| Information toolkit |
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Information texts are sometimes called non-chronological reports to distinguish them from newspaper-type reports which tend to be narrative in form and more like recounts. Non-chronological reports are typical of encyclopaedia entries. They generalise about a subject, to inform people objectively and are usually written in the present tense, which is why we call them information texts. Young children need to encounter this text-type in the classroom because, unlike recounts and instructions, it is not a common style in everyday language. For young children, learning to speak and write information texts should mark an important step towards more abstract and discursive thinking, essential for progress in most subjects of the curriculum. The language and vocabulary used to structure information writing shifts their thinking from the particular to the general, and from the concrete towards more abstract ideas. Its aim is to collect, describe, classify and sequence experience according to common characteristics, binding them together as concepts. Information reading and writing should be a pervasive feature of work at every stage in children's progress through the primary school. As with all text types, non-chronological reporting is not a discrete form; elements of information writing may well be required in writing recounts, instructions, explanations, persuasive or discussion texts- and vice versa.

| Reception | Year 1 and 2: as in N/R + | Year 3 and 4: as in Year 1/2 + | Year 5 and 6: as in Year 3/4 + |
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| **Imitation: learn and retell simple information texts based on real experience, using or adapting the framework below: animals, cars, tractors, ambulances, food, playground games etc. choosing topics you can generalise about; guinea pigs are small and furry; they eat cereals and fruit but they don't like meat etc.**<br><br>**Use shared writing to create a simple text e.g.;**<br> - A title and simple introductory topic sentence: Tractors are very big, they plough fields and pull heavy loads<br>- 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 - A conclusion with a more personal touch: We have a toy tractor in our small world area with two trailers<br><br>**Emphasise use of classifying words and turns of phrase: Some cars are red, all cars have steering wheels, Windscreen wipers help you see in the rain**<br><br>**Develop a repertoire of key generalising and classifying terms: most some, a few, every, always, sometimes, never etc. Highlight these words for children to remember, experiment with and use**<br>– on washing lines, word walls etc. and use the terminology of classification frequently when talking to the children in other contexts, to internalise and reinforce it<br><br>**Use complete sentences with correct punctuation and simple conjunctions and, so, but etc. to join and add information.**<br><br>**Make shared writing into big books, reading walls etc. with pictures, photographs etc.** | **Learn and retell simple information texts with a three part structure in sentences or short paragraphs:**<br>- An opening that includes reader to the topic e.g. Guinea pigs are small friendly creatures that some people keep as pets<br>- A number of chunks of information about the topic e.g. Guinea pigs come from South America, they are and are not really pigs at all, they eat grass and hay<br>- A conclusion with an amazing fact e.g. Buttercups are poisonous to Guinea pigs, so be careful if you keep your pet in the garden.<br><br>**Use this framework to create new texts by simple substitution and addition. Collect and use known facts or invent facts e.g. rabbits, racing cars, giants etc. Organise facts into a sequence for writing following the three stage framework.**<br><br>**Link information text writing to stories that children have been working on e.g. facts about bears, caterpillars, witches, a lighthouse etc. to practise the structure in a familiar context where you can invent rather than research the facts**<br><br>**Create clear topic sentences to introduce readers to the subject. These normally take the form of a definition: Ambulances are emergency vehicles for carrying sick people to hospital; A lot of people own dogs, but they keep them for different reasons.**<br><br>**Consolidate and extend the use of generalising and classifying words from Reception to show that you are writing about groups, classes, types, genres of things rather than things in particular e.g. all, most, many, some, a few, every, always, sometimes, never etc. Experiment with using them, to see how they alter the meaning of sentences**<br><br>**Generalisation is also achieved by omitting articles e.g. Cats are carnivores, or using 'the'' as a category word e.g. The cat has retractable claws.** | **Topics for information texts can include the natural world (sharks, dinosaurs, butterflies etc.), places (our school, the beach, Alaska), people (life in the Caribbean), objects (bulldozers, aircraft), hobbies, sports etc. Where possible, information text writing should draw on other subjects in the curriculum**<br><br>**Collect and organise ideas developing the three-part structure (Year 1 and 2) 'boxing up' information to plan the writing sequence with:**<br>- A topic sentence to capture interest and define subject<br>- A reason and/or invitation to read on<br>- More detailed definitions e.g. of type, appearance, where found, habitat and diet for creatures, purposes and uses for materials etc.<br>- 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<br><br>**Sections may have one or more paragraphs, to make new information, subsections etc.**<br><br>**Use a more sophisticated range of generalisers and conjunctions:**<br>- Generalisers e.g. all, many, the majority, typically, like most, always, often, sometimes, usually<br>- To add information: as well as, furthermore, additionally, moreover, not only<br> - Showing cause and effect: because, so, as a result, due to, this means that<br> - To compare: like the, similarly, as with, equally, in contracts to etc. - For emphasis: most of all, most importantly, in fact, without doubt etc.<br><br>**Use correct punctuation: commas to mark clauses in sentences, commas for lists, colons and bullets for lists where appropriate**<br><br>**Use mostly present tense, 3rd person in formal style for an unknown audience** | **Writing information texts should be well established by Year 5 and 6 and there should be increasing emphasis on applying these skills in other subjects across the curriculum e.g.**<br>- the natural world: sharks, glaciers - places and people: life in an Indian village. Victorian times - objects: racing cars, mobile phones<br>- sports and hobbies: football, chess<br><br>**Consolidate and extend use of information text structure from Year 3 and Year 4**<br>- Expanding the range of conjunctions and generalisers<br>- Use of provisional statements with words and phrases like; usually, seem to be, tend to<br>- Opinions as well as facts e.g. Some people still believe that, it used to be thought that<br> - Technical vocabulary to add precision e.g. spine, compression, glucose<br>- References to sources of evident to add authority e.g. Most people now believe, However, last year, a new variety was discovered<br><br>**Write reports for different audiences and purposes e.g. - To interest or attract: language e.g. The best thing about Bury on a Saturday morning is the world-famous market. Local producers sell home-made products etc.**<br>- 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.<br>- 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 Europe.<br><br>**Collect interesting nuggets of information to conclude texts and sustain the reader's interest e.g. The** Romans ate dormice as a dessert dipped in honey and poppy seeds.<br><br>**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 |

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| **Have children make individual books on topics of special interest to read independently and share with parents** | **Use conjunctions to link and add information: and, also, as well as etc.**<br><br>**Use complete simple and compound sentences to give information clearly and objectively, with well-chosen adjectives to denote size, colour, behaviour etc.: Guinea pigs are small, docile, hairy animals…. They eat mainly grass and sometimes grow so fat that they can hardly walk.**<br><br>**Use prepositions where appropriate to show position and direction: behind, above, towards etc.**<br><br>**Use correct sentence punctuation and, for an amazing fact, an exclamation mark!**<br><br>**Write in the present tense and usually 3rd person to give text an impersonal and objective voice.** | **Collect and use specialised and technical vocabulary linked to the topic: originated, mammal, rodent, medical, oxygen, axle, location**<br><br>**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.** | - Sentences with lists of three: Dormice are fast, agile and extremely well adapted to climbing.<br>- Active and passive voices: Baby dormice are born helpless and hairless. They need to be by their mothers for the first 20 days<br>- Conditional and hypothetical (if/then) sentences e.g. If they are woken up too soon,<br>- Exclamatory sentences: To this day, dormice are hunted and eaten in Slovenia |