

INFORMATIVE TEXTS – TEXT FORMS AND FEATURES

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 | Level 7 | Level 8 | Level 9 | Level 10 | Level 11 | Level 12 | Level 13 | Level 14 |
|--|--|---|--|---|--|---|---|--|--|---|--|---|---|
| Procedure Sequences pictures of a familiar activity. | Procedure Organises visuals in sequential order. Matches or provides some key words (action and/or object) as labels either orally, or in writing. | Procedure Matches objects with the word and draws pictures of objects needed. Sequences pictures to wording or numbering of steps. Names action in each step. | Procedure Using a writing framework, constructs simple procedure of familiar activity. Writes method in order. | Procedure Using a template with subheadings provided, records goal, ingredients and/ or utensils and steps using subheadings. | Procedure Independently composes simple texts with goal, ingredients/ utensils and steps, using subheadings. | Simple mathematical/scientific investigation Answers questions, completes sentences and supplies/ records data in tables provided. | Simple mathematical/scientific investigation Uses scaffolding questions or writing frameworks to compose simple investigations with an aim, prediction, equipment, method and results. | Simple mathematical/scientific investigation Using guiding questions, recounts and reflects on processes used. Begins with predictions or aims; recounts processes used in active voice; records findings, and offers a simple explanation/ interpretation of the results. | Mathematical/scientific investigation Composes simple investigations. Begins with aim and predictions/ hypothesis; recounts processes used in active voice; records findings and offers a simple explanation of the design/ method. Incorporates labelled diagrams, charts and graphs. | Mathematical/scientific investigation Begins to independently compose investigations, based on provided headings and instructions for each stage, including for example: an introduction; aim; hypothesis; method using passive voice; results; discussion of results; and conclusion. | Mathematical/scientific investigation Independently composes investigations, based on provided headings for each stage, including for example: an introduction; aim; hypothesis; method using passive voice; results; analysis of results; and conclusion. | Mathematical/scientific investigation Composes investigations, including for example: an introduction; aim; hypothesis; method using passive voice; results; analysis of results; a conclusion with diagrams, charts, graphs; and a brief evaluation. | Mathematical/scientific investigation Continues to compose investigations, including for example: an introduction; aim; hypothesis; method; results; analysis of results; conclusion; and more developed evaluation with diagrams, charts and graphs. |
| Description Copies words to label pictures. | Description Labels drawings of items relevant to immediate context. | Description Relying heavily on models, writes 2–3 clauses/ fragments about him/herself that relate to appearance, family or home. | Description/report Sorts information under given headings. Draws pictures and writes several pieces of information about an object or a living thing. Writes simple statements of comparison in maths. | Description/report Writes several sentences of logically ordered information. Matches information to subheadings, a series of photos or questions provided as writing frameworks. | Description Writes simple descriptions of historical people and places. Tentatively uses a simple introductory sentence. Descriptive report Begins to use subheadings to construct short texts covering a few aspects or characteristics. | Description/report Includes an introductory sentence and groups like information into subtopics to construct reports with some detailed description. Uses paragraphs and subheadings in written text. | Description Includes a separate introduction and uses subtopics/ paragraphs organised under headings effectively for change of aspect or feature. Descriptive report With some accuracy, draws on more than one source of information to construct reports with increasingly detailed description and information. | Description and descriptive/comparative report Draws on more than one source of information for appropriately detailed information, organising it into paragraphs with appropriate nominalised subheadings, eg Habitat. | Description/classifying report Composes detailed descriptions of places of the past using source material. Composes basic reports beginning with a general statement or definition as the introduction followed by appropriate subtopics with headings and/or topic sentences to orient the reader to the subtopics of each paragraph. | Descriptive/comparative and classifying reports, news reports, fact sheets and infographics, and feature articles Composes longer, more complex examples, incorporating multiple sources and visuals/digital elements (maps, photos and labelled diagrams, hyperlinks) with control of paragraphs, including an introductory paragraph that orients the reader to the topic; a definition and/or classification; and headings/topic sentences that clearly orient the reader to various subtopics of a paragraph/s. Investigation reports, eg historical/geographical inquiry, investigative/enterprise reports Composes simple macro-genre reports including: the investigation question; information gathered and organised under a series of sub-questions/ subtopics; and a conclusion which gives a summary answer to the question. | | | |
| | | | | | | | | | | Composes macro-genre reports with: an overarching question; information organised as a series of longer subtopics; and a more developed conclusion answering the question. | Composes macro-genre reports with: the question and brief background to orient the reader; information organised as a connected series of subtopics; and a developed conclusion. | Composes macro-genre reports with: the question, and background that orients the reader well; information organised as a well-connected series of subtopics; and a well-developed conclusion to answer the question. | |

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The Department for Education requests attribution as:
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INFORMATIVE TEXTS – TEXT FORMS AND FEATURES *Continued*

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|---------|---------|---------|---|--|--|--|--|---|--|--|---|--|--|
| | | | Sequential explanation Sequences visuals of a familiar event in the natural world, eg flower growing. Draws pictures and gives a simple oral explanation. | Sequential explanation Constructs a visual showing each stage (eg flowchart) as the basis of a brief sequential explanation with logically ordered events and writes a fragment or very short sentence for each stage. | Sequential explanation Constructs brief sequential explanations with logically ordered events, with 1–2 short sentences for each stage to support visuals, eg flowchart. | Sequential explanation Constructs short sequential explanations with a title and a short paragraph for each stage in the sequence of events supported by visual texts. | Sequential explanation Composes simple sequential explanations, eg a life cycle based on a diagram. Begins to use opening statements. Causal explanation Begins to compose simple causal explanations using writing scaffolds and/or strongly supported by visuals. | Sequential/causal explanation and historical account Constructs sequential explanations and simple causal explanations with diagrams and/or flowcharts. Includes a more complex introduction. | Causal explanation and historical account Constructs texts drawing on more than one source, using understanding of structure and language to sequence, express cause and effect and evaluate, with effective organisation. Written texts are well paragraphed. | Causal explanation and historical account Creates explanations, with illustrations. Factorial or consequential explanation Begins to compose simple, short examples of these explanations with an opening paragraph that orients reader to the concept to be explained. | Causal explanation and historical account Composes explanations with opening paragraphs that clearly orient the reader to the concept to be explained (eg a definition) and effectively links to illustrations. Factorial or consequential explanation Creates simple forms of these explanations. | Factorial or consequential explanation and historical account Creates these explanations with more detail provided in the written text and begins to create accounts which provide more than one explanation for the events. | Factorial or consequential explanation Constructs longer, more detailed explanations with effective paragraphing. Factorial or consequential explanation Begins to compose simple forms of these using models and diagrams. |