

Information

	Composition and Effect	Text structure and organisation	Grammar	Punctuation	Sentence Structure	Sentence starters
1	<ul style="list-style-type: none"> -Word choice show some awareness of topic -Can write simple statements -Simple opening statement as an introduction -Write a simple closing statement -Writing addresses given headings with some additional detail -Information is clear to the reader; vocabulary choices describe the main features of the object but some may be overused -Simple subject specific vocabulary choices are used -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 -Some development and detail in each section -Some precision and authenticity in the choice of words and phrases relating to the topic 	<ul style="list-style-type: none"> -Use labels for drawings and diagrams, extended captions and simple lists for planning or reminding -Independently choose how to convey information, plan and follow it through -Write simple information texts incorporating labelled pictures and diagrams, charts, lists as appropriate -Design and create a simple ICT text -Create an alphabetically ordered dictionary or glossary of special interest words -Decide how to present information and make informed choices by using structures from different text types -Recount the same event in a variety of ways eg the form of a story, a letter, a news report 			<ul style="list-style-type: none"> -Write a simple sentence -Expand and develop simple sentences by adding: an adverbial phrase, a noun phrase, a prepositional phrase 	<ul style="list-style-type: none"> -Start sentences with the subject -To avoid repetition, start with a personal pronoun (I, he, she, they, it, we)
2	<ul style="list-style-type: none"> -Can write a simple opening statement as an introduction -Can write a simple closing statement -Writing addresses given headings with some additional detail -Information is clear to the reader; vocabulary choices describe the main features of the object (eg small, yellow) but some may be overused -Simple subject specific vocabulary choices are used -Maintain consistency in non –narrative, including purpose and tense used -Relevant information is given in each section of the report on most occasions and may be in sequence -Some development and detail in each section -Some precision and authenticity in the choice of words and phrases relating to the topic 	<ul style="list-style-type: none"> -Write simple information texts incorporating labelled pictures and diagrams, charts, lists as appropriate -Design and create a simple ICT text -Create an alphabetically ordered dictionary or glossary of special interest words -Decide how to present information and make informed choices by using structures from different text types -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) -Create alphabetically ordered texts, incorporating information from other subjects, own experience or derived from other information books -Create multi-media information texts -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 	<ul style="list-style-type: none"> -Past / present tense -Similes -Time connectives -Causal connectives 		<ul style="list-style-type: none"> -Write statements, questions, exclamations, commands -Change one type of sentence to form another eg statement to question -Write a compound sentence using a coordinating conjunction -Use correlative conjunctions to create a sentence 	<ul style="list-style-type: none"> -Start sentence with an adverb (usually a 'ly' word) -Start a sentence with an adverb: earlier, later, recently etc -Start a sentence with an adverb that describes how often: once, annually, daily, never
3	<ul style="list-style-type: none"> -Relevant information is given in each section of the report and may be sequenced -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) -Some precision and authenticity in the choice of words and phrases related to the topic -Some evidence of viewpoint (although may not be sustained) 	<ul style="list-style-type: none"> -Decide how to present information and make informed choices by using structures from different text types -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) -Create alphabetically ordered texts incorporating information from other 	<ul style="list-style-type: none"> -First / third person -Future tense (when offering suggestions) -Technical language 		<ul style="list-style-type: none"> -Write sentences using repetition for effect and persuasion -Identify and write complex sentences using subordinate conjunctions -Write 'drop in' clauses (relative clauses): which, who, where and what 	<ul style="list-style-type: none"> -Start with a prepositional phrase: above, below, underneath -Start a sentence with two 'ly' adverbs

	<ul style="list-style-type: none"> -Vocabulary choices begin to draw the reader in, sometimes in an informal style -Selection of information is relevant and given in each section of the report using subject specific vocabulary -Description and detail add interest in each section 	<ul style="list-style-type: none"> subjects, own experience or derived from other information books -Create multi-media information texts -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 -Fill out brief notes into connected prose -Present information from a variety of sources into one simple format eg chart, labelled diagram, graph, matrix -Edit work effectively to ensure the key information only is produced -Convert personal notes to notes for others to read paying attention to appropriateness of style, vocabulary and presentation -Create an information text with a variety of elements eg labelled explanatory diagram, reporting chart, recount -Create multi-layered texts including use of hyperlinks, linked web pages 				
4	<ul style="list-style-type: none"> -Some evidence of viewpoint (although may not be sustained) -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!) -Selection of information is relevant and given in each section of the report using subject specific vocabulary -Description and detail add interest in each section -Ideas selected and adapted to engage the reader eg creative titles, background information, interest facts and simple reflective comments -Viewpoints are established and maintained eg as a reporter or through the presentation of a person's point of view 	<ul style="list-style-type: none"> -Fill out brief notes into connected prose -Present information from a variety of sources in one simple format eg chart, labelled diagram, graph, matrix -Edit work effectively to ensure the key information only is produced -Convert personal notes to notes for others to read paying attention to appropriateness of style, vocabulary and presentation -Create an information text with a variety of elements eg labelled explanatory diagram, reporting chart, recount -Create multi-layered texts including use of hyperlinks, linked web pages -Record and acknowledge sources in own writing -Summarise a passage, chapter or text in a specific number of words -Read passages and retell in 'own words' 	-Formal language		<ul style="list-style-type: none"> -Manipulate complex sentences to show that the subordinate clause can move around the sentence -To include an 'ing' clause 	<ul style="list-style-type: none"> -Start a sentence with an 'ing' verb -Start a sentence with a simile -Start a sentence with an 'ed' word
5	<ul style="list-style-type: none"> -Selection of information is relevant and given in each section of the report using subject specific vocabulary -Description and detail add interest in each section -Ideas selected and adapted to engage the reader eg creative titles, background information, interesting facts and simple reflective comments -Viewpoints are established and maintained eg as a reporter or through the presentation of a person's point of view 	<ul style="list-style-type: none"> -Convert personal notes to notes for others to read paying attention to appropriateness of style, vocabulary and presentation -Create an information text with a variety of elements eg labelled explanatory diagram, reporting chart, recount -Create multi-layered texts including use of hyperlinks, linked web pages -Record and acknowledge sources in own writing -Summarise a passage, chapter or text in a 	-Metaphor	-Parenthesis using hyphens, brackets and commas	<ul style="list-style-type: none"> -Use two coordinating conjunctions with three main clauses -Use a coordinating and subordinate conjunction with two main and one subordinate clause -Edit sentences by either shortening or lengthening 	<ul style="list-style-type: none"> -Start a sentence with an 'ed' expanded clause

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