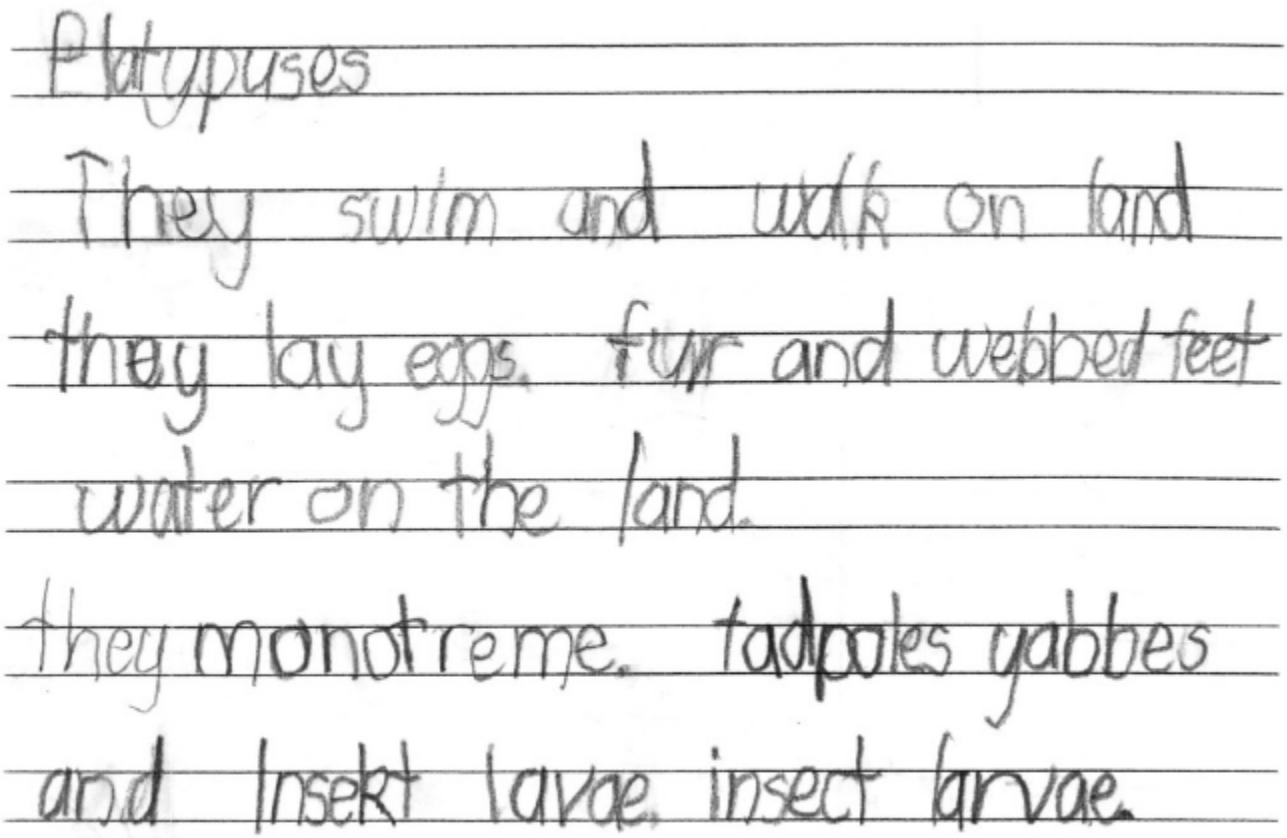
Information Report – Stage 1

Outcomes	
WS1.9 Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers.	**Joint and Independent Writing** • writes a simple statement or short text for different purposes • combines ideas in writing • uses a framework to make notes, eg matrix, flowchart, semantic map • reads own writing aloud and makes some corrections to clarify meaning • writes elementary descriptions of familiar people and things • writes short recounts of personal experience • writes elementary literary texts • writes basic procedures • outlines components of something as a first step in writing an explanation of how something works • writes elementary descriptive information reports • writes basic explanations • expresses an opinion in writing • writes notes from texts • contributes to joint construction of texts • uses word processors to create texts. **Audience** • reads own writing to the teacher or a peer • reads own writing to a variety of audiences and responds to questions seeking elaboration and clarification. **Subject Matter** • chooses appropriate words to label things such as drawings and objects • begins to explore less familiar topics as a basis for writing activities • uses heading to indicate the topic of text. **Channel of Communication** • uses drawings to accompany texts where relevant.
WS1.10 Produces texts using the basic grammatical features and punctuation conventions of the text type.	**Grammar and Punctuation** • uses adjectives to provide more information about nouns • uses pronoun references accurately • uses different types of verbs (action, thinking, seeing, feeling) in own writing • uses past tense relatively consistently in literary texts • uses relating verbs to describe and classify in information reports • uses most common punctuation marks, eg spaces between words, lower-case and capital letters, full stops • uses creative word play in the writing of literary texts • uses synonyms in own writing and discusses differences in meaning, eg hurried, raced, rushed • usually uses capital letters at the beginning of sentences • usually uses full stops at the end of sentences • experiments with other punctuation marks, eg commas, quotation marks, question marks.
WS1.11 Uses knowledge of sight words and letter–sound correspondences and a variety of strategies to spell familiar words.	**Spelling** • segments word into individual sounds and forms letter that relates to the sound • isolates and writes the initial, medial and final sound of a word • exchanges one letter in a written word with a different letter to make a new word • builds word families • writes words using blends, letter combinations and long vowel sounds • spells words using letter names • writes letters for double consonants, as in hopping • writes letters for double vowels, as in seed, dead • draws on knowledge of sight words and high frequency words when writing a text, eg is, are, the, they, she, he, my, school, home • draws on knowledge of common letter patterns and letter–sound correspondences when writing a text • reads own writing aloud and makes some corrections to clarify meaning.

WS1.12 Produces texts using letters of consistent size and slope in NSW Foundation Style and using computer technology.	**Handwriting** • uses correct pencil grip and maintains correct body position • forms most letters of the alphabet correctly and appropriately • tries to write clearly in straight lines, from left to right, using letters of uniform size, shape, slope and spacing • uses lower- and upper-case letters of consistent size and formation in NSW Foundation Style • writes letters in proportion to each other • uses finger movements to control the pencil while sliding forearm across the page. **Using Computers** • experiments with computer functions • uses functions when editing • accurately uses words associated with computers, eg keyboard, screen, cursor, mouse, disk, space bar • enlarges and changes text font • produces a card or invitation using both graphics and written text • types sentence/s without assistance • recognises letters on the keyboard • uses computer software to create texts • inserts and ejects a disk • recognises simple conventions, eg space bar for spaces, shift and caps lock for upper-case letters, tab • uses computer terminology, eg save, delete, open, exit, print, hard disk, floppy disk, menu, save as, command, caps lock.
WS1.13 Identifies how own texts differ according to their purpose, audience and subject matter.	**Purpose** • discusses some of the different purposes for which people write • examines stages of a text and discusses their functions • discusses some of the advantages of writing to record information and events • discusses how familiar examples of writing (including electronic texts) give information in different ways • discusses some of the different purposes of visual texts such as charts, maps, diagrams, illustrations. **Audience** • states the purpose and intended reader before writing. **Subject Matter** • selects and refines topic before writing.
WS1.14 Identifies the structure of own literary and factual texts and names a limited range of related grammatical features and conventions of written language.	**Text Structure** • recognises organisational structure of some literary and factual texts • recognises the stages of some literary and factual texts • discusses functions of different stages of a text **Grammar** • talks about synonyms and antonyms in a range of texts • distinguishes between naming words and doing words • talks about how adjectives describe nouns, how adverbs tell us more about the verb • recognises a sentence • identifies different types of verbs in their own writing, eg saying verb, action verb • talks about different types of nouns in a story • talks about action verbs in a recount • discusses how a description is built up using adjectives, adverbs • talks about how own procedure has been structured and how action verbs have been used • identifies key words in own and others' texts.

Writing Examples (A –E)

Limited work Sample (E)



Terry has demonstrated elementary knowledge and understanding of the structure and features of an information report. Information has not been organised into complete sentences and the writing conveys little meaning. Terry's punctuation is inconsistent, and the spelling indicates a need for teacher assistance. This work sample demonstrates characteristics of work typically produced by a student performing at grade E standard at the end of Stage 1.

Basic Work Sample (D)

Information Report platypuses

What kind of animal are they?

mammals
monotreme

What do they look like?

two coats and wet feet thay have no teeth thay have a flat tail

Where do they live?

burrow in the river bank.

How do they move?

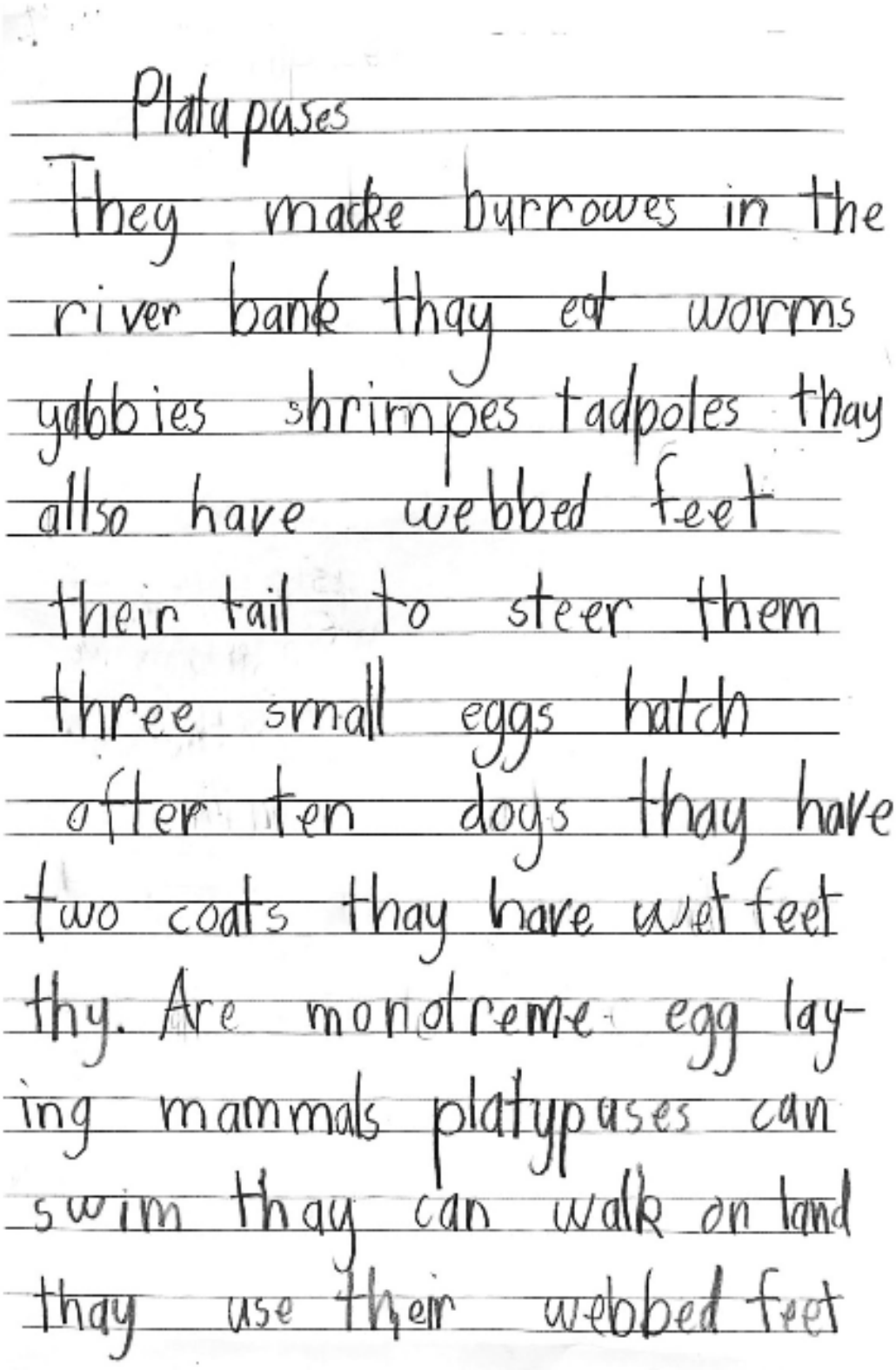
swim using webbed feet and their tail to steer them. walk on land.

What do they eat?

thay eat tadpoles and worms yabbies shrimpes.

How do they reproduce?

thee small eggs hatch after ten days.



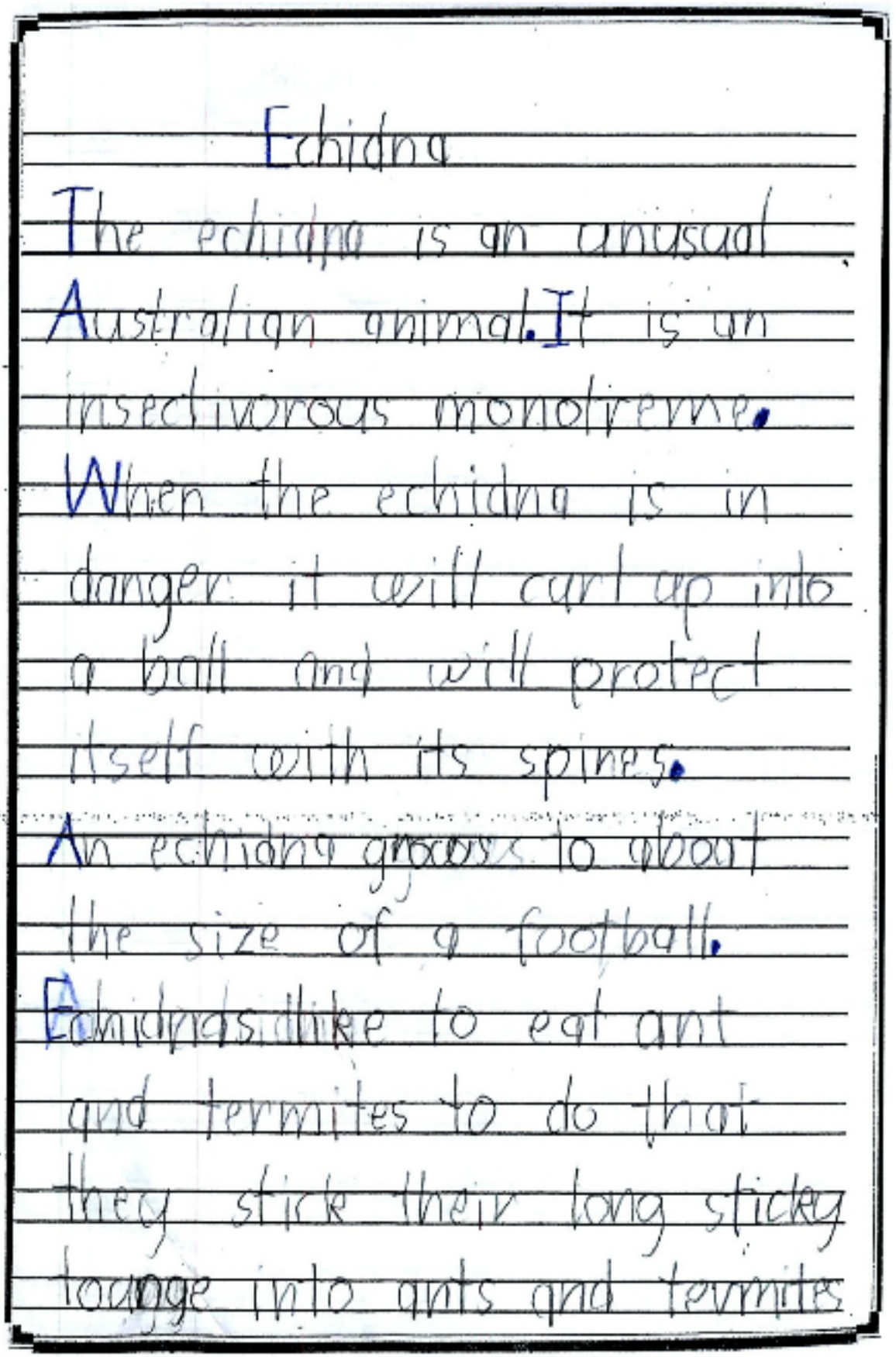
Platypuses

They macke burrowes in the river bank thay eat worms yabbies shrimpes tadpoles thay allso have webbed feet their tail to steer them three small eggs hatch after ten dogs thay have two coats thay have wet feet thy. Are monotreme egg laying mammals platypuses can swim thay can walk on land thay use their webbed feet

Commentary

Kim has demonstrated basic knowledge and understanding of the structure and features of an information report. The plan has been well developed but information has been transferred to the final report without logical sequencing or organisation. The sentences are incomplete and there is little use of punctuation. Some spelling strategies have been used but there are several spelling errors. The handwriting is consistent in size and shape but the slope of the letters needs work. To progress further, Kim needs to sequence information appropriately and work on punctuation. This work sample demonstrates characteristics of work typically produced by a student performing at grade D standard at the end of Stage 1.

Sound Work Sample 1 (C)



Echidna

The echidna is an unusual Australian animal. It is an insectivorous monotreme.

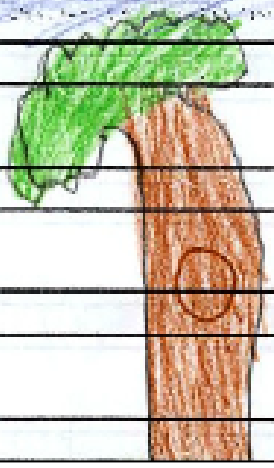
When the echidna is in danger it will curl up into a ball and will protect itself with its spines.

An echidna grows to about the size of a football.

Echidnas like to eat ant and termites to do that they stick their long sticky tounge into ants and termites

rests and curls his tounge back into its mouth and swallows them whole.

When the egg is layed the egg will hatche in ten days but when the egg hatches the baby stays in the pouch for three months.



Commentary

Morgan has demonstrated sound knowledge and understanding of the content and an adequate level of competence in structuring an information report. Paragraphs have been used to organise information and ideas have been appropriately sequenced. Some interesting technical vocabulary has been used and details of aspects of the animal have been included. There is adequate use of simple and some compound sentences, spelling and punctuation. This work sample demonstrates characteristics of work typically produced by a student performing at grade C standard at the end of Stage 1.

Sound Work Sample 2 (C)

Information Report

What kind of animal are they?

A snake is a reptile

What do they look like?

A snake has skaly skin. It has a stiky tongue It also has a tail

Where do they live?

The Snake Likes I the Australian desert.

How do they move?

It moves by slideing along the ground and move verey fast.

What do they eat?

The snake eats insects and small animals.

How do they reproduce?

The snake lays eggs.

Snake

Information Report

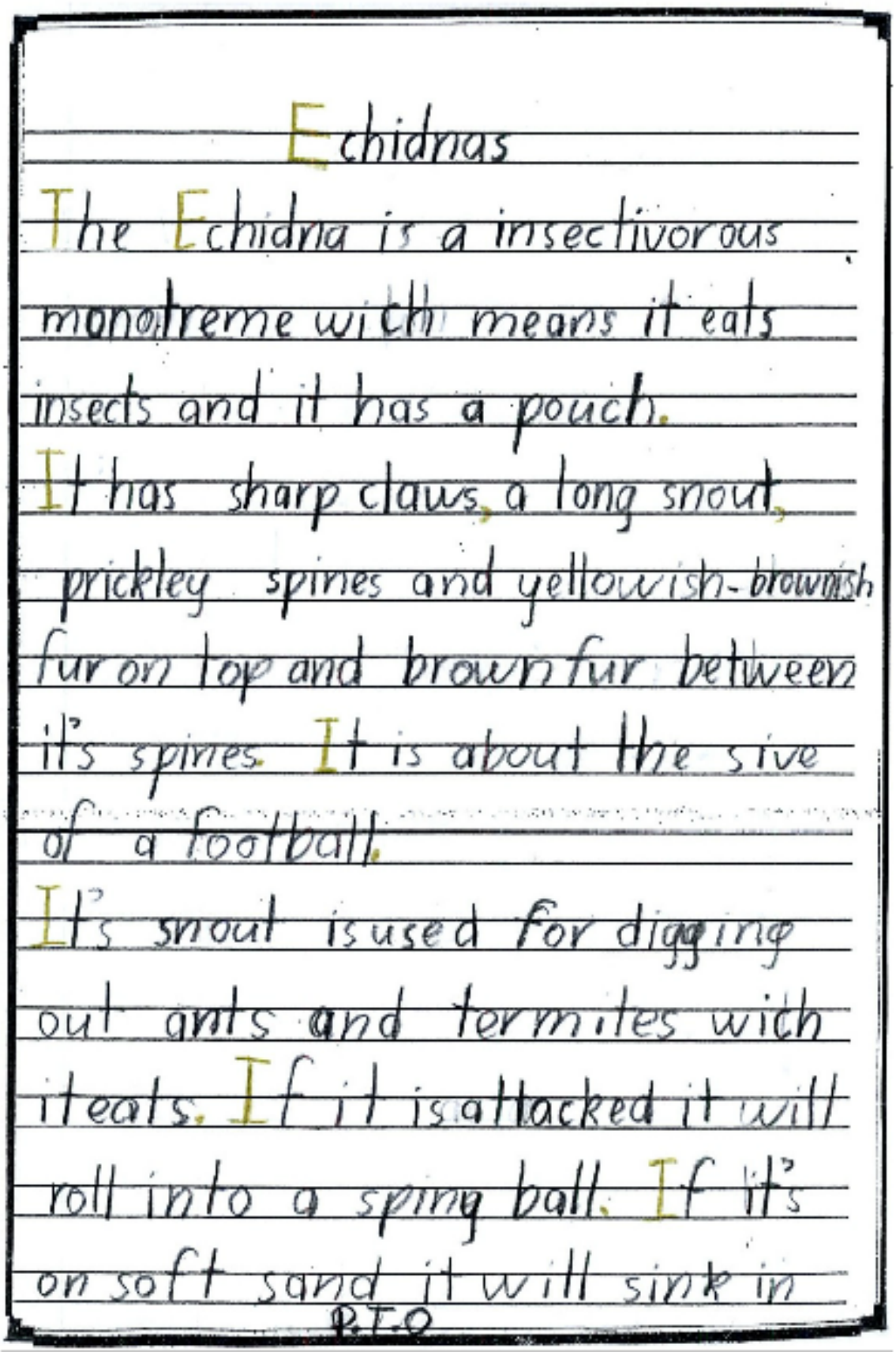
A snake is a reptile.

A snake has scaly skin. It has a sticky tongue It also has a tail.
The snake lives in the Australian desert. It moves by sliding along the ground and moves very fast. The snake eats insects and small animals. The snake lays eggs.

Commentary

Riley has demonstrated sound understanding of the content and structure of an information report. Although the text is brief and lacks technical language, there is evidence of effective planning and grouping of information. Riley has used the simple present tense and third person with consistency, and shown adequate use of grammatical features and punctuation. Riley's handwriting in the plan is consistent in size and slope, and effective spelling strategies have been used. This work sample demonstrates characteristics of work typically produced by a student performing at grade C standard at the end of Stage 1.

High Work Sample (B)



Echidnas

The Echidna is a insectivorous monotreme with means it eats insects and it has a pouch.

It has sharp claws, a long snout, prickley spines and yellowish-brownish fur on top and brown fur between it's spines. It is about the sive of a football.

It's snout is used for digging out ants and termites with it eats. If it is attacked it will roll into a spiny ball. If it's on soft sand it will sink in

P.T.O

like a sinking ship.

It is found all over Australia by ants and termites nests.

It will find a hollow log or make a burrow for it to live in.

It's relatives are the long-beaked echidna of Papua New Guinea.

It's full name is Tachyglossus aculeatus (tacky-gloss-us-a-kew-lee artus!)

Commentary

Huong has demonstrated thorough knowledge and understanding of the content and structure of an information report. A high level of competence is evident in the use of grammatical features and technical words. The writing has been well planned with good use of appropriate paragraphing, and the spelling is mostly accurate. Huong has successfully used this text type to effectively convey information. This work sample demonstrates characteristics of work typically produced by a student performing at grade B standard at the end of Stage 1.

Outstanding Work Sample (A)

Title: The Common Bushtail Possum

The Common bushtail possums are herbivores and they're also known as marsupials. The common bushtail possum is part of the possum family.

Bushtail possums are small and they have fluffy tails. Some of the possums are the size of a cat and some of the adults are 35 to 55 cm long. The tail is 35 to 50 cm long, the male is longer than the female. Most of them have a pink nose and a pointed face. Most of them have oval ears and a bushy tail on top and not underneath.

All of the bushtail possums live high up in trees, in bushes and in the city and forests. Most of them are found in Tasmania or areas around Australia.

Bushtail possums eat insects, grubs, moths, eggs, birds, baby birds, young leaves, flowers, fruit, bark,

Title: The common Bushtail Possum

grasses, vegetables, rosebuds and plants.

Most of the possums walk on four feet, Some crawl, Some move fast away from predators, they slide down trees and climb up trees.

The babies come 16 to 18 days after the mate and when the babies are born they only weigh one gram. The babies are born blind with no hair. The babies also stay in their mothers pouch for four to five months. The adults mate in Autumn or Spring.

The bushtail possums get their name from their tails.

Comment

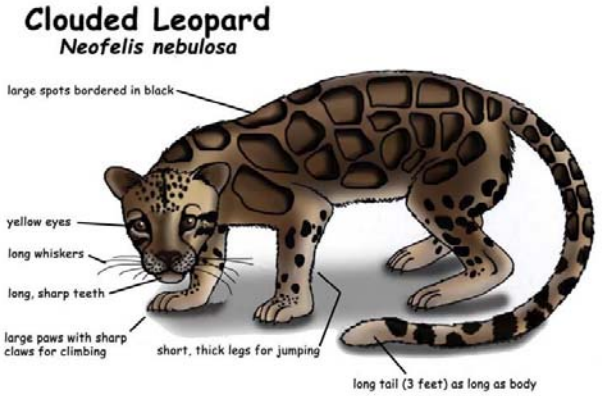
Lindsay has demonstrated extensive knowledge and understanding of the content and structure of an information report. Interesting detail has been included and a very high level of competence is evident in the organisation of information into paragraphs and in the use of appropriate grammatical features and technical words. Compound and complex sentences have been used, and a variety of strategies has been employed to spell unfamiliar words. This work sample demonstrates characteristics of work typically produced by a student performing at grade A standard at the end of Stage 1.

INFORMATION REPORT

Outcome	Organisers	Criteria	Limited - E	Basic -D	Sound -C	High - B	Outstanding - A
WS 1.9	Independent Writing	***Writes a basic information report***	Writes key words related to the topic.	Writes some factual sentences	Independently writes a basic information report.	Includes at least two sentences for each section of the text.	Writes detailed paragraphs for each section of the text.
		Planning	Needs sentence starters for each section of the text.	Needs teacher direction to use charts and other resources.	Uses charts, scaffolds as resources as models for own writing.	Uses a simple plan to draft their text. Recognises some errors in own writing.	Uses charts and scaffolds as models, edits own writing and makes some corrections.
WS 1.10	Grammar	***Uses correct sentence structure***	Attempts to write a simple sentence.	Writes well structured simple sentences.	Uses compound sentences with effective conjunctions.	Writes compound and complex sentences using some different conjunctions.	Writes compound and complex sentences with a wide variety of conjunctions.
	Tense	***Accurate tense & verbs.***	Attempts to include verbs in text.	Use some different types of verbs.	Mostly uses correct tense (timeless present) and includes action and relating verbs.	Consistently uses correct tense and uses a variety of verbs correctly.	Consistently uses correct tense and uses a wide variety of verbs correctly.
		Noun groups	Uses particular nouns instead of general nouns e.g. our dog.	Uses general nouns and tries to include some adjectives.	Uses noun groups and uses some technical terms.	Uses interesting noun groups and a variety of technical terms.	Uses a wide variety of interesting adjectives and technical terms throughout the text.
	Punctuation	***Uses correct punctuation..***	Attempts to include some forms of punctuation.	Correctly uses most common forms of punctuation.	Usually uses common punctuation e.g. Capital letters, spacing, full stops.	Uses common punctuation and attempts to use other forms e.g. commas, exclamation marks	Uses all forms of punctuation correctly on a consistent basis.
WS 1.11	Spelling	***Spells high frequency words & attempts new words.***	Attempts high frequency words.	Spells some high frequency words correctly. Attempts unknown cvc words.	Spells most high frequency words correctly. Uses knowledge of letter combinations and blends to spell unknown words.	Spells all high frequency words correctly. Begins to use knowledge of letter patterns and spelling rules to spell unknown words.	Spells all high frequency and more difficult words correctly. Uses knowledge of letter patterns and spelling rules to spell unknown words.
WS 1.14	Text Structure	***Organisational structure of exposition***	Lack of structure in the text.	Starts with a classifying statement. Includes some details about the topic.	Contains a general statement identifying the subject. Contains at least two sections of information about topic.	Contains a general statement identifying the subject and defining or classifying it. Contains at least three sections of information.	Contains an opening paragraph defining/classifying the topic in detail. Includes multiple sections of organised information.
		Paragraphs	Does not attempt to use paragraphs.	Uses one sentence paragraphs or includes some headings.	Attempts to use paragraphs or subheadings to organise the text.	Separates sections of the text and organises them into paragraphs or subheadings with topic sentences.	Each paragraph or section under a sub heading, beginning with contains all the relevant information with details.
		Punctuation	Attempts to include some forms of punctuation.	Correctly uses most common forms of punctuation.	Usually uses common punctuation e.g. Capital letters, spacing, full stops.	Uses common punctuation and attempts to use other forms e.g. commas, exclamation marks	Uses all forms of punctuation correctly on a consistent basis.
		Diagram	Does not include a diagram/drawing.	Includes a drawing but no labels or extra information.	Includes a relevant drawing/diagram with some labels.	Includes a detailed diagram with labels.	Includes a detailed diagram/s with labels using technical language.

My Information Report Check List

- ☐ I have used capitals and fullstops.
- ☐ I have a general statement about my topic.
- ☐ I have at least 2 bundles of information.
- ☐ I have included a labelled diagram.
- ☐ I have checked my spelling.
- ☐ I have used adjectives to describe my nouns.
- ☐ I have used some technical words.
- ☐ I have used simple and compound sentences.
- ☐ I have used sub headings and paragraphs.



My Information Report Check List

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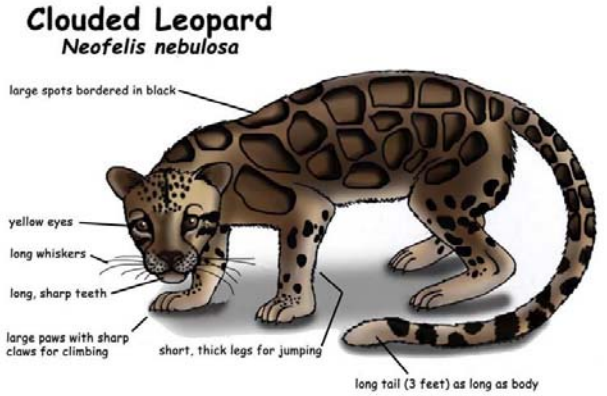

STAGE 1 - Information Report Task

Giraffes

Write an information report about giraffes.

PLANNING

What is a giraffe? (classification).

What do giraffes look like? (description/appearance).

What do giraffes eat? (diet)

Where do giraffes live? (habitat)

Other interesting things about giraffes. (interesting information)

Task: Students select an animal to research and use a proforma to organise their information. Students then use the information in the proforma to independently construct an information report.

Outcome: Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers.
Purpose: To write an information report, beginning with a statement about the topic, followed by bundles of organised information.

When writing an information report you should have:

- A 'general statement' about the topic and 'bundles' of information about the topic.

Stage 1 writers need to remember to:

- Use simple and compound sentences with correct basic punctuation.
- Use interesting adjectives to describe nouns *e.g. Koalas have soft, grey fur.*
- Use action, relating and feeling verbs, eg *They are Australian animals; Cheetahs can run very fast.*
- Use some technical terms.
- Reread their writing and make corrections.

STAGE 1 –Information Report Task

Kangaroos

Write an information report about kangaroos.

PLANNING

What is a kangaroo? (classification).

What do kangaroos look like? (description/appearance).

What do kangaroos eat? (diet)

Where do kangaroos live? (habitat)

Other interesting things about kangaroos. (interesting information)

Task: Students select an animal to research and use a proforma to organise their information. Students then use the information in the proforma to independently construct an information report.

Outcome: Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers.
Purpose: To write an information report

When writing an information report you should have:

- A 'general statement' about the topic and 'bundles' of information about the topic.

Stage 1 writers need to remember to:

- Use simple and compound sentences with correct basic punctuation.
- Use interesting adjectives to describe nouns *e.g. Koalas have soft, grey fur.*
- Use action, relating and feeling verbs, eg *They are Australian animals; Cheetahs can run very fast.*
- Use some technical terms.
- Reread their writing and make corrections.

STAGE 1 – Assessment Task – Information Report

TASK: Use the information on the screen capture below to organise your information into the scaffold. Use the scaffold to independently write an information report on Emus.

Emu

FUN FACT:

More than 600 places in Australia are named after the emu.

Common Name	Emu
Type	Bird
Weight	100 to 120 pounds (45 to 55 kilograms)
Height	Up to about 5 feet (1.7 meters) tall
Number of Newborn	5 to 15
Lifespan	10 to 20 years
Diet Type	Omnivore
Sample Foods	Fruit, seeds, plant matter, insects, and small animals
Where Found	Australia
Habitat	Forests and grasslands
Predators	Dingoes and eagles
Fun Fact	More than 600 places in Australia are named after the emu.
	The emu appears on the Australian coat of arms.
	Emus are good swimmers. They do not hesitate to enter the water.

Related Photos

Emu

Cassowary

Related Videos

Emu with chicks

Related Sounds