

# Non-chronological reports

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

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