



CREATING INFORMATION TEXTS

Research Skills

- Having pooled information on a topic, construct and follow a plan for researching further information. Routinely appraise a text quickly, deciding on its value, quality or usefulness. Evaluate the status of source material, 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 an effectiveness of examples of non-fiction writing such as periodicals, reviewed, reports and leaflets.
- Read examples of official language such as consumer information and legal documents. Identify characteristic features of layout such as footnotes, instructions, parentheses, headings, appendices and asterisks. Understand the way standard English varies in different contexts, e.g. why legal language is necessarily highly formalized, why questionnaires must be specific.

Creating Information Texts

- In writing information texts, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.
- Establish, balance and maintain viewpoints.
- Use the conventions and language of debate when orally rehearsing a balanced argument.
- Revise own non-fiction writing to reduce superfluous words and phrases.
- Discuss and explain differences in the use of formal language and dialogue.
- Listen for language variations in formal and informal contexts.
- Identify the ways spoken language varies.

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CREATING INFORMATION TEXTS

Research Skills

- Routinely prepare for factual research by reviewing what is known, what is needed, what is available and where one might research.
- Use dictionaries and other alphabetically ordered texts efficiently.
- Appraise potentially useful texts quickly and effectively. Evaluate texts critically by comparing how different sources treat the same information. Begin to look for signposts that indicate the reliability of a factual source's
- Locate information in a text in print or on screen confidently and efficiently through using contexts, indexes, sections, headings; skimming to gain overall sense of text; scanning to locate specific information; close reading to aid understanding.
- Sift through passages for relevant information and present ideas in not form that are effectively grouped and linked.

Creating Information Texts

- Convert personal notes into notes for others to read.
- Create plans for information texts drawing on knowledge of text types to decide form and style for different elements.
- Create an information text with a variety of elements, e.g. labelled explanatory diagram, reporting chart, recount.
- Create multi-layered texts, including use of hyperlinks, linked web pages.
- Record and acknowledge source in own writing.
- Summarise a passage, chapter or text in a specific number of words.
- Read a passage and retell in 'in your own words'.

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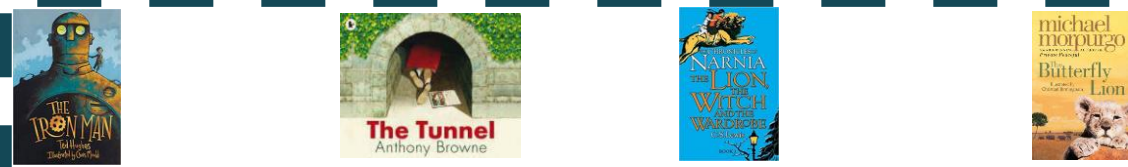
Research Skills

- Prepare for factual research by reviewing what is known, what is needed, what is available and where one might search.
- Routinely use dictionaries and thesaurus and use 3rd and 4th place letters to locate ad sequence words in alphabetical order.
- Scan texts in print or on screen to locate key words or phrases, headings, lists, bullet points, captions and key sentences. Collect information from a variety of sources.
- Identify how paragraphs are used to organise and sequence information. Make and annotate headings, key sentences and words in printed text or on screen.
- Make short notes, e.g. by abbreviating ideas, selecting key words, listing or in diagrammatic form.

Creating Information Texts

- Fill out brief notes into connected prose.
- Present information from a variety of sources in one simple format e.g. chart, labelled diagram, graph, matrix.
- Begin to use graphic organisers as a tool to support writing up of information.
- Develop and refine ideas in writing using planning and problem-solving strategies.
- Edit down and reword a sentence of paragraph by deleting the less important elements, e.g. repetitions, asides, secondary considerations and explain the reasons for the editorial choices.

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CREATING INFORMATION TEXTS Research Skills

- Before researching, orally recall to mind, existing knowledge on the subject and reduce the options for enquiry by posing focused questions. Compose question to ask of the text
- Have a secure understanding of the purpose and organization of the dictionary. Use second place letter to locate and sequence in alphabetical order. Understand the term definition; use dictionaries to learn or check the definitions of words and a thesaurus to find synonyms.
- Begin to use library classifications to reference materials and can indexes, directories and IT sources to locate information quickly and accurately. Recognise the differences in presentations between texts e.g. fiction and non-fiction, books and IT-based sources, magazines, leaflets and reference texts.
- Within a text routinely locate information using contents, index, headings, sub-headings, page numbers, bibliographies, hyperlinks, icons and drop down menus. Find and mark the key idea in a section of text.
- Make clear notes by identifying key words, phrases or sentences in reading and making use of simple formats to capture key points

Creating Information Texts

- Recount the same event in a variety of ways, e.g. in the form of a story, a letter, a news report.
- Decide how to present information and make informed choices by using structures from different text types.
- 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 others
- Summarise orally in one sentence the content and its main point.

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CREATING INFORMATION TEXTS

Research Skills

- Pose and orally rehearse questions ahead of writing and record the in writing, before reading. recognize hat non-fiction books on similar themes can give different information and present similar information in different ways.
- Use contents pages and alphabetically ordered texts. Locate definitions/explanations in dictionaries and glossaries.
- Scan text to find specific sections and skim-read title, contents page, illustrations, chapter headings and sub-headings to speculate what a book might be a bout and evaluate its usefulness.
- Scan a website to find specific sections. Appraise icons, drop down menus and other hyperlinks and evaluate its usefulness for the research in hand.
- Make simple notes from non-fiction texts to use in writing.

Creating Information Texts

- Write simple information texts incorporating labelled pictures and diagrams, charts lists as appropriate.
- Draw on knowledge and experience of texts in deciding and planning what and how to write.
- Maintain consistency in non-narrative, including purpose and tense.
- Create an alphabetically ordered dictionary or glossary of special interest words.
- Design and create simple ICT text.

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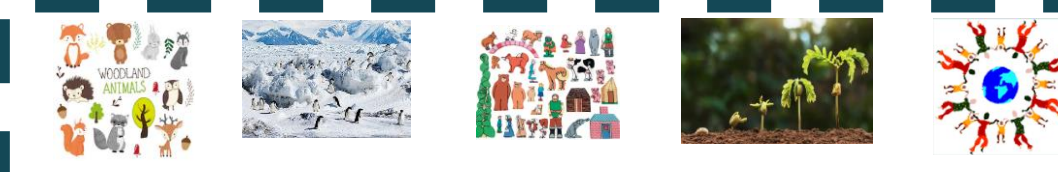
Research Skills

- Pose questions before reading non-fiction to find answers
- Secure alphabetic letter knowledge and order and se simplified dictionaries.
- Initially with adult help and the independently, choose a suitable book to find the answers. Read and use captions, labels and lists.
- Begin to locate parts of text that give particular information.
- Record information gleaned form books, (e.g.) as lists, a completed chart, extended captions for display, a fact file on ICT

Creating Information Texts

- Convey information and ideas in simple non-narrative forms such as labels for drawings and diagrams, extended captions and simple lists for planning or reminding.
- Independently choose what to write about, orally rehearse, plan and follow it through.

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CREATING INFORMATION TEXTS

Research Skills

- Track the words in text in the right order, page by page, left to right, top to bottom
- Learn order of alphabet through alphabet books, rhymes and songs.

Creating Information Texts

- Distinguish between writing and drawing and write labels for pictures and drawings.
- Attempt writing for various purposes using features of different forms, e.g. lists, stories and instructions.

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