

Progression in information texts (on page and on screen)

As well as the specific progression in comprehending and composing different types of non-fiction texts (recounts, instructions, reports, explanations, persuasion and discussion texts), there is a generic progression in using research skills and creating information texts. This matrix shows progressively what children can do independently at the end of each year. It assumes that within the year there will be a progression in which the teacher demonstrates and models before children's independent attempts. In many instances, children will have had oral experience before being asked to write. Setting success criteria and evaluating own work is also inherent in this matrix.

The area of research skills has five inter-related components:

- determining the existing knowledge base and the specific area for research
- sourcing and evaluating the reference material
- using alphabetically ordered materials
- locating the information within the identified page or screen
- note-making

Cross curricular links

Across the age phases *many* opportunities for purposely applying and developing research skills and creating information texts occur in all other areas of the curriculum. Much of children's learning about research skills and information texts will occur in these contexts. It is important for the curriculum choices to reflect diversity.

Links to key aspects of learning

Reading and writing information texts will involve children in using elements from all of the cross curricular, key aspects of learning explored in *Learning and Teaching in the Primary Years* - creative thinking, communication, empathy, enquiry, evaluation, information processing, managing feelings, motivation, problem solving, reasoning, self awareness and social skills. In researching and creating information texts, children will particularly use **communication** and

- Information processing
Example Y2: Scan texts to find specific sections, e.g. key words or phrases, subheadings and skim-read title, contents page, illustration, chapter headings and sub-headings to speculate what a book might be about
- enquiry
Example Y5: Routinely prepare for factual research by reviewing what is known, what is needed, what is available and where one might search.
- evaluation
Example Y6: Evaluate the language, style and effectiveness of examples of non-fiction writing

Children with Special Educational Needs and/ or Learning Difficulties/ Disabilities

Learning objectives should be chosen which are related to the aspect on which the whole class is working. If with appropriate access strategies and support a child can not work towards the same learning objective as the rest of the class, teachers may want to track back to an earlier objective. The structure and the new electronic format of the renewed frameworks for literacy and mathematics support **multi-level curriculum planning**, and allow teachers to easily track back through a progression strand to locate earlier learning objectives. It also makes direct links to a wealth of other useful materials which will help to plan teaching and children's learning. Further guidance and principles on tracking back can be found in *Including all children in the literacy hour and daily mathematics lesson: management guide* (Ref: 0466). Further useful references for children working significantly below age related expectations can be found in the QCA/DfES documents *Planning, teaching and assessing the curriculum for pupils with learning difficulties* (QCA/01/736 www.nc.uk.net/lid) and the QCA DVD 'Using the P scales' QCA/05/1589.

Planning for individual children or groups of children based on assessment for learning will be informed by knowledge of their priorities. For the majority of the time it will be appropriate for children to work on objectives that are similar and related to the whole class. However, at other times you will also have to consider whether the children have other priority needs that are central to their learning, for example a need to concentrate on some key skills.

For further guidance on planning for children with SEN/LDD see the library section and *Learning and teaching for children with special educational needs in the primary years* (ref: 0302/2004 G) *Teaching the literacy hour and daily mathematics lesson in special settings*.

Teaching the daily mathematics lesson for children with severe or profound and multiple learning difficulties (ref 0033/2003)

Children who are gifted and talented

Children who are working well above the overall level of their class or group will benefit from planning that may:

- add breadth (for example enrichment through a broader range of content, tasks and resources)
- increase depth (for example extension through complexity)
- accelerate the pace of learning by tracking forward to later objectives within or across key stages

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For further guidance on planning for gifted and talented children see the library section and www.nc.uk.net/gt/general/05_environment.htm.

Children learning English as an additional language (EAL)

Children learning EAL must be supported to access curriculum content while also developing cognitive and academic language within whole-class, group and independent contexts. With the exception of children learning EAL who also have SEN, it is critical to maintain a level of cognitive challenge which is consistent with that of the rest of the class. Children who are /have become conversationally fluent will continue to require explicit attention to the development of the academic language associated with the subject and of specific aspects within the subject. Planning should identify the language demands of the objectives and associated activities and making sure EAL learners know and can use the language demanded by the curriculum content of the unit/lesson then becomes an additional objective. In order to identify the language demands, teachers and practitioners should consider the language children will need to understand in order to access this activity, and the language they will need to be able to produce, either oral or written, in order to demonstrate success in achieving the learning intentions.

For further guidance on planning for children learning EAL see the overview of planning for each year group, the library section and also *Learning and teaching for bilingual children in the primary years: Unit 1 Planning and Assessment for Language and Learning and Unit 2: Creating the Learning Culture, Making it work in the classroom*.

	Research skills (on page and on screen)	Creating information texts (on page and on screen)
Foundation Stage	<ul style="list-style-type: none"> • Track the words in text in the right order, page by page, left to right, top to bottom • Learn order of alphabet through alphabet books, rhymes and songs 	<ul style="list-style-type: none"> • Distinguish between writing and drawing and write labels for pictures and drawings. • Attempt writing for various purposes, using features of different forms, e.g. lists, stories and instructions
Year 1	<ul style="list-style-type: none"> • Pose questions before reading non-fiction to find answers. • Secure alphabetic letter knowledge and order and use simplified dictionaries. • Initially with adult help and then independently, choose a suitable book to find the answers by orally predicting what a book might be about from a brief look at both front and back covers, including blurb, title, illustrations. Read and use captions, labels and lists. Begin to locate parts of text that give particular information, e.g. titles, contents page, index, pictures, labelled diagrams, charts, and locate information using page numbers and words by initial letter. • Record information gleaned from books, (e.g.) as lists, a completed chart, extended captions for display, a fact file on IT. 	<ul style="list-style-type: none"> • Convey information and ideas in simple non-narrative forms such as labels for drawings and diagrams, extended captions and simple lists for planning or reminding. • Independently choose what to write about, orally rehearse, plan and follow it through.
Year 2	<ul style="list-style-type: none"> • Pose and orally rehearse questions ahead of writing and record these in writing, before reading. Recognise that non-fiction books on similar themes can give different information and present similar information in different ways. • Use contents pages and alphabetically ordered texts (e.g.) dictionaries, encyclopaedias, indexes, directories, registers. Locate definitions/explanations in dictionaries and glossaries. • Scan texts to find specific sections (e.g. key words or phrases, subheadings) and skim-read title, contents page, illustration, chapter headings and sub-headings to speculate what a book might be about and evaluate its usefulness for the research in hand. • Scan a website to find specific sections e.g. key words or 	<ul style="list-style-type: none"> • Write simple information texts incorporating labelled pictures and diagrams, charts, lists as appropriate. • Draw on knowledge and experience of texts in deciding and planning what and how to write. • Maintain consistency in non-narrative, including purpose and tense • Create an alphabetically ordered dictionary or glossary of special interest words. • Design and create a simple ICT text

	<p>phrases, subheadings. Appraise icons, drop down menus and other hyperlinks to speculate what it might lead to and evaluate its usefulness for the research in hand.</p> <ul style="list-style-type: none"> • Close read text to gain information, finding the meaning of unknown words by deducing from text, asking someone, or referring to a dictionary or encyclopaedia. • Make simple notes from non-fiction texts, e.g. key words and phrases, page references, headings, to use in subsequent writing 	
Year 3	<ul style="list-style-type: none"> • Before researching, orally recall to mind, existing knowledge on the subject and reduce the options for enquiry by posing focused questions. Compose questions to ask of the text. • Have a secure understanding of the purpose and organisation of the dictionary (i.e. know the quartiles of the dictionary, 'm' lies around halfway mark, 't' towards the end). Use second place letter to locate and sequence in alphabetical order. Understand the term definition; use dictionaries to learn or check the definitions of words and a thesaurus to find synonyms. • Begin to use library classification to find reference materials and scan indexes, directories and IT sources to locate information quickly and accurately. Recognise the differences in presentation between texts e.g. between fiction and non-fiction, between books and IT-based sources, between magazines, leaflets and reference texts. • Within a text, routinely locate information using contents, index, headings, sub-headings, page numbers, bibliographies, hyperlinks, icons and drop down menus. Find and mark the key idea in a section of text. • Make clear notes by identifying key words, phrases or sentences in reading and making use of simple formats to capture key points, e.g. flow chart, 'for' and 'against' columns, matrices to complete in 	<ul style="list-style-type: none"> • Recount the same event in a variety of ways, e.g. in the form of a story, a letter, a news report. • Decide how to present information and make informed choices by using structures from different text types. • Create alphabetically ordered texts incorporating information from other subjects, own experience or derived from other information books. • Use computer to bring information texts to published form with appropriate layout, font etc. • Create multi-media information texts. • Write ideas, messages in shortened forms such as notes, lists, headlines, telegrams and text messages understanding that some words are more essential to meaning than others. • Summarise orally in one sentence the content of a passage or text, and the main point it is making.

	<p>writing or on screen. Make a simple record of information from texts read, e.g. by listing words, drawing together notes from more than one source.</p> <ul style="list-style-type: none"> Begin to use graphic organisers as a tool to support collection and organisation of information. 	
Year 4	<ul style="list-style-type: none"> Prepare for factual research by reviewing what is known, what is needed, what is available and where one might search. Routinely use dictionaries and thesaurus and use 3rd and 4th place letters to locate and sequence words in alphabetical order. Scan texts in print or on screen to locate key words or phrases, headings, lists, bullet points, captions and key sentences (to appraise their usefulness in supporting the reader to gain information effectively. Collect information from a variety of sources. Identify how paragraphs are used to organise and sequence information. Mark and annotate headings, key sentences and words in printed text or on screen. Make short notes, e.g. by abbreviating ideas, selecting key words, listing or in diagrammatic form. 	<ul style="list-style-type: none"> Fill out brief notes into connected prose. Present information from a variety of sources in one simple format, e.g. chart, labelled diagram, graph, matrix. Begin to use graphic organisers as a tool to support writing up of information Develop and refine ideas in writing using planning and problem-solving strategies Edit down and reword a sentence or paragraph by deleting the less important elements, e.g. repetitions, asides, secondary considerations and explain the reasons for the editorial choices.
Year 5	<ul style="list-style-type: none"> Routinely prepare for factual research by reviewing what is known, what is needed, what is available and where one might search. Use dictionaries and other alphabetically ordered texts efficiently. Appraise potentially useful texts quickly and effectively. Evaluate texts critically by comparing how different sources treat the same information. Begin to look for signposts that indicate the reliability of a factual source. Locate information in a text in print or on screen confidently and efficiently through using contents, indexes, sections, headings +IT equivalent; skimming to gain overall sense of text; scanning to locate specific information; close 	<ul style="list-style-type: none"> Convert personal notes into notes for others to read, paying attention to appropriateness of style, vocabulary and presentation. Create plans for information texts drawing on knowledge of text types to decide form and style for different elements. Create an information text with a variety of elements, e.g. labelled explanatory diagram, reporting chart, recount. create multi-layered texts, including use of hyperlinks, linked web pages Record and acknowledge sources in own writing. Summarise a passage, chapter or text in a specific number of words. Read a passage and retell it “in your own words”

	<ul style="list-style-type: none"> reading to aid understanding. Sift through passages for relevant information and present ideas in note form that are effectively grouped and linked. Use simple abbreviations while note taking. Understand what is meant by 'in your own words' and when it is appropriate to copy, quote and adapt. Make notes for different purposes, e.g. noting key points as a record of what has been read, listing cues for a talk. 	
Year 6	<ul style="list-style-type: none"> Having pooled information on a topic, construct and follow a plan for researching further information. Routinely appraise a text quickly, deciding on its value, quality or usefulness. Evaluate the status of source material, looking for possible bias and comparing different sources on the same subject. Recognise (when listening or reading) rhetorical devices used to argue, persuade, mislead and sway the reader. Evaluate the language, style and effectiveness of examples of non-fiction writing such as periodicals, reviews, reports, leaflets. Read examples of official language such as consumer information and legal documents. Identify characteristic features of layout such as use of footnotes, instructions, parentheses, headings, appendices and asterisks. Understand the way standard English varies in different contexts, e.g. why legal language is necessarily highly formalised, why questionnaires must be specific. 	<ul style="list-style-type: none"> In writing information texts, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. Establish, balance and maintain viewpoints Use the conventions and language of debate when orally rehearsing a balanced argument. Revise own non-fiction writing to reduce superfluous words and phrases. Discuss and explain differences in the use of formal language and dialogue Listen for language variations in formal and informal contexts Identify the ways spoken language varies