

1.73 Write an information report

Topic: Animals

Subtopic: Describing animals

Activity type/skill: Planning and writing

Literacy focus: Writing

Genre: Information reports

Objective

- Produce independently an information report about an animal using appropriate structure, vocabulary and language features.

What you need

- Student worksheet (see next page)
- [Animals poster](#)

What to do

1. Explain that, in this activity, students will plan and write an information report on an animal of their own choice.
2. To prepare for writing and give students some ideas, you could:
 - talk about the animals poster
 - reread some of the texts in this topic and any texts about animals students may have enjoyed
 - visit popular websites
 - play games with the word cards to revise vocabulary.
3. Look at the graphic outline on the student worksheet and explain that this is for students to organise their ideas under appropriate headings when they have chosen the animal they will write about. Explain that they don't have to write in sentences at this stage and refer them back to the star diagrams they made in earlier activities.
4. Have them do this independently and then show you their work. Prompt them to add more details using the target vocabulary. Prompt them to use a range of action verbs and adjectives.
5. When they are satisfied that they have gathered all the information they need, have them write a draft on rough paper. Explain that this should include title, structure (classification and description) and language features, including:
 - sentences that start with a capital letter and end with a full stop
 - correct use of 'is/are', 'has/have' and action verbs
 - appropriate use of target vocabulary, spelled accurately
 - relevant illustration(s).
6. Check their drafts with them and point out any parts that need further work. Encourage them to suggest what corrections could be made.
7. Have them write their final information report and labelled illustration on a clean sheet of paper.
8. Encourage them to share their work with others, and display or publish work if possible. Use the checklist in step 5 above to assess and record each student's achievement.

Activity seventy-three

What do they look like?

Where do they live?

What are they?

What do they do?

What do they eat?