

Progression in Text Type: Non-Chronological Report

	Tense and person	Sentence structure	Punctuation	Coherence	Description and vocabulary	Editing
Year 1 – Information text	Use of present tense	Combine words to make sentences	Capital letters, full stops, questions marks e.g. title – What is a river?	Use 'and' to join clauses.	Broaden vocabulary through reading.	re-reading what they have written to check that it makes sense
Year 2 – Information text	Consistent use of present tense	Write statements, exclamations and questions.	Use apostrophes for singular possession e.g. The fire started in the baker's oven.	Use of FANBOYS Use subordination (when, if, that, because) e.g. The Great fire of London began <i>because...</i> or The Great fire of London began <i>when...</i>	Use new vocabulary from their reading. Use expanded nouns e.g. <i>The wild, raging fire spread quickly.</i>	Re-reading to check that their writing makes sense evaluating their writing with the teacher and other pupils make simple additions, revisions and corrections to their own writing make simple additions, revisions and corrections to their own writing

<p>Year 3</p>	<p>Use the present perfect to write about events in the past that are relevant now e.g. <i>Mountains have always been dangerous places, so it's important to have the right equipment.</i></p>	<p>Use 'when, if, because, although' to link ideas e.g. <i>Mountains form when... or Mountain climbing can be fun although it can be dangerous.</i></p> <p>Use adverbials of time and place.</p>	<p>Consolidate Y2</p>	<p>Use sub-headings to group related ideas to create paragraphs.</p>	<p>Use prepositions, conjunctions or adverbs to say when, where or how something happens e.g. <i>Volcanoes form at the edges of tectonic plates.</i></p>	<p>Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency</p>
<p>Year 4</p>	<p>Consolidate Year 3</p>	<p>Consolidate Year 3 and move some subordination to the beginning of sentences e.g. <i>Although the Amazon and Nile are the longest rivers, neither are the deepest.</i></p>	<p>Comma after fronted adverbial.</p> <p>Use apostrophes for plural possession – rivers' wildlife depends upon...</p>	<p>Create paragraphs by grouping content around a theme (sub-heading may support this)</p> <p>Create cohesion within paragraphs.</p>	<p>Noun phrases using modifying adjectives and prepositions e.g. <i>Incredibly active volcanoes form around the pacific plate.</i></p>	<p>Standard English forms for verb inflections instead of local spoken forms (e.g. we were, not we was, and we did, not we done)</p> <p>the accurate use of pronouns in sentences</p> <p>Proof-read for spelling and punctuation errors</p>

<p>Year 5</p>	<p>Use present perfect with modal verbs e.g. <i>fish found with plastic in their stomachs must have mistaken plastic objects for food.</i></p>	<p>Use relative clauses to add information about the noun e.g. who, which, where, when, whose, that or an omitted pronoun. <i>(Some can be inserted using parenthesis e.g. using commas, brackets or dashes)</i></p>	<p>Use commas, brackets or dashes to indicate parenthesis</p> <p>Use commas to clarify meaning or to avoid ambiguity (e.g. to separate clauses)</p>	<p>Build cohesion within paragraphs, e.g. adverbs such as, then, after that, this, firstly</p> <p>Link ideas across paragraphs using adverbials of time, place and number</p>	<p>Use relative clauses e.g. <i>Volcanoes around the pacific plate, which are usually very active, form because...</i></p>	<p>Assessing the effectiveness of their own and others' writing.</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing.</p>
<p>Year 6</p>	<p>Use of the passive form to show what was done rather than who did it: Rocks are eroded by wind and rain.</p> <p>The present and past perfect tense can be used to write more formally.</p>	<p>Use semi-colons or colons to mark the boundary between independent clauses</p>	<p>Punctuate bullet points consistently</p>	<p>Link ideas across paragraphs using adverbials e.g. <i>such as, on the other hand, as a consequence, as a result, due to this...</i></p> <p>Layout devices in non-fiction</p>	<p>Precise use of vocabulary – <i>erode</i> rather than worn away.</p> <p>Use of more formal vocabulary e.g. <i>enter</i> instead of goes in.</p>	<p>Ensuring correct subject and verb agreement when using singular and plural.</p> <p>Distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Proof-read for spelling and punctuation errors</p>