This document supports the *Literacy Focus* *for Writing, Genre in the primary curriculum* section located in the Literacy Teaching Toolkit (Department of Education and Training, Victoria).

**Information report**

The following is a **summary of major language or grammatical features** for information report at different levels in the primary years organised under the Language sub-strands of the Victorian Curriculum. The language or grammatical features can be highlighted, modelled and taught through the use of model or mentor texts and be the focus of explicit teaching about information report in writing (and in reading).

|  | **F-2** | **3-4** | **5-6** |
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| **Expressing and developing ideas** | **Verbs/ verb groups**  Simple verb groups  Action verbs which relate behaviours of the entity/ focus topic e.g. Cows **eat** grass. Horses **gallop** in paddocks. Sheep **graze**. A calf **drinks** milk from the cow’s udder.  Relating (being & having) verbs used to describe or link with attributes e.g. Cows **are** big, strong animals. Cows **have** four legs; provide simple classification e.g. ‘Cows are mammals.’ or ‘Cows are living creatures.’ Or define e.g. Young cattle **are called** calves.  Simple present (or timeless present) tense | **Verbs/ verb groups**  Action verbs which relate behaviours of the entity/ focus topic which reflect understanding of technicality and precision e.g. Sugar gliders **feed on** pollen, insects and tree gum. A newborn koala **suckles** in its mother’s pouch. A little red flying fox **roosts** in trees.  Relating (being & having) verbs used to describe or link with attributes or classify e.g. Sugar gliders **are** good climbers. Sugar gliders **have** a black stripe and a bushy tail. Koalas **have** strong limbs for climbing. Sugar gliders **are** nocturnal animals.  Simple present tense (also known as timeless present) | **Verbs/ verb groups**  Action verbs which relate behaviours of the entity/ focus topic with increased range of technicality and precision e.g. Tsunamis **cause** the most deadly coastal floods. Planets **orbit** the sun. The Earth **rotates** on its axis.  Varied examples of relating (being & having) verbs used to describe or link with attributes, to classify and to define e.g. Some asteroids **have** moons. Asteroids that come close to Earth **are called** Near Earth Objects. Although it is a large planet, Saturn **is** not very dense.  Simple present tense (also known as timeless present), use of other tenses as appropriate |
|  | **Nouns/ noun groups**  Simple noun groups related to the issue - these typically include pre-modifiers such as articles and/ or adjectives (usually factual or classifying adjectives), but might also include a simple embedded clause as a post qualifier modifier e.g. Cows are ***big***, ***strong*** **animals that give us milk**. A ***female*** horse is called a mare.  Generalised nouns in simple noun groups e.g. cows, brown cows, chickens, a chicken | **Nouns/ noun groups**  Simple and expanded noun groups which include pre- and/or post- modification about the topic or entity e.g. A sugar glider is a ‘flying’ possum that can glide between trees.  Noun groups mostly include factual describers or adjectives (answering questions such as ‘What is it like?’, ‘What are its qualities?’) which can be intensified e.g. A turtle frog is a **very** small creature. They can also include classifiers (answering the question ‘What type?’) which cannot be intensified. For example, Koalas have **waterproof** fur. A **common blue-tongue** lizard is the best-known lizard in Australia. The term ‘best-known’ could be classed as an opinion adjective but this type of adjective would not usually be used by students beyond level 3/4.  Generalised nouns e.g. sugar gliders and nouns/ noun groups of increasing technicality, e.g. nocturnal animal, marsupial, natural predators | **Nouns/ noun groups**  More complex and elaborated noun groups which include pre- and/or post- modification about the topic or entity; varied use of post-modifiers (e.g. prepositional phrases, embedded clauses) e.g. **Weeks of heavy rain** caused devastating floods in the Northern Territory. **Many homes in Victoria** were destroyed by bush fires. **Earth’s atmosphere, which protects it from dangerous radiation,** contains **gases that we breathe. The more distant planets from the Sun** orbit more slowly. **The Sun’s gravity** holds the Solar System together.    Noun groups mostly include factual describers or adjectives (answering questions such as ‘What is it like?’, ‘What are its qualities?’) which can be intensified e.g. The Sun is the **largest** and **most** massive body in the Solar System. They can also include classifiers (answering the question ‘What type?’) which cannot be intensified. For example, **Solar** eclipses can be seen in various places around the world. **Tropical** cyclones occur in northern parts of Australia.  Generalised nouns e.g. sugar gliders and nouns/ noun groups of increasing technicality, e.g. nocturnal animal, marsupial, natural predators |
|  | **Adverbs, (adverbial) prepositional phrases**  Simple prepositional phrases of time and place, or adverbs of time and place related to the topic e.g. Cows live **on farms**. **Every morning,** the farmer milks the cows. Cows chew cud **for about eight hours** **every** **day**. | **Adverbs, (adverbial) prepositional phrases**  Expanded & varied use of prepositional phrases and adverbs to elaborate the topic or entity e.g. **During the day**, sugar gliders sleep **in nests** **in hollow trees**. Sugar gliders **vigorously** defend their food. A newborn koala suckles **in its mother’s pouch. In spring,** groups of little red flying foxes bunch **together** **in trees. After three months**, the gecko’s eggs hatch. | **Adverbs, (adverbial) prepositional phrases**  More precise use of prepositional phrases and adverbs to elaborate the topic or entity e.g. Scientists have studied the Moon **for thousands of years**. Cockatoos live **in Mallee woodlands**. Cyclones can cause floods **in northern Australia** **during the wet season.** |
|  | **Vocabulary**  Some degree of technicality through verb groups and noun groups, e.g. Horse have a **mane.** Sheep **graze** on grass**.** | **Vocabulary**  Use of more technical language and precise choices of vocabulary particularly through verb groups, noun groups and adverb groups. e.g. A newborn koala **suckles** in its mother’s pouch. Koalas have **waterproof** fur. A **common blue-tongue** lizard is the best-known lizard in Australia | **Vocabulary**  More frequent use of more abstract and technical language and precise choices of vocabulary particularly through verb groups, noun groups and adverb groups. e.g. The Earth **rotates** on its axisevery twenty-four hours.  **Earth’s atmosphere**, which protects it from dangerous **radiation**, contains gases that we breathe. The more distant planets from the Sun **orbit** more slowly. The Sun’s **gravity** holds the Solar System together. |
|  | **Sentences and combining ideas**  Simple and compound sentences with clauses of equal status – resembling spoken like language e.g. Cows live on farms **and** (they) eat grass.  Mostly simple and/or compound sentences joined by ‘and’  May include use of unequal or dependent clauses e.g. ***When a calf is very young***, it drinks its mother’s milk. | **Sentences and combining ideas**  Simple, and compound sentences and higher incidence of complex sentences to include dependent clauses of time, manner, place, cause, condition, concession to provide more details about the entity, such as its actions, location etc. e.g. **When food is scarce**, sugar gliders huddle together to keep warm. **If a predator catches a gecko’s tail**, it drops off.  Quoting and reporting clauses to include different sources of information in simple ways e.g. Scientists found that koalas became extinct in South Australia because they were hunted for their fur. | **Sentences and combining ideas**  Simple, and compound sentences and higher incidence of complex sentences to include dependent clauses of time, manner, place, cause, condition, concession to provide more details about the entity, such as its actions, location etc. e.g. **Because of its distance from the Sun**, Earth has a perfect temperature for living things. **As the Moons orbits Earth**, it spins or rotates.  Quoting and reporting clauses to include different sources of information in simple ways e.g. Astronomers believe that the Solar System formed about 4.6 billion years ago. |
| **Victorian Curriculum Links: English** | Recognise that sentences are key units for expressing ideas ([VCELA143](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA143))  Identify the parts of a simple sentence that represent ‘What’s happening?’, ‘Who or what is involved?’ and the surrounding circumstances ([VCELA178](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA178))  Explore differences in words that represent people, places and things (nouns including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) ([VCELA179](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA179))  Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction ([VCELA214](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA214)) | Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement ([VCELA261](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA261))  Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense ([VCELA262](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA262))  Understand that the meaning of sentences can be enriched through the use of noun/groups/phrases and verb groups/phrases and prepositional phrases ([VCELA292](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA292)) | Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause ([VCELA323](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA323))  Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea ([VCELA324](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA324))  Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases ([VCELA351](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA351)) |
| **Language for interaction** | **Types of clauses**  Declarative statements. e.g. Horse have a mane. Sheep graze on grass. | **Types of clauses**  Declarative statements e.g. Koalas have waterproof fur. A common blue-tongue lizard is the best-known lizard in Australia | **Types of clauses**  Declarative statements e.g. The Earth rotates on its axis every twenty-four hours. Earth’s atmosphere, which protects it from dangerous radiation, contains gases that we breathe. The more distant planets from the Sun orbit more slowly. |
| **Evaluative language**  Little if any evaluation, however instances of opinion might be apparent, e.g. Horses are lovely animals. | **Evaluative language**  Little if any evaluation, mostly factual describers or adjectives or classifiers (see noun groups in Expressing ideas). In the sentence e.g. A **common blue-tongue** lizard is the best-known lizard in Australia. | **Evaluative language**  Little if any evaluation, mostly factual describers or adjectives or classifiers (see noun groups in Expressing ideas). Venus is the hottest planet of all. The Milky Way is a vast system of stars, planets and gas. |
| **Adjusting force**  Simple intensifiers e.g. Goats are **very** hairy animals. | **Adjusting force**  Modality can be present to temper claims, e.g., Koalas **can** be found in most parts of Australia.  Force can also be adjusted through vocabulary choices e.g. Millions of koalas live in Australia. Koalas have extremely strong limbs. | **Adjusting force**  Modality can be present to temper claims, e.g. Floodwaters **can** be deep and fast running.  Force can also be adjusted through vocabulary choices e.g. **devastating** floods**, sun-baked** Mercury, Cyclone Tracy **wreaked havoc** |
| **Victorian Curriculum Links: English** | Describe some differences between imaginative, informative and persuasive texts, and identify the audience of imaginative, informative and persuasive texts ([VCELY188](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELY188))  Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience purpose ([VCELA237](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA237)) | Examine how evaluative language can be more or less forceful ([VCELA272](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA272))  Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs ([VCELA273](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA273))  Understand differences between the language of opinion and feeling and the language of factual reporting or recording ([VCELA305](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA305)) | Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expression, objective and subjective language, and that these can change according to context ([VCELY317](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELY317))  Understand the use of vocabulary to express greater precision of meaning, and know that different words can have different meanings in different contexts ([VCELA325](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA325))  Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas ([VCELA350](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA350))  Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion ([VCELA352](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA352)) |
| **Text structure and organisation** | **Clause/ sentence beginnings**  Clauses usually begin with the subject which is also usually the topic or entity in focus, e.g. **A chicken** has a beak, feathers and wings. **Some chickens** are black and **some** (chickens) are white. | **Clause/ sentence beginnings**  Most clauses begin with the subject which is also usually the topic or entity in focus through noun groups or pronouns e.g. **Sugar Gliders** are nocturnal creatures. **They** spend their days sleeping in trees. **Female Sugar Gliders**….  Some examples of prepositional phrases at the beginning of sentences e.g. **During the day**, sugar gliders sleep in nests in hollow trees. **In spring,** groups of little red flying foxes bunch together in trees. **After three months**, the gecko’s eggs hatch. | **Clause/ sentence beginnings**  Most clauses begin with the subject which is also usually the topic or entity in focus through noun groups or pronouns e.g. **Mercury** is the closest planet to the Sun. **It** is covered in craters. **Mercury’s** thin atmosphere means that **it** cannot retain heat so **it** is freezing cold at night.  Prepositional phrases may occur at the beginning of sentences e.g. **In the Earth’s outer atmosphere**… **By mid-February 1995**, rivers in NSW were close to breaking their banks. **Early on Christmas Day in 1974**, Cyclone Tracy hit Darwin.  Forceful winds are destructive, **causing much damage to houses**. |
|  |  |  | **Nominalisation**  Some examples of nominalisation, for example, ‘The Earth **rotates** on its axisevery twenty-four hours. This causes day and night’might be written as ‘The **rotation** of the Earth on its axis every twenty-four hours results in day and night.’ When words are made into nouns, there is potential to build larger nouns groups, to focus on concepts rather than actions and to compress ideas in sentences. |
|  | **Referring words**  Reference through pronouns used to build internal connections but not always consistently clear e.g. **A chicken** has a beak, feathers and wings. **They** eat grain and worms. | **Referring words**  Reference through pronouns (e.g. they/them/ theirs) and determiners (e.g. a/an, the, this, these) used to build internal connections e.g. **Sugar Gliders** are nocturnal creatures. **They** spend **their** days sleeping in trees.  Referring words such as pronouns (we/us/ours, they/them/ theirs), determiners (e.g. a/an, the, this, these) | **Referring words**  Reference through pronouns (e.g. they/them/ theirs) and determiners (e.g. a/an, the, this, these) used to build clear internal connections e.g. **Mercury** is the closest planet to the Sun. **It** is covered in craters. **These** craters… |
|  | **Lexical cohesion**  Simple lexical cohesion achieved through whole - part relations, e.g. feathers, beak, wings, tail, claw | **Lexical cohesion**  Lexical cohesion achieved through whole -part and class – sub class relations, e.g. round fluffy ears, grey waterproof fur, reptile - lizard | **Lexical cohesion**  Lexical cohesion achieved through whole -part and class – sub class relations, e.g. Solar system, planets, stars, asteroids |
|  | **Connectives/ Conjunctions**  Clauses joined mostly by simple coordinating conjunctions (e.g. and, but, so), also subordinating conjunctions might be used e.g. when – When chicks hatch, they make a ‘peep, peep’ sound. | **Connectives/ Conjunctions**  Clauses joined by coordinating conjunctions (e.g. and, but, so, yet, for), also subordinating conjunctions are used when dependent clauses are present e.g. **When** food is scarce, sugar gliders huddle together to keep warm. **If** a predator catches a gecko’s tail, it drops off. | **Connectives/ Conjunctions**  Combination of clauses joined by coordinating conjunctions (e.g. and, but, so, yet, for) and subordinating conjunctions when dependent clauses are present e.g. **As** the earth rotates on its axis, it also revolves around the Sun. |
|  | **Images/ Diagrams**  Images or simple labelled diagrams might be used to illustrate the topic of the information report | **Images/ Diagrams**  Images or labelled diagrams might be used to illustrate the topic of the information report. | **Images/ Diagrams**  Images or labelled diagrams might be used to illustrate the topic of the information report. |
| **Victorian Curriculum Links: English** | Understand that texts can take many forms, and that imaginative and informative texts have different purposes ([VCELA141](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA141))  Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements ([VCELY194](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELY194))  Understand that different types of texts have identifiable text structure and language features that help the text serve its purpose ([VCELA212](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA212))  Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction ([VCELA214](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA214)) | Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context, including tense and types of sentences ([VCELA246](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA246))  Understand that paragraphs are a key organisational feature of written texts ([VCELA259](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA259))  Identify features used in imaginative, informative and persuasive texts to meet the purpose of the text, and understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience ([VCELA277](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA277))  Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives ([VCELA290](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA290))  Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features ([VCELY299](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELY299)) | Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold ([VCELA321](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA321))  Understand that cohesive links can be made in texts by omitting or replacing words ([VCELA348](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA348))  Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience ([VCELY358](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELY358)) |