



## Information

Year	Composition and Effect	Text structure and organisation	Grammar	Punctuation	Sentence Structure	Sentence starters
1	<ul style="list-style-type: none"> <li>-Word choice show some awareness of topic</li> <li>-Can write simple statements</li> <li>-Simple opening statement as an introduction</li> <li>-Write a simple closing statement</li> <li>-Writing addresses given headings with some additional detail</li> <li>-Information is clear to the reader; vocabulary choices describe the main features of the object but some may be overused</li> <li>-Simple subject specific vocabulary choices are used</li> <li>-Maintain consistency in non-narrative including purpose and tense used. Relevant information is given in each section of the report and may be in sequence</li> <li>-Some development and detail in each section</li> <li>-Some precision and authenticity in the choice of words and phrases relating to the topic</li> </ul>	<ul style="list-style-type: none"> <li>-Use labels for drawings and diagrams, extended captions and simple lists for planning or reminding</li> <li>-Independently choose how to convey information, plan and follow it through</li> <li>-Write simple information texts incorporating labelled pictures and diagrams, charts, lists as appropriate</li> <li>-Design and create a simple ICT text</li> <li>-Create an alphabetically ordered dictionary or glossary of special interest words</li> <li>-Decide how to present information and make informed choices by using structures from different text types</li> <li>-Recount the same event in a variety of ways eg the form of a story, a letter, a news report</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>
2	<ul style="list-style-type: none"> <li>-Can write a simple opening statement as an introduction</li> <li>-Can write a simple closing statement</li> <li>-Writing addresses given headings with some additional detail</li> <li>-Information is clear to the reader; vocabulary choices describe the main features of the object (eg small, yellow) but some may be overused</li> <li>-Simple subject specific vocabulary choices are used</li> <li>-Maintain consistency in non –narrative, including purpose and tense used</li> <li>-Relevant information is given in each section of the report on most occasions and may be in sequence</li> <li>-Some development and detail in each section</li> <li>-Some precision and authenticity in the choice of words and phrases relating to the topic</li> </ul>	<ul style="list-style-type: none"> <li>-Write simple information texts incorporating labelled pictures and diagrams, charts, lists as appropriate</li> <li>-Design and create a simple ICT text</li> <li>-Create an alphabetically ordered dictionary or glossary of special interest words</li> <li>-Decide how to present information and make informed choices by using structures from different text types</li> <li>-Recount the same event in a variety of ways eg the form of a story, a letter, a news report (focusing upon the information that needs to be conveyed)</li> <li>-Create alphabetically ordered texts, incorporating information from other subjects, own experience or derived from other information books</li> <li>-Create multi-media information texts</li> <li>-Write ideas, messages in shortened forms such as notes, lists, headlines, telegrams and text messages understanding that some words are more essential to meaning than other</li> </ul>	<ul style="list-style-type: none"> <li>-Past / present tense</li> <li>-Similes</li> <li>-Time connectives</li> <li>-Causal connectives</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>

3	<ul style="list-style-type: none"> <li>-Relevant information is given in each section of the report and may be sequenced</li> <li>-Some development and detail in each section (eg made of very hard metal; it could be put in a museum to show people what it looks like)</li> <li>-Some precision and authenticity in the choice of words and phrases related to the topic</li> <li>-Some evidence of viewpoint (although may not be sustained)</li> <li>-Vocabulary choices begin to draw the reader in, sometimes in an informal style</li> <li>-Selection of information is relevant and given in each section of the report using subject specific vocabulary</li> <li>-Description and detail add interest in each section</li> </ul>	<ul style="list-style-type: none"> <li>-Decide how to present information and make informed choices by using structures from different text types</li> <li>-Recount the same vent in a variety of ways eg the form of a story, a letter, a news report (focusing upon the information that needs to be conveyed)</li> <li>-Create alphabetically ordered texts incorporating information from othersubjects, own experience or derived from other information books</li> <li>-Create multi-media information texts</li> <li>-Write ideas, messages in shortened forms such as notes, lists, headlines, telegrams and text messages understanding that some words are more essential to meaning than others</li> <li>-Fill out brief notes into connected prose</li> <li>-Present information from a variety of sources into one simple format eg chart, labelled diagram, graph, matrix</li> <li>-Edit work effectively to ensure the key information only is produced</li> <li>-Convert personal notes to notes for others to read paying attention to appropriateness of style, vocabulary and presentation</li> <li>-Create an information text with a variety of elements eg labelled explanatory diagram, reporting chart, recount</li> <li>-Create multi-layered texts including use of hyperlinks, linked web pages</li> </ul>	<ul style="list-style-type: none"> <li>-First / third person</li> <li>-Future tense (when offering suggestions )</li> <li>-Technical language</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>
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4	<ul style="list-style-type: none"> <li>-Some evidence of viewpoint (although may not be sustained)</li> <li>-Vocabulary choices begin to draw the reader in, sometimes in an informal style (eg running on the spot gives you exercise and makes you lift those knees!)</li> <li>-Selection of information is relevant and given in each section of the report using subject specific vocabulary</li> <li>-Description and detail add interest in each section</li> <li>-Ideas selected and adapted to engage the reader eg creative titles, background information, interest facts and simple reflective comments</li> <li>-Viewpoints are established and maintained eg as a reporter or through the presentation of a person's point of view</li> </ul>	<ul style="list-style-type: none"> <li>-Fill out brief notes into connected prose</li> <li>-Present information from a variety of sources in one simple format eg chart, labelled diagram, graph, matrix</li> <li>-Edit work effectively to ensure the key information only is produced</li> <li>-Convert personal notes to notes for others to read paying attention to appropriateness of style, vocabulary and presentation</li> <li>-Create an information text with a variety of elements eg labelled explanatory diagram, reporting chart, recount</li> <li>-Create multi-layered texts including use of hyperlinks, linked web pages</li> <li>-Record and acknowledge sources in own writing</li> <li>-Summarise a passage, chapter or text in a specific number of words</li> <li>-Read passages and retell in 'own words'</li> </ul>	-Formal language		<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>
5	<ul style="list-style-type: none"> <li>-Selection of information is relevant and given in each section of the report using subject specific vocabulary</li> <li>-Description and detail add interest in each section</li> <li>-Ideas selected and adapted to engage the reader eg creative titles, background information, interesting facts and simple reflective comments</li> <li>-Viewpoints are established and maintained eg as a reporter or through the presentation of a person's point of view</li> <li>Content is well selected and clearly focused on the purpose of the article</li> </ul>	<ul style="list-style-type: none"> <li>-Convert personal notes to notes for others to read paying attention to appropriateness of style, vocabulary and presentation</li> <li>-Create an information text with a variety of elements eg labelled explanatory diagram, reporting chart, recount</li> <li>-Create multi-layered texts including use of hyperlinks, linked web pages</li> <li>-Record and acknowledge sources in own writing</li> <li>-Summarise a passage, chapter or text in a specific number of words</li> <li>-Read passages and retell in 'own words'</li> <li>-Select the appropriate style and form to suit a specific purpose and audience</li> <li>-Establish, balance and maintain viewpoints</li> </ul>	-Metaphor	-Parenthesis using hyphens, brackets and commas	<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>	<ul style="list-style-type: none"> <li>-Start a sentence with an 'ed' expanded clause</li> </ul>

6	<p>-Having gained general information on a topic, construct and follow a plan for researching further information</p> <p>-Evaluate the status of source materials, looking for possible bias and comparing different sources on the same subject</p> <p>-Recognise rhetorical devices used to argue, persuade, mislead and sway the reader</p> <p>-Evaluate the language, style and effectiveness of examples of non-fiction writing such as periodicals, reviews, reports and leaflets</p> <p>-Identify and use (as appropriate) characteristics of eg legal documents / consumer information such as footnotes, instructions, parentheses, headings, appendices and asterisks</p> <p>-Understand the way standard English varies in different contexts eg why legal language is necessarily highly formalised / why questionnaires must be specific etc</p>	<p>-Content is well selected and clearly focused on the purpose of the article</p> <p>-Lively openings, detailed descriptions, explanations and comments manipulated to achieve particular effects and maintain reader's interests</p> <p>-Vocabulary is carefully chosen to enhance writing and provide detail. This may be technical or words to describe humour, suspense or sensation depending on style adopted</p> <p>-Stylistic devices manipulated to support purposes and engage audience eg he became very animated when he explained the unusual way families celebrate together</p>	<p>-Exemplification connectives</p> <p>-</p> <p>-Comparing and contrasting connectives</p> <p>-</p> <p>-Addition of ideas connectives</p>	<p><i>-Active and passive sentences</i></p> <p><i>-A sentence that lists three actions with the final two clauses separated by a conjunction</i></p>	<p><i>-Start a sentence with a subordinate conjunction</i></p>
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