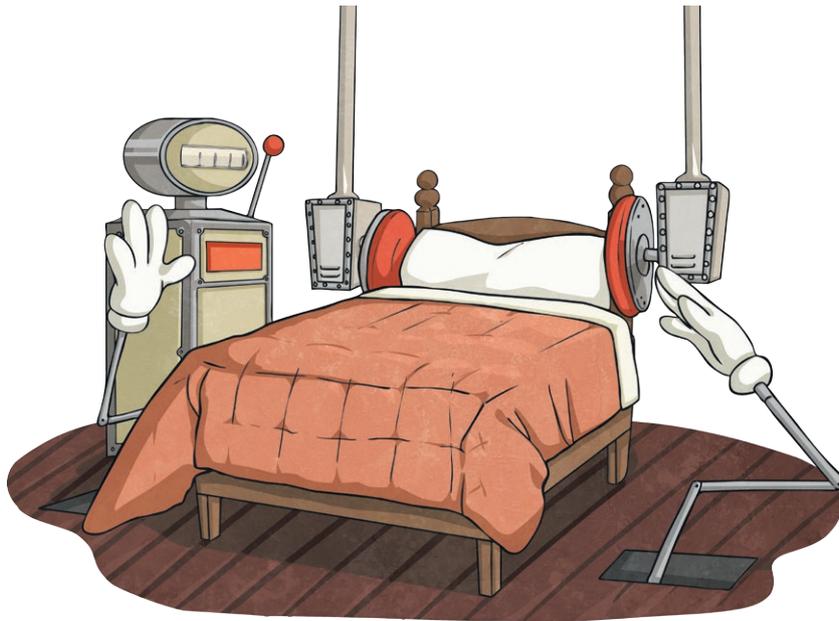


# Y6 Example Information Text: Explanation

## How Can the Snoozatron Help You Sleep?

When Wallace is struggling to sleep, he activates his 'Snoozatron' device. This remarkable contraption will help any insomniac inventor return swiftly to the land of nod. Would you like to know how it works? Then read on...



Auto-Comfy Bed

## How It Works

Finding that he's wide awake in the middle of the night, Wallace pulls the big, red lever (next to his bed) that activates the machine; immediately, an alarm rings in Gromit's bedroom. As a result, his faithful assistant wakes up, retrieves a sheep costume from the wardrobe where it's kept and puts it on.

Meanwhile, back in Wallace's room, several mechanisms spring into action: giant mechanical hands – covered in soft fabric – bounce out from under his bed, re-tucking his covers; two huge leather pads appear and begin to push and plump the pillows from both sides (see illustration), before both devices disappear again. A pair of pincers then swings down and deposits a cosy hot water bottle on Wallace's lap. This is accompanied by another arm, which

## Y6 Example Information Text: Explanation

passes him his favourite teddy bear. As a consequence of all these events, Wallace starts to feel warm and comfortable again. At the same time, the picture on the wall nearby folds down to reveal a record player, which subsequently begins to play soothing music. Additionally, the sound of lambs bleating can be heard.

At this point, Gromit is sleepily waiting in the kitchen, with a cup of tea, because he knows he'll soon be called to action. A hatch drops open above him and Wallace calls down, "Ready Gromit!" Gromit sighs. Warily, he steps back onto a circular platform, which is in turn mounted on a massive spring. Suddenly, he is catapulted through the hatch into Wallace's room and up past the end of the bed, before falling back and rebounding on the platform.

This final process is repeated over and over. Every time 'Gromit the sheep' appears, Wallace counts: "One, two, three..." until he starts to feel sleepy again - the Snoozatron can reliably bounce Gromit up to 9999 times!



Sheep Costume

# Y6 Example Information Text: Explanation

## Annotated Genre Features

<sup>1</sup>a question as a title

<sup>2</sup>write an introduction

<sup>3</sup>detailed information about the topic

<sup>4</sup>causal conjunctions and adverbials

<sup>5</sup>technical language for the topic

<sup>6</sup>time conjunctions and adverbials to show the order of events

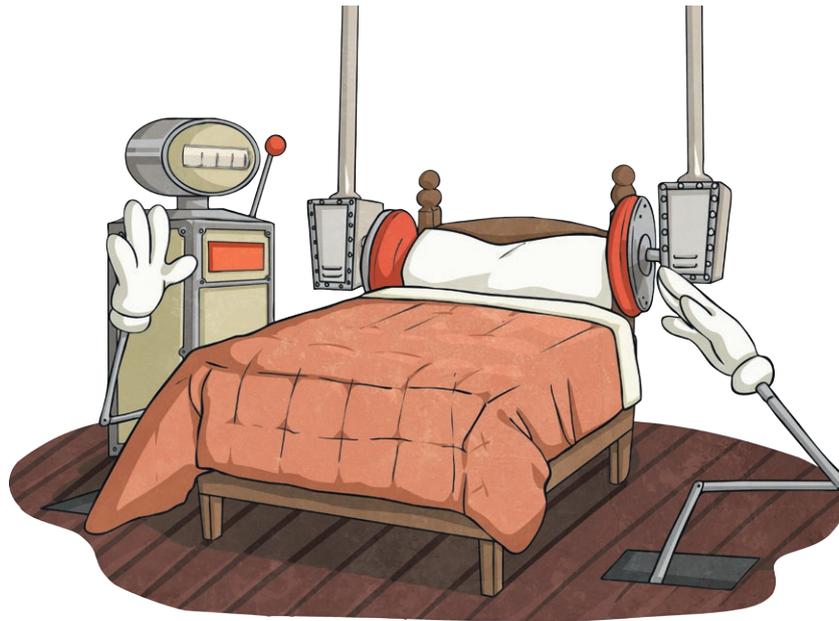
<sup>7</sup>diagrams or illustrations (with captions)

<sup>8</sup>organisational and presentational devices to structure my text

<sup>9</sup>ends with a summary

### How Can the Snoozatron Help You Sleep?<sup>1&8</sup>

When Wallace is struggling to sleep, he activates his 'Snoozatron' device. This remarkable contraption will help any insomniac inventor return swiftly to the land of nod. Would you like to know how it works? Then read on...<sup>2</sup>



Auto-Comfy Bed<sup>7</sup>

### How It Works<sup>3</sup>

Finding that he's wide awake in the middle of the night, Wallace pulls the big, red lever<sup>5</sup> (next to his bed) that activates<sup>5</sup> the machine; immediately<sup>6</sup>, an alarm rings<sup>3</sup> in Gromit's bedroom. As a result<sup>4</sup>, his faithful assistant wakes up, retrieves a sheep costume<sup>3</sup> from the wardrobe where it's kept and puts it on.

Meanwhile<sup>6</sup>, back in Wallace's room, several mechanisms<sup>5</sup> spring into action: giant mechanical hands<sup>3</sup> – covered in soft fabric – bounce out from under his bed, re-tucking his covers; two huge leather pads appear and begin to push and plump the pillows from both sides (see illustration)<sup>8</sup>, before both devices<sup>5</sup> disappear again. A pair of pincers<sup>3</sup> then swings down and deposits a cosy hot water bottle on Wallace's lap. This is accompanied by<sup>6</sup> another arm, which

## Y6 Example Information Text: Explanation Annotated Genre Features

<sup>1</sup>a question as a title

<sup>2</sup>write an introduction

<sup>3</sup>detailed information about the topic

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<sup>9</sup>ends with a summary

passes him his favourite teddy bear. As a consequence<sup>4</sup> of all these events, Wallace starts to feel warm and comfortable again. At the same time<sup>6</sup>, the picture on the wall nearby folds down to reveal a record player, which subsequently<sup>6</sup> begins to play soothing music<sup>3</sup>. Additionally, the sound of lambs bleating can be heard.

At this point<sup>4</sup>, Gromit is sleepily waiting in the kitchen, with a cup of tea, because<sup>4</sup> he knows he'll soon<sup>6</sup> be called to action. A hatch drops open above him and Wallace calls down, "Ready Gromit!" Gromit sighs. Warily, he steps back onto a circular platform<sup>5</sup>, which is in turn mounted on a massive spring. Suddenly<sup>6</sup>, he is catapulted through the hatch<sup>3</sup> into Wallace's room and up past the end of the bed, before falling back<sup>3</sup> and rebounding<sup>5</sup> on the platform.

This final process is repeated over and over. Every time 'Gromit the sheep' appears, Wallace counts: "One, two, three..." until<sup>6</sup> he starts to feel sleepy again - the Snoozatron can reliably bounce Gromit up to 9999 times!<sup>9</sup>



Sheep Costume<sup>7</sup>

# Y6 Example Information Text: Explanation

## Annotated Grammar, Punctuation and Spelling Features

All text:  
Accurate spelling, punctuation and grammar taught in previous years is demonstrated throughout the text.

<sup>2</sup>formal vocabulary and sentence structure that matches the formality of the text

<sup>3</sup>a range of linking words/phrases, including adverbials, to join sentences and paragraphs together (e.g. first, then, after, while, significantly, likewise, for instance) as well as repetition and ellipsis

<sup>4</sup>passive verbs (e.g. The Spanish team were beaten by France or The sweets were eaten by the children.)

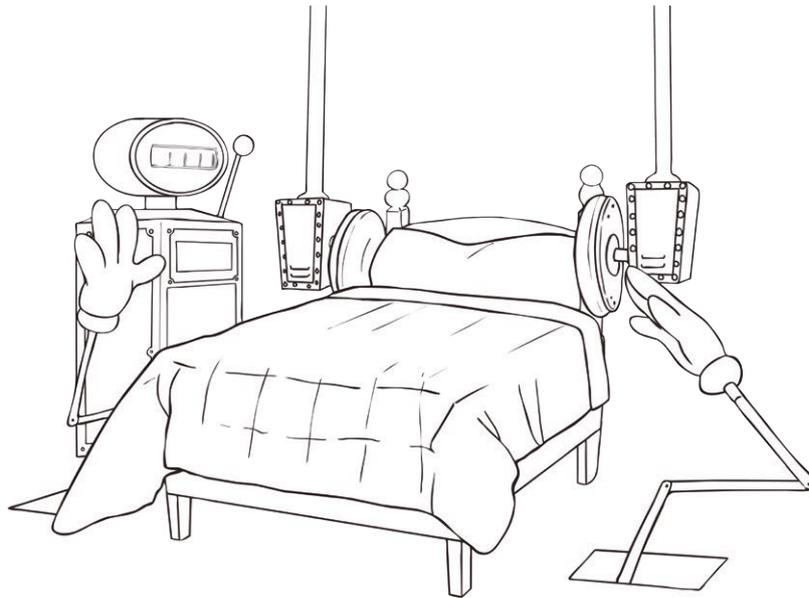
<sup>5</sup>modal verbs (e.g. can, could, should, would)

<sup>6</sup>multi-clause sentences

<sup>7</sup>single clause sentence for effect - short and snappy sentence

### How Can the Snoozatron Help You Sleep?

When Wallace is struggling to sleep<sup>8</sup>, he activates his 'Snoozatron'<sup>12</sup> device. This remarkable<sup>3</sup> contraption<sup>2</sup> will<sup>5</sup> help any insomniac inventor<sup>11</sup> return swiftly<sup>10</sup> to the land of nod<sup>9</sup>. Would<sup>5</sup> you like to know how it works? Then read on...



Auto-Comfy Bed

### How It Works

Finding that he's wide awake in the middle of the night<sup>9</sup>, Wallace pulls the big, red lever<sup>11</sup> (next to his bed)<sup>15</sup> that<sup>8</sup> activates the machine<sup>2;16</sup> immediately, an alarm rings in Gromit's bedroom. As a result<sup>3</sup>, his faithful assistant wakes up, retrieves a sheep costume from the wardrobe<sup>9</sup> where it's kept<sup>8</sup> and puts it on.

Meanwhile<sup>3</sup>, back in Wallace's room<sup>14</sup>, several mechanisms<sup>2</sup> spring into action:<sup>16</sup> giant mechanical hands<sup>11</sup> – covered in soft fabric<sup>15</sup> – bounce out from under his bed, re-tucking<sup>17</sup> his covers; two huge leather pads<sup>11</sup> appear and begin to push and plump the pillows from both sides (see illustration)<sup>15, 13</sup> before both devices disappear again. A pair of pincers<sup>11</sup> then swings down

<sup>8</sup>relative clauses within sentences starting with who, which, where, when, whose and that. (e.g. My mum, who is a great chef, cooked dinner for me.)

<sup>9</sup>preposition phrases to add detail and clarity (e.g. under the floorboards, across the room)

<sup>10</sup>adverbs and adverbials to add detail and clarity (e.g. bravely, often, repeatedly, in the blink of an eye)

<sup>11</sup>expanded noun phrases to add detail and clarity (e.g. a state-of-the-art computer or a hideous, green alien with a pointy nose.)

<sup>12</sup>inverted commas

<sup>13</sup>commas for clarity

<sup>14</sup>apostrophes for possession

<sup>15</sup>brackets, dashes and commas for parenthesis

<sup>16</sup>semi-colons, dashes and colons to separate clauses

<sup>17</sup>hyphens to avoid ambiguity

<sup>18</sup>Y5/Y6 statutory spelling words

# Y6 Example Information Text: Explanation

## Annotated Grammar, Punctuation and Spelling Features

All text:

Accurate spelling, punctuation and grammar taught in previous years is demonstrated throughout the text.

<sup>2</sup>formal vocabulary and sentence structure that matches the formality of the text

<sup>3</sup>a range of linking words/phrases, including adverbials, to join sentences and paragraphs together (e.g. first, then, after, while, significantly, likewise, for instance) as well as repetition and ellipsis

<sup>4</sup>passive verbs (e.g. The Spanish team were beaten by France or The sweets were eaten by the children.)

<sup>5</sup>modal verbs (e.g. can, could, should, would)

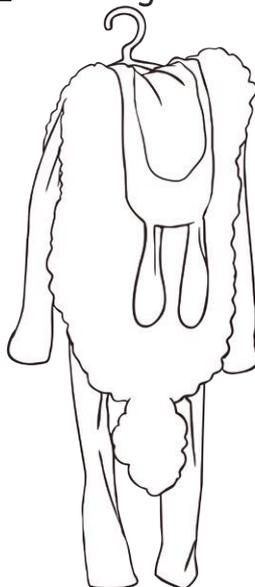
<sup>6</sup>multi-clause sentences

<sup>7</sup>single clause sentence for effect - short and snappy sentence

and deposits<sup>2</sup> a cosy hot water bottle on Wallace's lap. This is<sup>2</sup> accompanied<sup>18</sup> by another arm, which passes him his favourite teddy bear<sup>8</sup>. As a consequence<sup>3</sup> of all these events, Wallace starts to feel warm and comfortable again. At the same time<sup>9</sup>, the picture on the wall nearby<sup>9</sup> folds down to reveal<sup>2</sup> a record player, which subsequently begins to play soothing music<sup>8</sup>. Additionally<sup>3</sup>, the sound of lambs bleating<sup>2</sup> can be heard<sup>4</sup>.

At this point<sup>3</sup>, Gromit is sleepily<sup>10</sup> waiting in the kitchen,<sup>15</sup> with a cup of tea<sup>9, 15</sup> because he knows he'll soon be called<sup>4</sup> to action. A hatch drops open above him<sup>9</sup> and Wallace calls down, "Ready Gromit!"<sup>12</sup> Gromit sighs<sup>7</sup>. Wearily<sup>10</sup>, he steps back onto a circular<sup>2</sup> platform, which is in turn mounted on a massive spring<sup>2</sup>. Suddenly<sup>10</sup>, he is catapulted<sup>4</sup> through the hatch into Wallace's<sup>14</sup> room and up past the end of the bed<sup>9</sup>, before<sup>3</sup> falling back and rebounding on the platform.

This final process<sup>3</sup> is repeated<sup>4</sup> over and over. Every time 'Gromit the sheep'<sup>12</sup> appears, Wallace counts: "One, two, three..."<sup>12</sup> until<sup>10</sup> he starts to feel sleepy again -<sup>16</sup> the Snoozatron can<sup>5</sup> reliably bounce Gromit up to 9999 times!



Sheep Costume

<sup>8</sup>relative clauses within sentences starting with who, which, where, when, whose and that. (e.g. My mum, who is a great chef, cooked dinner for me.)

<sup>9</sup>preposition phrases to add detail and clarity (e.g. under the floorboards, across the room)

<sup>10</sup>adverbs and adverbials to add detail and clarity (e.g. bravely, often, repeatedly, in the blink of an eye)

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<sup>16</sup>semi-colons, dashes and colons to separate clauses

<sup>17</sup>hyphens to avoid ambiguity

<sup>18</sup>Y5/Y6 statutory spelling words

# Y6 Example Information Text: Explanation

## Annotated Grammar, Punctuation and Spelling Features

All text:  
Accurate spelling, punctuation and grammar taught in previous years is demonstrated throughout the text.

<sup>2</sup>formal vocabulary and sentence structure that matches the formality of the text

<sup>3</sup>a range of linking words/phrases, including adverbials, to join sentences and paragraphs together (e.g. first, then, after, while, significantly, likewise, for instance) as well as repetition and ellipsis

<sup>4</sup>passive verbs (e.g. The Spanish team were beaten by France or The sweets were eaten by the children.)

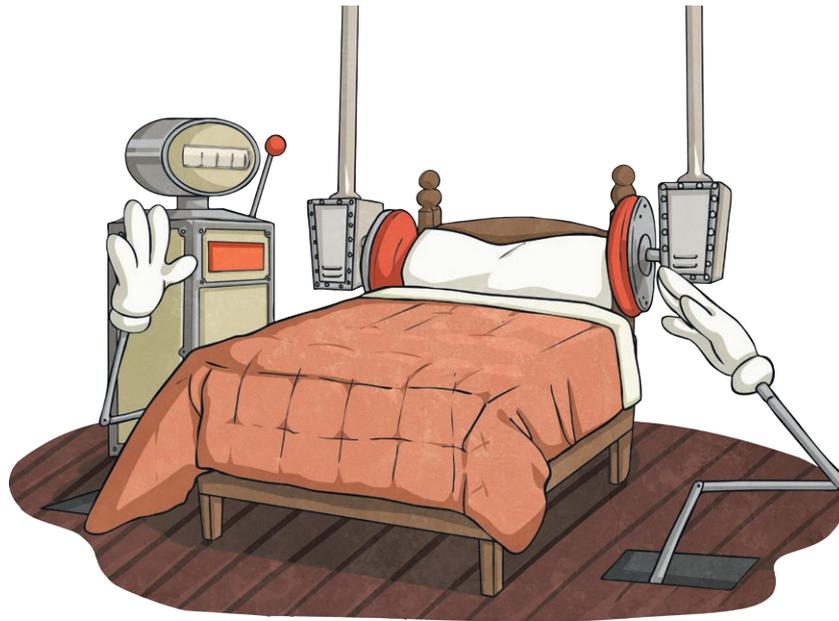
<sup>5</sup>modal verbs (e.g. can, could, should, would)

<sup>6</sup>multi-clause sentences

<sup>7</sup>single clause sentence for effect - short and snappy sentence

### How Can the Snoozatron Help You Sleep?

When Wallace is struggling to sleep<sup>8</sup>, he activates his 'Snoozatron'<sup>12</sup> device. This remarkable<sup>3</sup> contraption<sup>2</sup> will<sup>5</sup> help any insomniac inventor<sup>11</sup> return swiftly<sup>10</sup> to the land of nod<sup>9</sup>. Would<sup>5</sup> you like to know how it works? Then read on...



Auto-Comfy Bed

### How It Works

Finding that he's wide awake in the middle of the night<sup>9</sup>, Wallace pulls the big, red lever<sup>11</sup> (next to his bed)<sup>15</sup> that<sup>8</sup> activates the machine<sup>2</sup>;<sup>16</sup> immediately, an alarm rings in Gromit's bedroom. As a result<sup>3</sup>, his faithful assistant wakes up, retrieves a sheep costume from the wardrobe<sup>9</sup> where it's kept<sup>8</sup> and puts it on.

Meanwhile<sup>3</sup>, back in Wallace's room<sup>14</sup>, several mechanisms<sup>2</sup> spring into action:<sup>16</sup> giant mechanical hands<sup>11</sup> – covered in soft fabric<sup>15</sup> – bounce out from under his bed, re-tucking<sup>17</sup> his covers; two huge leather pads<sup>11</sup> appear and begin to push and plump the pillows from both sides (see illustration)<sup>15</sup>,<sup>13</sup> before both devices disappear again. A pair of pincers<sup>11</sup> then swings down

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<sup>10</sup>adverbs and adverbials to add detail and clarity (e.g. bravely, often, repeatedly, in the blink of an eye)

<sup>11</sup>expanded noun phrases to add detail and clarity (e.g. a state-of-the-art computer or a hideous, green alien with a pointy nose.)

<sup>12</sup>inverted commas

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<sup>16</sup>semi-colons, dashes and colons to separate clauses

<sup>17</sup>hyphens to avoid ambiguity

<sup>18</sup>Y5/Y6 statutory spelling words

# Y6 Example Information Text: Explanation

## Annotated Grammar, Punctuation and Spelling Features

All text:

Accurate spelling, punctuation and grammar taught in previous years is demonstrated throughout the text.

<sup>2</sup>formal vocabulary and sentence structure that matches the formality of the text

<sup>3</sup>a range of linking words/phrases, including adverbials, to join sentences and paragraphs together (e.g. first, then, after, while, significantly, likewise, for instance) as well as repetition and ellipsis

<sup>4</sup>passive verbs (e.g. The Spanish team were beaten by France or The sweets were eaten by the children.)

<sup>5</sup>modal verbs (e.g. can, could, should, would)

<sup>6</sup>multi-clause sentences

<sup>7</sup>single clause sentence for effect - short and snappy sentence

and **deposits**<sup>2</sup> a cosy hot water bottle on Wallace's lap. **This is**<sup>2</sup> **accompanied**<sup>18</sup> by another arm, **which passes him his favourite teddy bear**<sup>8</sup>. **As a consequence**<sup>3</sup> of all these events, Wallace starts to feel warm and comfortable again. **At the same time**<sup>9</sup>, the picture **on the wall nearby**<sup>9</sup> **folds down to reveal**<sup>2</sup> a record player, **which subsequently begins to play soothing music**<sup>8</sup>. **Additionally**<sup>3</sup>, the sound of lambs **bleating**<sup>2</sup> **can be heard**<sup>4</sup>.

**At this point**<sup>3</sup>, Gromit is **sleepily**<sup>10</sup> waiting in the kitchen,<sup>15</sup> **with a cup of tea**<sup>9, 15</sup> because he knows he'll soon **be called**<sup>4</sup> to action. A hatch drops open **above him**<sup>9</sup> and Wallace calls down, **"Ready Gromit!"**<sup>12</sup> **Gromit sighs**<sup>7</sup>. **Wearily**<sup>10</sup>, he steps back onto a **circular**<sup>2</sup> platform, **which is in turn mounted on a massive spring**<sup>8</sup>. **Suddenly**<sup>10</sup>, he **is catapulted**<sup>4</sup> through the hatch into **Wallace's**<sup>14</sup> room and **up past the end of the bed**<sup>9</sup>, **before**<sup>3</sup> falling back and rebounding on the platform.

**This final process**<sup>3</sup> **is repeated**<sup>4</sup> over and over. Every time **'Gromit the sheep'**<sup>12</sup> appears, Wallace counts: **"One, two, three..."**<sup>12</sup> **until**<sup>10</sup> he starts to feel sleepy again -<sup>16</sup> the Snoozatron **can**<sup>5</sup> reliably bounce Gromit up to 9999 times!



Sheep Costume

<sup>8</sup>relative clauses within sentences starting with who, which, where, when, whose and that. (e.g. My mum, who is a great chef, cooked dinner for me.)

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