



Progression in Report Texts

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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.

Common Examples:

- Describe aspects of daily life in history (eg. fashion, transport, buildings)
- Describing the characteristics of anything (eg. particular animals or plants; the planets; 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
- Non-fiction books

Generic Structure:

- Either a chronological structure (events in a particular order) or non-chronological structure (still have a logical order – grouping material)
- Tend to group material from general to specific detail and examples.
- A common structure:
 - Opening statement (often general classification eg. *Sparrows are birds, Henry VIII was the second Tudor king*)
 - More detail or technical classification eg. *Their Latin name is...*
 - A description of the subject
 - Its qualities eg. *Like most birds, sparrows have feathers*
 - Its parts and functions eg. *The beak is small so that ...*
 - Its habits/behaviour/ uses eg. *Sparrows nest in...*
- Use of technical, subject-specific vocabulary

Planning and Preparation:

- Organise the information eg. *paragraph headings, spider diagram.*
- Collect research from a range of sources and collect it under planned headings.
- Consider using a question as a title to hook the reader.
- Use the opening to make clear what the report is about.
- Include tables, diagrams or images (drawings or imported photographs) to add or summarise information.
- Find ways to make links with the reader.
- Ask a direct question eg. *Have you heard of a hammerhead shark?* OR add a personal touch eg. *So next time you choose a pet, think about getting a dog.*
- Re-read the report and check the information is logically organised and clear.



Progression in Report Texts

Progression in grammatical features	
EYFS	<ul style="list-style-type: none"> • Uses past tense accurately when talking about events • Answers 'how' and 'why' questions about own experiences
Year 1	<ul style="list-style-type: none"> • Sequence sentences to write a simple report • Use present tense (<i>the sunflower is...</i>) and past tense in historical report (<i>Little Eaton was built in the Victorian times</i>) • Use simple conjunctions eg. <i>and, but, so</i>
Year 2	<ul style="list-style-type: none"> • Use present tense and third person eg. <i>The like to build their nests... It's a cold and dangerous place to live...</i> • Use past tense in a historical report eg. <i>Children as young as seven worked in factories. They were poorly fed and clothed.</i> • Questions used to form titles eg. <i>Who were the Victorians?</i> • Use conjunctions to aid explanation eg. <i>because, when, so,</i> • Use adjectives including comparative adjectives to create descriptions eg. <i>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.</i>
Year 3	<ul style="list-style-type: none"> • Express time, place and cause using: <ul style="list-style-type: none"> - Conjunctions eg. <i>so, because</i> - Adverbial phrases eg. <i>Daffodils start to grow in <u>early February</u></i> - Prepositions eg. <i>before, after</i> • Paragraphs, headings and subheadings used to aid presentation
Year 4	<ul style="list-style-type: none"> • Create cohesion and avoid repetition using nouns/pronouns eg. <i><u>The Victorians</u> liked to visit the seaside. <u>They</u> were also fond of...</i> • Use paragraphs, headings and subheadings to organise ideas.
Year 5	<ul style="list-style-type: none"> • Create cohesion within paragraphs using adverbials eg. <i><u>Shortly afterwards</u>, David Beckham began to play more seriously. <u>Before long</u>, he became professional.</i> • Parenthesis using brackets, dashes and commas can be used to add additional information eg. <i>Victoria Beckham, <u>David's celebrity wife</u>, also enjoys football.</i> • Use layout devices eg. <i>headings, subheadings, columns, bullets</i> 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"> • The passive voice can be used to avoid personalisation; to add variety to a sentence or to main an appropriate level of formality eg. <i>Sparrows are found in... Sharks are hunted.... Children were taught...</i> • Create a cohesion across paragraphs using a wider range of cohesive devices such as organisation features, heading and questions.