



# Toolkit Focus: Information (Non-Chronological Reports)

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
<p>Use shared writing to create a simple text e.g.:</p> <ul style="list-style-type: none"> <li>A title and simple introductory topic sentence: <i>Tractors are very big, they plough fields and pull heavy loads...</i></li> <li>list points, re-read, extend as discussion develops: <i>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.</i></li> <li>a conclusion with a more personal touch: <i>We have a toy tractor in our play area with two trailers</i></li> </ul>	<ul style="list-style-type: none"> <li>Learn and retell simple information texts with a three-part structure in sentences or short paragraphs: <ul style="list-style-type: none"> <li>an opening that introduces reader to the topic <i>e.g. Dinosaurs are large reptiles which lived millions of years ago.</i></li> <li>a number of chunks of information about the topic <i>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...</i></li> <li>a conclusion with an amazing fact <i>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!</i></li> </ul> </li> <li>Use conjunctions to link and add information: <i>and, also, as well as etc.</i></li> <li>Use well-chosen adjectives to denote size, colour, behaviour etc.: <i>T-Rex was a large, ferocious and powerful dinosaur...</i></li> <li>Use prepositions where appropriate to show position and direction: <i>behind, above, towards etc.</i></li> <li>Use correct sentence punctuation and, for an amazing fact, an exclamation mark!</li> <li>Write in the present tense and usually 3rd person to give text an impersonal and objective voice.</li> </ul>	<ul style="list-style-type: none"> <li>Collect and organise ideas developing the three part structure (Y1/2) 'boxing-up' information to plan the writing sequence with: <ul style="list-style-type: none"> <li>a topic sentence to capture interest and define subject.</li> <li>A reason and/or invitation to read on;</li> <li>more detailed definitions <i>e.g. of type, appearance, where found, habitat and diet for creatures, purposes and uses for materials etc.;</i></li> <li>a range of interesting facts and ideas about the topic in a sequence which builds up information logically;</li> <li>a conclusion leaving an amazing, unexpected and memorable fact to leave the reader thinking.</li> </ul> </li> <li>Use a more sophisticated range of generalisers and signposts/conjunctions: <ul style="list-style-type: none"> <li>generalisers <i>e.g. all..., many..., the majority..., typically..., Like most..., always..., often..., sometimes., usually...</i></li> <li>to add information: <i>as well as..., furthermore..., additionally..., moreover..., Not only...,</i></li> <li>showing cause and effect: <i>because., so..., as a result..., due to..., this means that...,</i></li> <li>to compare: <i>like the..., similarly., as with..., equally..., in contrast to., etc.</i></li> <li>for emphasis: <i>most of all..., most importantly..., In fact..., without doubt., etc.</i></li> </ul> </li> <li>Use correct punctuation: <i>commas to mark clauses in sentences, commas for lists, colons and bullets for lists where appropriate</i></li> <li>Use mostly present tense, 3rd person in formal style for an unknown audience.</li> <li>Collect and use specialised and technical vocabulary linked to the topic: <i>originated, mammal, rainforest; roman, gladiator etc.</i></li> <li>Use complex sentences to combine information clearly and precisely, and vary sentence style and length to keep the reader interested <i>e.g. Dormice are small, nocturnal rodents who can hibernate for up to 6 months each year, while the weather is cold</i></li> </ul>	<ul style="list-style-type: none"> <li>Consolidate and extend use of information text structure from Y3/4 to include: <ul style="list-style-type: none"> <li>An expanding range of conjunctions and generalisers:</li> <li>Use of provisional statements with words and phrases like <i>usually..., seem to be..., tend to...,</i></li> <li>Add in opinions as well as facts <i>e.g. Some people still believe that... It used to be thought that...</i></li> <li>Use technical vocabulary to add precision <i>e.g. spine, compression, glucose</i></li> <li>Add in references to sources of evidence to add authority <i>e.g. Most people now believe..., However, last year, a new variety was discovered...</i></li> </ul> </li> <li>Write reports for different audiences and purposes <ul style="list-style-type: none"> <li>to interest or attract: language <i>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.</i></li> <li>to warn: <i>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.</i></li> <li>to report objectively: <i>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...</i></li> </ul> </li> <li>Vary sentence structure, length and type e.g. <ul style="list-style-type: none"> <li>complex sentences to combine information clearly and precisely, and vary sentence style and length to keep the reader interested <i>e.g. Dormice are very small, nocturnal rodents who can hibernate for up to 6 months each year, while the weather is cold.</i></li> <li>sentences with lists of three: <i>Dormice are fast, agile and extremely well adapted to climbing.</i></li> <li>active and passive voices: <i>Baby dormice are born helpless and hairless (active). They need to be looked after by their mothers for the first 20 days..., (passive)</i></li> <li>conditional and hypothetical (if...then) sentences <i>e.g.: If they are woken up too soon...,</i></li> <li>exclamatory sentences: <i>To this day, dormice are hunted and eaten in Slovenia!</i></li> </ul> </li> <li>Collect interesting nuggets of information to conclude texts and sustain the reader's interest</li> </ul>



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## Typical ingredients of instructions text:

<b>Audience</b>	<ul style="list-style-type: none"> <li>Someone who is interested in the topic.</li> <li>Someone who enjoys information.</li> </ul>
<b>Purpose</b>	<ul style="list-style-type: none"> <li>To inform the reader about the topic, describing its characteristics in an engaging and interesting way.</li> </ul>
<b>Typical Structure</b>	<ul style="list-style-type: none"> <li>Opening that introduces the reader to the subject.</li> <li>Chunks of information, logically organized, possibly with subheadings, information boxes, lists, bullet points, diagrams and images.</li> <li>Paragraphs usually begin with a topic sentences.</li> <li>Ending – that makes a final ‘amazing’ point or relates the subject to the reader.</li> </ul>
<b>Typical Language Features</b>	<ul style="list-style-type: none"> <li>Generalisers such as – <i>most, many, some, a few, the majority</i>.</li> <li>Sentence signposts to add information – <i>furthermore, also, moreover, additionally</i>.</li> <li>Subject-specific and technical vocabulary.</li> <li>Often in the present tense and third person, <i>e.g. whales are large</i>.</li> <li>Usually fairly formal, especially if written for an unknown reader.</li> <li>Detail and description, including comparisons.</li> </ul>
<b>Examples</b>	<ul style="list-style-type: none"> <li>Natural world: <i>sharks, dinosaurs, butterflies, flowers, etc.</i></li> <li>Places: <i>our school, India, River Nile, etc.</i></li> <li>People: <i>Life in the Caribbean, Living in a desert, etc.</i></li> <li>Objects: <i>Racing cars, mobile phones etc.</i></li> <li>Hobbies: <i>Football, Dance etc.</i></li> </ul>

