

Information Report

First year of school

Purpose:

1. The writing describes a class of things.

Structure:

1. An opening statement introduces the subject (macro group). (e.g. Dogs are animals.)
2. Details are given to describe the subject (e.g. shape, size, colour, number, texture, action/doing statement).

Grammar:

1. Adjectives or describing words are used.
2. Third-person pronouns are used (e.g. him, her, it, they, them) rather than first-person pronouns (e.g. I, we, me, us).
3. Verbs are usually in simple present tense. (e.g. Dogs are animals. They have two eyes.)

Writing Features:

1. The tense of verbs is consistent.
2. The subjects and verbs agree.
3. Plurals and articles are used correctly.

Information Report

Second year of school

Purpose:

1. The writing classifies and/or describes a class of things.

Structure:

1. An opening statement introduces the subject (macro group).
2. The text utilises facts about behaviours, parts or qualities to describe.
3. The writing is organised into paragraphs where each new paragraph deals with one micro group.
4. A conclusion (if necessary) summarises the information presented.

Grammar:

1. Nouns, especially in the introduction, are plural (whales, mammals, elephants) or general (a whale, a mammal, the elephant).
2. Technical adjectives or describing words are used.
3. Third-person pronouns are used (e.g. him, her, it, they, them) rather than first-person pronouns (e.g. I, we, me, us).
4. Conjunctions or joining words are used.
5. Verbs are consistently in simple present tense. (e.g. Whales are mammals.)
6. Simple and compound sentences predominate.
7. Subject and verbs agree.
8. Passive voice is used.

Writing Features:

1. The writing has an introduction and paragraphs of information.
2. Facts are supported with appropriate use of illustrations, charts, maps, photos etc.
3. Capital letters, full stops and other punctuation marks are used appropriately.

Information Report

Third year of school

Purpose:

1. The writing classifies and/or describes a class of things.
2. The writing utilises facts about behaviours, parts or qualities.

Structure:

1. An opening statement introduces the subject (macro group).
2. The text utilises facts about behaviours, parts or qualities to describe.
3. The writing is organised into paragraphs where each new paragraph deals with one micro group.
4. A conclusion (if necessary) summarises the information presented.

Grammar:

1. Nouns, especially in the introduction, are plural (whales, mammals, elephants) or general (a whale, a mammal, the elephant).
2. Technical adjectives or describing words are used.
3. Noun groups enhance the description (e.g. wild bears).
4. Third-person pronouns are used (e.g. him, her, it, they, them) rather than first-person pronouns (e.g. I, we, me, us).
5. Conjunctions or joining words are used.
6. Verbs are usually in simple present tense. (e.g. Whales are mammals.)
7. Simple and compound sentences predominate.
8. Passive voice is used.

Writing Features:

1. The writing has an introduction and paragraphs of information.
2. Facts are supported with appropriate use of illustrations, charts, maps, photos etc.
3. Capital letters, full stops and other punctuation marks are used appropriately.
4. High-frequency words are spelt correctly.
5. The writing shows evidence of self-editing.

Information Report

Fourth year of school

Purpose:

1. The writing classifies and/or describes a class of things.
2. The writing utilises a range of facts about behaviours, parts or qualities.

Structure:

1. An opening statement introduces the subject (macro group).
2. The writing is organised into paragraphs where each new paragraph deals with one micro group.
3. Details are given to describe the subject.
4. A conclusion (if necessary) summarises the information presented.

Grammar:

1. Nouns, especially in the introduction, are plural (whales, mammals, elephants) or general (a whale, a mammal, the elephant).
2. Technical adjectives or describing words are used.
3. Third-person pronouns are used (e.g. him, her, it, they, them) rather than first-person pronouns (e.g. I, we, me, us).
4. Conjunctions or joining words are used.
5. Verbs are usually in simple present tense. (e.g. Whales are mammals.)
6. Simple and compound sentences predominate.
7. Passive voice is used.

Writing Features:

1. The writing has an introduction and paragraphs of information.
2. Facts are supported with appropriate use of illustrations, charts, maps, photos etc.
3. The tense of verbs is consistent.
4. The subjects and verbs agree.
5. Plurals and articles are used correctly.
6. All high-frequency words are spelt correctly.
7. Capital letters, full stops and other punctuation marks are used appropriately.

Information Report

Fifth year of school

Purpose:

1. The writing classifies and/or describes a class of things.
2. The writing utilises facts about behaviours, parts or qualities.

Structure:

1. An opening statement introduces the subject (macro group).
2. The writing is organised into paragraphs where each new paragraph deals with one micro group.
3. Details are given to describe the subject.
4. A conclusion (if necessary) summarises the information presented.

Grammar:

1. Nouns, especially in the introduction, are plural (whales, mammals, elephants) or general (a whale, a mammal, the elephant).
2. Technical adjectives or describing words are used.
3. Third-person pronouns are used (e.g. him, her, it, they, them) rather than first-person pronouns (e.g. I, we, me, us).
4. Conjunctions or joining words are used.
5. Verbs are usually in simple present tense. (e.g. Whales are mammals.)
6. Simple and compound sentences predominate.
7. Passive voice is used.

Writing Features:

1. The writing has an introduction and paragraphs of information.
2. Facts are supported with appropriate use of illustrations, charts, photos etc.
3. The tense of verbs is consistent.
4. The subjects and verbs agree.
5. Plurals and articles are used correctly.
6. Spelling is checked and corrected.
7. Capital letters, full stops and other punctuation marks are used appropriately.

Information Report

Sixth year of school

Purpose:

1. The writing classifies and/or describes a class of things.
2. The writing has sub-classification where appropriate. (e.g. Wild animals into bears, elephants and kangaroos *then* bears into polar and black.)
3. The writing utilises facts about behaviours, parts or qualities.
4. The writing reflects the intended audience or purpose.

Structure:

1. An opening statement introduces the subject (macro group).
2. A linking sentence indicates the elements of classification. (e.g. Wild animals include elephants, tigers and giraffes.)
3. The writing is organised into paragraphs where each new paragraph deals with one micro group.
4. Paragraphs are constructed using a topic sentence with a noun group starting the sentence.
5. Details are given to describe the subject.
6. A conclusion (if necessary) summarises the information presented.

Grammar:

1. Nouns, especially in the introduction, are plural (whales, mammals, elephants) or general (a whale, a mammal, the elephant).
2. Modifiers are used that tell how much or how many (e.g. all, most, many, some, few, only, mainly, often, sometimes).
3. Technical adjectives or describing words are used.
4. Technical noun groups are used (e.g. African elephants).
5. Third-person pronouns are used (e.g. him, her, it, they, them) rather than first-person pronouns (e.g. I, we, me, us).
6. Conjunctions or joining words are used.
7. Verbs are usually in simple present tense. (e.g. Whales are mammals.)
8. Simple and compound sentences predominate.
9. Passive voice is used.

Writing Features:

1. The writing has an introduction and paragraphs of information.
2. Paragraphs, headings, sub-headings, labels and captions organise the information and assist the reader to locate information.
3. Technical language is reflected in the description.
4. Facts are supported with appropriate use of illustrations, charts, photos etc.
5. The tense of verbs is consistent.
6. The subjects and verbs agree.
7. Plurals and articles are used correctly.

8. Spelling is carefully checked and corrected.
9. Sources of information are clearly acknowledged (e.g. footnotes or bibliography).
10. Capital letters, full stops and other punctuation marks are used appropriately.

Information Report

Seventh and eighth year of School

Purpose:

1. The writing classifies and/or describes a class of things.
2. The writing has sub-classification where appropriate (e.g. bears into polar and black).
3. The writing utilises facts about behaviours, parts or qualities.
4. The writing reflects the intended audience or purpose.

Structure:

1. An opening statement introduces the subject (macro group).
2. A linking sentence indicates the elements of classification. (e.g. Wild animals include elephants, tigers and giraffes.)
3. The writing is organised into paragraphs where each new paragraph deals with one micro group.
4. Paragraphs are constructed using a topic sentence with a noun group starting the sentence.
5. Details are given to describe the subject.
6. A conclusion (if necessary) summarises the information presented.
7. A conclusion (if necessary) contains no new information.

Grammar:

1. Nouns, especially in the introduction, are plural (whales, mammals, elephants) or general (a whale, a mammal, the elephant).
2. Modifiers are used that tell how much or how many (e.g. all, most, many, some, few, only, mainly, often, sometimes).
3. Technical adjectives or describing words are used.
4. Noun groups are used with embedded technical vocabulary (e.g. the blue-nosed dolphin).
5. Third-person pronouns are used (e.g. him, her, it, they, them) rather than first-person pronouns (e.g. I, we, me, us).
6. Conjunctions or joining words are used.
7. Verbs are usually in simple present tense. (e.g. Whales are mammals.)
8. Simple and compound sentences predominate.
9. Passive voice is used.

Writing Features:

1. The writing has an introduction and paragraphs of information.
2. Paragraphs, headings, sub-headings, labels and captions organise the information and assist the reader to locate information.
3. Technical language is reflected in the description.
4. Facts are supported with appropriate use of illustrations, charts, photos etc.
5. The tense of verbs is consistent.
6. The subjects and verbs agree.
7. Plurals and articles are used correctly.
8. Spelling is carefully checked and corrected.
9. Sources of information are clearly acknowledged (e.g. footnotes or bibliography).
10. Capital letters, full stops and other punctuation marks are used appropriately.