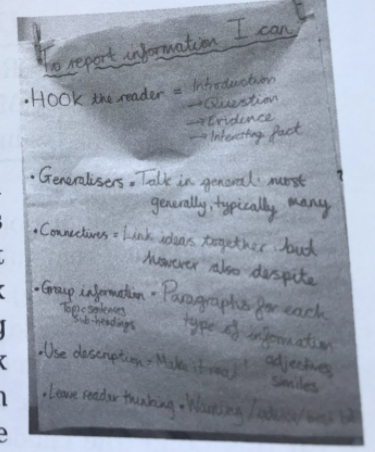
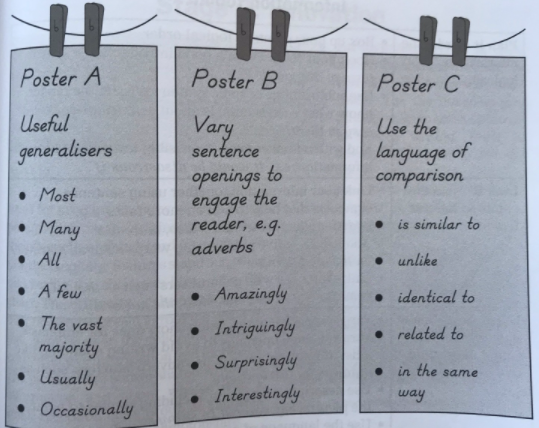
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| To create information writing which informs the reader in an interesting way, you might want to: | | | |
| **EYFS** | **Year 1 & Year 2** | **Year 3 & Year 4** | **Year 5 & Year 6** |
| Use shared writing to create a simple text e.g.:   * A title and simple introductory topic sentence: *Tractors are very big, they plough fields and pull heavy loads…,* * list points, re-read, extend as discussion develops: *Tractors have enormous wheels to drive over rough ground; Some tractors have a cab to keep the driver dry in the rain; They cannot go very fast, Sometimes they are used to…etc*. * a conclusion with a more personal touch: *We have a toy tractor in our play area with two trailers* | * Learn and retell simple information texts with a three-part structure in sentences or short paragraphs:   + an opening that introduces reader to the topic *e.g. Dinosaurs are large reptiles which lived millions of years ago.*   + a number of chunks of information about the topic *e.g. Some dinosaurs ate meat. These are carnivores.…, Dinosaurs are extinct, which means they are not alive today …., The T-Rex was a large dinosaur. Its name meant king of the tyrant lizards…*   + a conclusion with an amazing fact *e.g. Although dinosaurs are extinct, birds we see today have evolved from dinosaurs. So there could in fact be an ancestor of a dinosaur in your garden!* * Use conjunctions to link and add information: *and, also, as well as etc.* * Use well-chosen adjectives to denote size, colour, behaviour etc.: *T-Rex was a large, ferocious and powerful dinosaur…* * Use prepositions where appropriate to show position and direction: *behind, above, towards etc.* * Use correct sentence punctuation and, for an amazing fact, an exclamation mark! * Write in the present tense and usually 3rd person to give text an impersonal and objective voice. | * Collect and organise ideas developing the three part structure (Y1/2) ‘boxing-up’ information to plan the writing sequence with:   + a topic sentence to capture interest and define subject.   + A reason and/or invitation to read on;   + more detailed definitions *e.g. of type, appearance, where found, habitat and diet for creatures, purposes and uses for materials etc.;*   + a range of interesting facts and ideas about the topic in a sequence which builds up information logically;   + a conclusion leaving an amazing, unexpected and memorable fact to leave the reader thinking. * Use a more sophisticated range of generalisers and signposts/conjunctions:   + generalisers *e.g. all…, many…, the majority…, typically…, Like most…, always…, often…, sometimes.., usually…*   + to add information: *as well as…, furthermore…, additionally…, moreover…, Not only…,*   + showing cause and effect: *because.., so…, as a result…, due to…, this means that…,*   + to compare: *like the…, similarly.., as with…, equally…, in contrast to.., etc*.   + for emphasis: *most of all…, most importantly…, In fact…, without doubt.., etc.* * Use correct punctuation: *commas to mark clauses in sentences, commas for lists, colons and bullets for lists where appropriate* * Use mostly present tense, 3rd person in formal style for an unknown audience. * Collect and use specialised and technical vocabulary linked to the topic: *originated, mammal, rainforest; roman, gladiator etc.* * Use complex sentences to combine information clearly and precisely, and vary sentence style and length to keep the reader interested *e.g. Dormice are small, nocturnal rodents who can hibernate for up to 6 months each year, while the weather is cold* | * Consolidate and extend use of information text structure from Y3/4 to include:   + An expanding range of conjunctions and generalisers:   + Use of provisional statements with words and phrases like *usually…, seem to be…, tend to…,*   + Add in opinions as well as facts *e.g. Some people still believe that… It used to be thought that…*   + Use technical vocabulary to add precision *e.g. spine, compression, glucose*   + Add in references to sources of evidence to add authority *e.g. Most people now believe…, However, last year, a new variety was discovered…* * Write reports for different audiences and purposes   + to interest or attract: language e*.g. The best thing about Stroud on a Saturday morning is the Farmers’ Market…Local farmers and gardeners sell honey, home-made cheeses… etc.*   + to warn: *Some people think that mushrooms are edible and toadstools are poisonous. In fact there is no difference between them, which can get mushroom hunters into a lot of trouble.*   + to report objectively: *e.g. The bicycle, usually called a bike, is a human-powered vehicle with two wheels attached to a frame. Bicycles were introduced in the 19th century in Europe…* * Vary sentence structure, length and type e.g.   + complex sentences to combine information clearly and precisely, and vary sentence style and length to keep the reader interested *e.g. Dormice are very small, nocturnal rodents who can hibernate for up to 6 months each year, while the weather is cold.*   + sentences with lists of three: *Dormice are fast, agile and extremely well adapted to climbing*.   + active and passive voices: *Baby dormice are born helpless and hairless* (active)*. They need to be looked after by their mothers for the first 20 days…,* (passive)   + conditional and hypothetical (if…then) sentences *e.g.: If they are woken up too soon…*,   + exclamatory sentences: *To this day, dormice are hunted and eaten in Slovenia!* * Collect interesting nuggets of information to conclude texts and sustain the reader’s interest |

**Typical ingredients of instructions text:**

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| **Audience** | * Someone who is interested in the topic. * Someone who enjoys information. |
| **Purpose** | * To inform the reader about the topic, describing its characteristics in an engaging and interesting way. |
| **Typical Structure** | * Opening that introduces the reader to the subject. * Chunks of information, logically organized, possibly with subheadings, information boxes, lists, bullet points, diagrams and images. * Paragraphs usually begin with a topic sentences. * Ending – that makes a final ‘amazing’ point or relates the subject to the reader. |
| **Typical Language Features** | * Generalisers such as – *most, many, some, a few, the majority.* * Sentence signposts to add information – *furthermore, also, moreover, additionally.* * Subject-specific and technical vocabulary. * Often in the present tense and third person, *e.g. whales are large.* * Usually fairly formal, especially if written for an unknown reader. * Detail and description, including comparisons. |
| **Examples** | * Natural world: *sharks, dinosaurs, butterflies, flowers, etc.* * Places: *our school, India, River Nile, etc.* * People: *Life in the Caribbean, Living in a desert, etc.* * Objects: *Racing cars, mobile phones etc.* * Hobbies: *Football, Dance etc.* |