**Non-Fiction Texts**

*Key Skills and Progression*

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|  |  | **Information Texts - Reports** |
| **EYFS** |  | * Title (can be given) |
|  |  | * Simple subject specific language |
|  |  | * Present or past tense |
|  |  | * May be linked to a real-life experience e.g. trip or visitor |
|  |  | * Simple connectives e.g. ‘and’ |
| **Key Stage 1** |  | * Subject specific language |
|  |  | * Facts |
|  |  | * Present or past tense (depending on subject) |
|  |  | * Usually written in third person (he, she, it, they) |
|  |  | * Coordinating conjunctions to link two main ideas |
|  |  | * Subordinating conjunctions |
|  |  | * Title (can be given) |
|  |  | * Subheadings (can be given) |
|  |  | * Pictures/captions/labels could be used to aid presentation |
| **Lower Key Stage 2** |  | * Text organisation to aid presentation e.g. paragraphs/ headings/ subheadings * Range of adverbials and conjunctions |
|  |  | * Technical vocabulary |
|  |  | * Information which is factual and accurate |
|  |  | * Use of subordinating conjunctions to join clauses and as openers. |
|  |  | * 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… |
| **Upper Key Stage 2** |  | * Create cohesion within paragraphs using adverbials * Parenthesis using brackets, dashes and commas can be used to add additional information |
|  |  | * 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 |
|  |  | * 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…. |
|  |  | * Range of organisational features e.g. headings, subheadings; bold/italic writing; tables, illustrations or diagrams |

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|  | | **Recounts** |
| **EYFS** |  | * Title (may be given) |
|  |  | * Simple sentence or sentences about an event |
|  |  | * Appropriate vocabulary |
|  |  | * Written in past tense |
| **Key Stage 1** |  | * An introduction which answers who, what, when where and why * Time adverbials (first, next, then etc.) |
|  |  | * Use a range of punctuation where appropriate (.!?) |
|  |  | * Use coordinating and subordinating conjunctions (Y2) |
|  |  | Suggested layout:  ○ Introduction  ○ Which clearly states: who? What? When? Where? Why?  ○ Main body  ○ Different sentences in time order.  ○ Conclusion  ○ What did you think about the event? |
| **Lower**  **Key**  **Stage 2** |  | * An introductory paragraph which answers who, what, when where and why * More complex adverbials of time e.g. much later, shortly after that * Written in past tense |
|  |  | * First person or third |
|  |  | * Describes clearly what has happened |
|  |  | * Chronological order |
|  |  | * Use of paragraphs or subheadings to organise writing |
|  |  | * Begin to use present perfect tense to place events in time e.g. this week we have visited the park |
|  |  | * Use of relative clauses to add further detail e.g. we went to the museum, where we saw many exhibits, before moving on to the art gallery |
|  |  | * End with a closing statement or paragraph to re orientate the reader (see above). |
|  |  | Suggested layout:  ○ Introduction  ○ Which clearly states: who? What? When? Where? Why?  ○ Main body  ○ Different paragraphs in time order.  ○ Some elaboration  ○ Conclusion  ○ What did you think about the event?  ○ What was your favourite part?  ○ Would you like to go again? Why? |
| **Upper**  **Key**  **Stage 2** |  | * Higher level adverbials of time * Cause and effect connectives e.g. consequently, as a result * Elaborate on events so the reader is able to visualise the experience |
|  |  | * Include personal reflections on the event throughout. |
|  |  | * Indirect speech |
|  |  | * Be able to change ‘writing voice’ for different audiences |
|  |  | * A closing paragraph to explain feelings about the event |
|  |  | Suggested layout:  ○ Introduction  ○ Which clearly states: Who? What? When? Where? Why?  ○ Main body  ○ Different paragraphs in time order which elaborate on events, so the reader is able to visualise the experience. An inclusion of personal reflections on the event throughout.  ○ Conclusion  ○ A paragraph of reflection: What did you think about the event? What was your favourite part? Would you like to go again? Why? |

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|  | | **Instruction Texts** |
| **EYFS** |  | * Use of ‘bossy’ verbs |
|  |  | * Title (can be given) |
|  |  | * Simple instructional sentences written next to a given picture of step or steps |
| **Key Stage 1** |  | * Simple time words (first, next) * Use of imperative verbs |
|  |  | * Commas in lists may be used to separate required ingredients/materials (Y2) |
|  |  | * Title e.g. How to |
|  |  | * Bullet points or numbers |
|  |  | * May include pictures with captions |
|  |  | * Simple subheadings e.g. What you need/What to do (can be given) |
|  |  | Possible text structure:  ○ Introduction  ○ Sentence to introduce item to be produced.  ○ List of ingredients and quantities beneath a subheading (can be given)  ○ Main body  ○ Sentences to describe each step with specific information  ○ Numbered steps  ○ Conclusion  ○ A simple sentence to say what the end product will be like and what it can be used for |
| **Lower**  **Key**  **Stage 2** |  | * Higher order conjunctions e.g. unless, until, so that etc. * Express time, place and cause using conjunctions, adverbs and prepositions * Create cohesion through the use of nouns and pronouns to avoid repetition (Y4) |
|  |  | * Use fronted adverbials (conditional adverbials) to offer alternatives (Y4) |
|  |  | * Headings and subheadings to guide the reader |
|  |  | * Written in paragraphs |
|  |  | * May include labelled illustrations or diagrams to support specifics in the text |
|  |  | Possible text structure:  ○ Introduction  ○ This may include rhetorical questions to engage the reader  ○ List of ingredients or quantities under a subheading.  ○ Main body  ○ Sentences to describe each step with specific information and detail beneath subheading  ○ Conclusion  ○ A concluding paragraph to say what the end product will be like and what it can be used for |
| **Upper**  **Key**  **Stage 2** |  | * Parenthesis can be used to add additional advice * Relative clauses can be used to add further information * Modals can be used to suggest degrees of possibility |
|  |  | * Avoid personalisation |
|  |  | * Adapt degrees of formality and informality to suit the form of the instructions (Y6) |
|  |  | * Create cohesion across the text using a wide range of cohesive devices (Y6) |
|  |  | * Use a variety of layout features to guide the reader including diagrams, fact boxes etc. |
|  |  | Possible text structure:  ○ Introduction  ○ This may include rhetorical questions to engage the reader e.g. have you ever wanted to know how to…..?  ○ List of ingredients or quantities under a subheading  ○ Main body  ○ Sentence to describe each step with specific information and detail beneath subheading  ○ Conclusion  ○ a concluding paragraph to say what the end product will be like and what it can be used for |

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|  | | **Persuasion Texts** |
| **Lower**  **Key**  **Stage 2** |  | * Written in present tense. * Rhetorical questions e.g. Do you want to be the most relaxed person in town? Do you want to be the coolest kid in your class? |
|  |  | * Effective use of noun phrases to create persuasive devises e.g. delicious chocolate |
|  |  | * Powerful verbs and adverbs |
|  |  | * Headings, subheadings or paragraphs to organise ideas into logical sections |
|  |  | * Exaggerated language to describe the product benefits |
|  |  | * Alliteration |
|  |  | * Paragraphs: intro, main body (reasons supported by evidence); conclusion. |
|  |  | * Power of three sentences e.g. explore exotic caves, discover fantasy island and swim with sharks |
|  |  | * Include a slogan (present tense, including facts, adjectives, alliteration and a rhetorical question) (Y4) |
|  |  | * Create cohesion through the use of nouns and pronouns e.g. Vegetables are good for you. They contain vitamins and minerals. In fact these foods are incredible!! (Y4) |
|  |  | * Use adverbials e.g. therefore, however… (Y4) |
|  |  | Suggested Text Layout:  ○ Introduction  ○ An opening paragraph that sums up the viewpoint being presented.  ○ Main body  ○ Paragraphs to persuade the reader to accept the writer’s viewpoint or buy their product, each with appropriate detail to influence the reader’s decision.  ○ Conclusion  ○ A concluding paragraph to finish the piece, summarising the main points and reinforcing the original viewpoint (thesis) |
| **Upper**  **Key**  **Stage 2** |  | * Modals can be used to suggest degrees of possibility e.g. This could be…. You should… You might want to… * Include a more complex slogan (Word play, humour, some awareness of reader e.g. different age groups) |
|  |  | * Make formal and informal vocabulary choices by moving from generic statements to specific examples when key points are being presented e.g. the hotel is extremely comfortable. The beds are soft; the chairs are specially made to support your back and all rooms have thick carpet. (Y6) |
|  |  | * Use the second person - appeal to the reader e.g. this is just what you’ve been looking for. (Y6) |
|  |  | * The passive voice can be used in some formal persuasive texts e.g. It can be said… It cannot be overstated…. (Y6) |
|  |  | * Create cohesion within and across paragraphs using a wider range of cohesive devices which can include adverbials, conjunctions and prepositions e.g. This proves that….So it’s clear…Therefore… (Y6) |
|  |  | Suggested Text Layout:  ○ Introduction  ○ An opening paragraph that sums up the viewpoint being presented  ○ Main body  ○ Paragraphs to persuade the reader to accept the writer’s viewpoint or buy their product, each with appropriate detail to influence the reader’s decision.  ○ Conclusion  ○ A concluding paragraph to finish the piece, summarising the main points and reinforcing the original viewpoint (thesis). |

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|  | | **Explanation Texts** |
| **Lower**  **Key**  **Stage 2** |  | * More complex time adverbials e.g. firstly, soon afterwards, Cause and effect connectives e.g. therefore, consequently etc. * Precise, technical vocabulary |
|  |  | * Express time, place and cause using: Conjunctions e.g. so, because |
|  |  | * Prepositions e.g. before, after…. |
|  |  | * Use of paragraphs to organise ideas. |
|  |  | * Use of fronted adverbials e.g. During the night, nocturnal animals…. (Y4) |
|  |  | * Create cohesion and avoid repetition through the use of nouns and pronouns e.g. Foxes are mammals… (Y4) |
|  |  | * They feed their young… These amazing hunters are…… |
|  |  | Possible text layout:  ○ Introduction  ○ A title which should be a question and begin ‘how’ or ‘why’.  ○ A sentence to introduce the topic  ○ Main body  ○ A list of logical steps (in paragraphs) explaining why or how something happens with additional specific information.  ○ Conclusion  ○ A paragraph to relate the subject to the reader. |
| **Upper**  **Key**  **Stage 2** |  | * Indicate degrees of possibility using adverbs e.g. Perhaps…. surely or modal verbs e.g. might, should, will…. * Use layout devices to provide additional information and guide the |
|  |  | reader e.g. subheadings, fact boxes, bullet points etc. |
|  |  | * Create cohesion within paragraphs using adverbials e.g. therefore, |
|  |  | however |
|  |  | * Relative clauses can be used to add further information e.g. |
|  |  | Hedgehogs, which are mammals… |
|  |  | * Parenthesis can be used to add clarification of technical words e.g. |
|  |  | oxygen (a gas found in air). |
|  |  | * Adapt degrees of formality and informality to suit the form of |
|  |  | the explanation. An informal tone can sometimes be appropriate |
|  |  | e.g. You’ll be surprised to know that…Have you ever thought about |
|  |  | the way that…? Or a formal authoritative tone can also be adopted |
|  |  | e.g. oxygen is constantly replaced in the bloodstream…. (Y6) |
|  |  | * The passive voice can also be used e.g. gases are carried. (Y6) |
|  |  | * Brackets, dashes and commas can be used to add extra |
|  |  | information e.g. photosynthesis, a process whereby a plant makes |
|  |  | its own food, can never take place without sunlight…. (Y6) |
|  |  | Possible text layout:  ○ Introduction  ○ A title which should be a question and begin ‘how’ or ‘why’  ○ A sentence to introduce the topic  ○ Main body  ○ Selects and elaborates upon appropriate information to explain why or how something happens with additional specific information.  ○ Conclusion  ○ A paragraph to relate the subject to the reader. |

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|  | | **Discussion Texts** |
| **Lower**  **Key**  **Stage 2** |  | * Present tense * Third person * Language to illustrate a balanced viewpoint e.g. On one hand, On the other hand, Some people think, Others think. |
|  |  | * Use present perfect form of verbs e.g. some people have argued….some people have said |
|  |  | * Effective use of noun phrases e.g. uncountable noun phrases (some people, most dogs). Nouns that categorise (vehicles, pollution) and abstract nouns (power) |
|  |  | * A number of paragraphs, each one giving a point for or against supported with evidence |
|  |  | * Use adverbials e.g. therefore, however… |
|  |  | * Pictures, labels or captions could be used to support the argument |
|  |  | * Headings and subheadings could be used to aid presentation |
|  |  | * A concluding paragraph to summarise main reasons for and against and also provide a personal opinion supported with evidence |
|  |  | Possible text layout:  ○ Introduction  ○ A title which should be a question  ○ Sentences to introduce the issue to be discussed  ○ Main body  ○ A number of paragraphs, each one giving a point for or against, supported with evidence  ○ Conclusion  ○ Sentences to summarise key points for and against. Personal recommendation with reason |
| **Upper**  **Key**  **Stage 2** |  | * Cause and effect connectives e.g. consequently, hence * Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials e.g. therefore, however (Y6) |
|  |  | * Make formal and informal vocabulary choices to adapt writing to the form of discussion e.g. by making generic statements followed by specific examples (Y6) |
|  |  | * Use the passive voice to present points of view e.g. it could be claimed that…. It is possible that…some could claim that…. (Y6) |
|  |  | * Adapt degrees of formality and informality to suit the form of the discussion e.g. whether writing a formal letter or a blog. This can include vocabulary choices e.g. choosing habitat rather than home or indicate rather than shows (Y6) |
|  |  | * Use conditional forms such as the subjunctive form to hypothesise e.g. If people were to stop hunting whales… (Y6) |
|  |  | * Semi-colons, colons and dashes can be useful for developing and linking ideas in complex discussion texts (Y6) |
|  |  | Possible text layout:  ○ Introduction  ○ A title which should be a question.  ○ Sentences to introduce the issue to be discussed and why it is being discussed.  ○ Main body  ○ A number of paragraphs, each one giving a point for or against supported and elaborated with evidence.  ○ Conclusion  ○ Summary of key points for and against.  ○ Personal recommendation and give a reason for it. |