

Explore Wildlife on Your Doorstep

Non-fiction

Content domain focus:

2a give/explain the meaning of words in context

2b retrieve and record information/identify key details from fiction and non-fiction

2f identify/explain how information/narrative content is related and contributes to meaning as a whole

Text summary

This text is taken from a leaflet produced by Wychavon District Council (in Worcestershire) to promote the attractions of its 'Wetlands for All' project in Pershore.

Unit summary

The unit uses a locally-produced information text that seeks to persuade people – children and adults – to use a local resource. The questions, therefore, focus on both information retrieval and the use of persuasive language, and ask the children to assess the extent to which the leaflet succeeds in meeting its aims, i.e. to persuade people to visit. Questions test information on the second page of the leaflet, so children can be directed here when taking the test.



Teaching prompts

- Ask the children if they have ever noticed the free leaflets advertising local tourist attractions that can be found in libraries, shops, council offices. (You could show them some examples).
- Have they ever looked at one, or used one when they have been on holiday?
- Ask: *What would you expect such a leaflet to offer? What would make a good one?*
- Explain that they are going to look at an example of one of these leaflets, and see how well it works.

Revisiting the text

Ask the children to:

- explain whether they found it easy to locate the information they were asked to find. Ask: *What strategies did you use? How did the leaflet help or hinder you in finding the information?* Check their answers to questions 1–5
- comment on the language of the leaflet. Ask: *What did you think the writer was trying to do: inform or persuade, or both?* Look at their answers to questions 6–8
- comment on the leaflet as a whole. Ask: *Did it provide a clear picture of what a wetland was like? How was it organised? What different devices were used to create the leaflet?* Look at their answers to questions 9 and 10
- sum up what makes a good information leaflet. If they were creating a list of key ingredients, what would they include?
- produce their own leaflet for a local attraction, drawing on their experience of this and other locally available leaflets.

 **Answers**

1. Along the river bank; follow the footpaths through the wetlands. [2b]
2. camouflaged cases [2b]
3. nectar from the cuckoo flower [2b]
4. blackbirds and goldfinches [2b]
5. **Spring:** ladies' smock; cuckoo flower; orange tip butterflies
Summer: swifts; swallows; sedge warblers; dragonflies
Autumn: blackbirds; goldfinches; blackberries; sloes
Winter: starlings [2b]
6. hidden depths [2a]
7. delve = dig; predator = hunter; bask = relax, lie down, e.g. in sun [2a]
8. Any two from the following, or the equivalent.

Examples of persuasive language	How does it try to persuade?
a wonderful place	This tells us how good it is, rather than just describing it.
turns to gold and fire	This paints a colourful picture using exaggerated language.
Come and explore with us ...	This urges us to visit.

[2f]

9. Accept answers along the lines of: Wetlands are areas of countryside combining land and water that are set aside to encourage wildlife. [2f]
10. Accept any point of view that is well-supported by reference to the text, e.g. Yes, because it describes the range of wildlife you can see there very well./No, because I prefer to visit zoos so that I can see wildlife that is more unusual and comes from different countries. [2f]

 **Assessment**

Questions 1–5 provide further experience of information retrieval, and test the children’s ability to quickly find and collect information from the passage. Questions 6 and 7 look at the language of the passage, and test whether the children can use context to understand possibly unfamiliar vocabulary. Questions 8–10 ask the children to evaluate the passage, and its effectiveness in describing what a wetland is and persuading people to visit it. To be secure in their learning, children will need to demonstrate confidence in answering all three types of question.

Next steps

Continue to provide the children with practice in quickly and effectively locating and retrieving information from texts, equipping them with simple strategies to do so.

Make use of texts such as these that are found in the local area to improve the children’s ability to read for information and to assess the effectiveness of what they read: whether it is ‘fit for purpose’. Such texts will also act as models for the children in their own writing, encouraging them to ‘read as a writer’ and ‘write as a reader’.