Information Toolkit

Nursery/Reception	Y1/2: as in N/R & …	Y3/4: as in Y1/2 & …	Y5/6: as in Y3/4 & …
To inform the reader:			
• Compose sentences to say what you know. • Talk about what images and objects look like using accurate adjectives (describing words): Grey elephants have long trunks. • Draw and label images and objects with simple captions. • Add on more information by using simple joining words (conjunctions): and/but • Explain what things are like, by using similes: Their ears are like sails.	• Introduce the reader to the subject using a simple topic sentence: Whales are incredible animals that live in the ocean. • Hook the reader with a rhetorical question: Do you know much about whales? • Sound like an expert by using the correct words (technical language) and giving things the right name: Beluga whales • Explain how many or how often by using generalisers: usually, sometimes, some, most, many, a few, all, mainly. • Add on more facts by using *adding on* words: also, additionally. • Explain things to the reader by using conjunctions: so, because, when, where, etc. • Pile up information and ideas by using sentences of three: Whales have smooth skin, streamlined bodies and powerful tails.	• Create links between sentences so writing builds information, e.g. linking facts & ideas: - compare: like, equally, in contrast, similarly, unlike, by comparison - cause/effect: as a result, consequently, this leads to, therefore - add more information: moreover, in addition, furthermore • Interest the reader by choosing unusual details and special features to write about. • Help the reader by drawing attention to key points: Most importantly, … • Explain how many, often and much by using a full range of generalisers: the vast majority/minority, usually, occasionally. • Set up your reader's expectations through emotive fronted adverbials: Amazingly, … Intriguingly, … Weirdly, … • Make information real for the reader by using comparisons: Adult elephants weigh more than a London bus.	• Consider your audience and vary your tone and formality for a desired effect: - formal and precise: This species is reputed to be … - formal and friendly: The breed is thought by many to be … - informal and chatty: Crocs are incredible! • Dress up information and sell your facts: - by making them sound special: astonishing as it may seem … - by using hyphenated compound adjectives: mind-boggling, jaw-dropping • Present facts in a formal tone, using the passive voice: Eggs are laid in the spring. • Help the reader by giving examples: embellish with detail, data, explanation and illustration. • Impress the reader by using quotes from well-known experts. • Create and sustain the reader's attention using interesting phrases (superlatives): It is one of the rarest yet most beautiful …

Information – structure

Nursery/Reception	Y1/2: as in N/R & …	Y3/4: as in Y1/2 & …	Y5/6: as in Y3/4 & …
To structure information writing:			

• Write a clear title: Elephants
 	
• Compose a series of simple sentences that tell the reader about what you know.
 	
• Compose sentences that tell the reader what you think: Elephants are amazing!
	• Create an interesting title.
	
	Beginning
	• Introduce the subject.
	
	Middle
	• Use subheadings:
	  – What they look like
	  – Where they live
	  – What they eat
	
	• Use numbers, letters or bullet points to list information.
	
	• Use drawings or photos to show the reader the detail.
	
	Ending
	• Tell the reader the most amazing piece of information: The most amazing thing about …
		• Create an interesting title to hook and intrigue the reader:
		Owls – the midnight raiders
		
		Beginning
		• Introduce the subject and grab the reader's attention.
		
		Middle
		• Use more sophisticate subheadings:
		  - Appearance
		  - Habitat
		  - Diet
		  - Behaviour
		
		• Organise and introduce information through a clear topic sentence: Owls have a very unusual appearance.
		
		• Use fact boxes, diagrams, charts, images, bold print, underlining.
		
		Ending
		• End with a comment about what you think or your best fact.
		
		• Include a glossary at the end to help the reader.
			• Manipulate the organisation of your writing to suit the audience: a poster, leaflet, fact file, non-chronological report, travel guide, etc.
			
			• Create a title to persuade any reader to read your text.
			
			Beginning
			• Write an opening to set the scene and explain why the information matters.
			
			Middle
			• Organise information into paragraphs and use topic sentences as well as fronted adverbials to create links between sections: Having considered …
			
			• Add in extra sections that are relevant but not just factual: Should elephants be hunted? (persuasion) How bees pollinate and why this matters? (explanation)
			
			• Link paragraphs so that there is cohesion running through the text: Now that you know about the diet, consider…
			
			Ending
			• Conclude by commenting on the subject or relating it to the reader and suggesting what a reader might do: The RSPB is a good organisation that campaigns …