary or glossary of special interest words. • Design and create a simple ICT text
Year 3	• Before researching, orally recall to mind, existing knowledge on the subject and reduce the options for enquiry by posing focused questions. Compose questions to ask of the text. • Have a secure understanding of the purpose and organisation of the dictionary (i.e. know the quartiles of the dictionary, 'm' lies around halfway mark, 't' towards the end). Use second place letter to locate and sequence in alphabetical order. Understand the term definition; use dictionaries to learn or check the definitions of words and a thesaurus to find synonyms. • Begin to use library classification to find reference materials and scan	• Recount the same event in a variety of ways, e.g. in the form of a story, a letter, a news report. • Decide how to present information and make informed choices by using structures from different text types. • Create alphabetically ordered texts incorporating information from other subjects, own experience or derived from other information books. • Use computer to bring information texts to published form with appropriate layout, font etc. • Create multi-media information texts. • Write ideas, messages in shortened forms such as notes, lists, headlines, telegrams and text messages

	indexes, directories and IT sources to locate information quickly and accurately. Recognise the differences in presentation between texts e.g. between fiction and non-fiction, between books and IT-based sources, between magazines, leaflets and reference texts. • Within a text, routinely locate information using contents, index, headings, sub-headings, page numbers, bibliographies, hyperlinks, icons and drop down menus. Find and mark the key idea in a section of text. • Make clear notes by identifying key words, phrases or sentences in reading and making use of simple formats to capture key points, e.g. flow chart, for and against columns, matrices to complete in writing or on screen. Make a simple record of information from texts read, e.g. by listing words, drawing together notes from more than one source. • Begin to use graphic organisers as a tool to support collection and organisation of information.	understanding that some words are more essential to meaning than others. • Summarise orally in one sentence the content of a passage or text, and the main point it is making.
Year 4	• Prepare for factual research by reviewing what is known, what is needed, what is available and where one might search. • Routinely use dictionaries and thesaurus and use 3rd and 4th place letters to locate and sequence words in alphabetical order. • Scan texts in print or on screen to locate key words or phrases, headings, lists, bullet points, captions and key sentences (to appraise their usefulness in supporting the reader to gain information effectively. Collect information from a variety of sources. • Identify how paragraphs are used to organise and sequence information. Mark and annotate headings, key sentences and words in printed text or on screen. • Make short notes, e.g. by abbreviating ideas, selecting key words, listing or in diagrammatic form.	• Fill out brief notes into connected prose. • Present information from a variety of sources in one simple format, e.g. chart, labelled diagram, graph, matrix. • Begin to use graphic organisers as a tool to support writing up of information • Develop and refine ideas in writing using planning and problem-solving strategies • Edit down and reword a sentence or paragraph by deleting the less important elements, e.g. repetitions, asides, secondary considerations and explain the reasons for the editorial choices.

Progression in persuasion texts

This progression should be considered in relation to progression in narrative as the study of non-fiction and fiction recounts complement each other.

Foundation Stage	• Talk about how they respond to certain words, stories and pictures by behaving or wanting to behave in particular ways (e.g. pictures of food that make them want to eat things) • Watch and listen when one person is trying to persuade another to do something or go somewhere. Recognising what is happening. • Give oral explanations (e.g.) their or another's motives; why and how they can persuade or be persuaded.
Year 1	• Read captions, pictures, posters and adverts that are trying to persuade. Begin to recognise what they are trying to do and some of the ways they do it. • Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective.
Year 2	• As part of a wide range of reading, explore simple persuasive texts (posters, adverts, etc.) and begin to understand what they are doing and how. • Evaluate simple persuasive devices (e.g.) Say which posters in a shop or TV adverts would make them want to buy something, and why) • Create simple signs posters and adverts (involving words and/or other modes of communication) to persuade others to do, think or buy something. • Continue to explore persuading and being persuaded in a variety of real life situations through role-play and drama.
Year 3	• Read and evaluate a wider range of simple persuasive texts, explaining and evaluating responses orally. • Begin to use words, pictures and other communication modes to persuade others when appropriate to particular writing purpose. • Through role play and drama explore particular persuasive scenarios (e.g. a parent persuading a reluctant child to go to bed.) and discuss the effectiveness of different strategies used.
Year 4	• Read and analyse a range of persuasive texts to identify key features (e.g. letters to newspapers, discussions of issues in books, such as animal welfare or environmental issues). Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these. • Analyse how a particular view can most convincingly be presented, e.g. ordering points to link them together so that one follows from another; how statistics, graphs, images, visual aids, etc. can be used to support or reinforce arguments • From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader. • Evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices such as puns, jingles, alliteration, invented words • Both orally and in writing to assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting, school rules using more formal language appropriately. • Use writing frames if necessary to back up points of view with illustrations and examples • To present a point of view both orally and in writing,(e.g. in the form of a letter, a

	report or presentation) linking points persuasively and selecting style and vocabulary appropriate to the listener/reader; begin to explore how ICT other use of multimodality might support this. (e.g. showing pictures.) • Design an advertisement, such as a poster or radio jingle, on paper or screen, e.g. for a school fête or an imaginary product, making use of linguistic and other features learnt from reading examples • Explore the use of connectives, e.g. adverbs, adverbial phrases, conjunctions, to structure a persuasive argument, e.g. 'if...', then'; 'on the other hand...'; 'finally'; 'so'
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Progression in instructional/procedural texts	
Foundation Stage	• Listen to and follow single instructions, and then a series of two and three instructions • Give oral instructions when playing. • Read and follow simple classroom instructions on labels with additional pictures or symbols. • Attempt to write instructions on labels, for instance in role play area
Year 1	• Listen to and follow a single more detailed instruction and a longer series of instructions. • Think out and give clear single oral instructions. • Routinely read and follow written classroom labels carrying instructions. • Read and follow short series of instructions in shared context. • Contribute to class composition of instructions with teacher scribing. • Write two consecutive instructions independently
Year 2	• Listen to and follow a series of more complex instructions. • Give clear oral instructions to members of a group. • Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams. • Analyse some instructional texts and note their function, form and typical language features: ○ statement of purpose, list of materials or ingredients, sequential steps, direct/imperative language ○ use of adjectives and adverbs limited to giving essential information ○ emotive/value-laden language not generally used • As part of a group with the teacher, compose a set of instructions with additional diagrams. • Write simple instructions independently e.g. getting to school, playing a game
Year 3	• Read and follow instructions. • Give clear oral instructions to members of a group. • Read and compare examples of instructional text, evaluating their effectiveness. • Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows, keys. • Research a particular area (e.g. playground games) and work in small groups to prepare a set of oral instructions. • Try out with other children, giving instruction and listening and following theirs. Evaluate effectiveness of instructions. • Write clear written instructions using correct register and devices to aid the reader.

Year 4	• In group work, give clear oral instructions to achieve the completion of a common task. Follow oral instructions of increased complexity. • Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness. • Identify sets of instructions which are for more complex procedures, or are combined with other text types (e.g. some recipes). Compare these in terms of audience/purpose and form (structure and language features). • Write a set of instructions (using appropriate form and features) and test them out on other people, revise and try them out again.
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Progression in discussion texts	
Foundation Stage	• Experience and recognise that others sometimes think, feel and react differently from themselves. • Talk about how they and others might respond differently to the same thing (e.g. like a particular picture or story when someone else doesn't) • Give oral explanations e.g. their or another's preferences, e.g. what they like to eat and why.
Year 1	• Through talk and role play explore how others might think, feel and react differently from themselves and from each other. • In reading explore how different characters might think, feel and react differently from themselves and from each other.
Year 2	• Through reading and in life situations, recognise, that different people (characters) have different thoughts/feelings about, views on and responses to particular scenarios (e.g. that the wolf would see the story of the Red Riding Hood differently to the girl herself.) • Explore different views and viewpoints.
Year 3	• Through reading explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, the different view of people writing to a newspaper.) • Through role play and drama explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, the different view of people in a simulated 'real life' scenario.)
Year 4	• In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), begin to recognise which present a single (biased) viewpoint and which try to be more objective and balanced. • Continue to explore the expression of different views through discussion, role play and drama.

Progression in non-chronological reports	
Foundation Stage	• 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 sentences for pictures or drawings in a variety of play, exploratory and role-play situations.

Year 1	- 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 non-chronological report by writing sentences to describe aspects of the subject.
Year 2	- 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 simple report format, e.g. There are two sorts of x...; They live in x...; the As have x..., but the Bs 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.
Year 3	- 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 note-taking 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 non-chronological report using notes in a spidergram; draws attention to importance of subject verb agreements with generic participants (e.g.) family is..., people are... - Write own report independently based on notes from several sources.
Year 4	- 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 non-chronological report, including the use of organisational devices to aid conciseness such as numbered lists or headings. - Plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style.