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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
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**Typical ingredients of instructions text:**

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| **Audience** | * Someone who is interested in the topic.
* Someone who enjoys information.
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| **Purpose** | * To inform the reader about the topic, describing its characteristics in an engaging and interesting way.
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| **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.
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| **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.
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| **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.*
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