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| **STAGE 1 INFORMATION SKILLS** | | | | | |
|  | **Skill/Knowledge** | **Demonstrated by** | **Outcome** | **Activity** | **Assessment** |
| 1. Defining: What do I need to know? | Selects from a range of well-defined topics, participates in teacher-led brainstorming, clustering of ideas, focus-question development and completion of a group-search strategy. | * Chooses a topic from a list of options | **EN1-12E -q**  **EN1-12E -r** | **Choose from ‘Fish and Sea Life’, ‘Mammals’, ‘Reptiles’ and ‘Insects’** |  |
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| **STAGE 1 INFORMATION SKILLS** | | | | | |
|  | **Skill/Knowledge** | **Demonstrated by** | **Outcome** | **Activity** | **Assessment** |
| 2 **Locating:**  Where can I find the information? | Identifies and locates resources following a search strategy with assistance. Uses author, title and subject entries in the catalogue, the Dewey decimal classification system and a knowledge of the purposes of specialists reference materials. | * Is familiar with the layout of the library and differentiates between the Fiction & Non Fiction sections * Knows alphabetical order * Understands that NF resources are shelved numerically * Locates NF resources with assistance * Begins to use contents and index pages of NF books | **EN1-8B -f**  **EN1-8B -g** | **Finds and uses books and the website https://nuwarra.weebly.com/read-about-stage-1-even.html** |  |
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| **STAGE 1 INFORMATION SKILLS** | | | | | |
|  | **Skill/Knowledge** | **Demonstrated by** | **Outcome** | **Activity** | **Assessment** |
| 3. **Selecting:**  What information is relevant to my topic? | Selects main ideas and supporting key words from more than one source, categories and records information in lists, picture sequences, grids or concept maps, which show the relationship of the ideas to each other and the focus questions. | * Determines whether information is fact or fiction * Compares preselected resources and makes own selection using simple scanning techniques involving cover, pictures, contents page * Identifies aspects of images that are relevant | **EN1-4A a**  **EN1-4A -b**  **EN1-4A -d**  **EN1-8B -e**  **EN1-8B -h**  **EN1-7B -k** | Chooses books from trolley and the website  **https://nuwarra.weebly.com/read-about-stage-1-even.html** |  |
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| **STAGE 1 INFORMATION SKILLS** | | | | | |
|  | **Skill/Knowledge** | **Demonstrated by** | **Outcome** | **Activity** | **Assessment** |
| 5. **Presenting:**  What format is appropriate to use for my topic? | Presents responses to a task/topic which convey understanding of the information gathered using logical structures such as time sequences and cause and effect. Format of presentation includes simple written or oral recounts and factual descriptions, illustrations, models and role-play. | * Presents responses to task in written or oral sentences * Presents information using a range of media including Word, simple PowerPoint slides. | **EN1-2A -i**  **EN1-7B -l**  **EN1-10C -m** | **Presents tasks using bee bot mats and algorithm on a worksheet** | Mark worksheet |

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| **STAGE 1 INFORMATION SKILLS** | | | | | |
|  | **Skill/Knowledge** | **Demonstrated by** | **Outcome** | **Activity** | **Assessment** |
| 6. **Evaluating:**  What can improve upon? | Self-assesses, with teacher assistance, the completed research task with the key question: *Did I answer the questions and present the information appropriately?* Evaluates the research task and the process by completing a checklist covering each stage of the information process. | * Expresses an opinion about   the topic   * With teacher assistance, assesses own performance throughout the process * With teacher assistance, discusses the appropriateness of the presentation | **EN1-7B -l**  **EN1-12E -o**  **EN1-12E -p** | **Discussion** |  |

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| **STAGE 3 INFORMATION SKILLS** | | | | | |
|  | **Skill/Knowledge** | **Demonstrated by** | **Outcome** | **Activity** | **Assessment** |
| **Borrowing** | Select and borrow books for enjoyment and knowledge | Select and borrow books | **EN1-4A -s**  **EN1-8B -t**  **EN1-10C -u**  **EN1-11D -v** | Borrow and return books each lesson | Observation |
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| **ENGLISH OUTCOMES AND INDICATORS MATCHING THE INFORMATION PROCESS** | | | |
| **EN1-4A a**  use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures | **EN1-8B -e**  understand that texts can draw on readers' or viewers' knowledge of texts to make meaning and enhance enjoyment, e.g. comparing fairy tales | **EN1-2A -i**  compose texts supported by visual information (e.g. diagrams and maps) on familiar topics | **EN1-12E -o**  develop an awareness of criteria for the successful completion of tasks |
| **EN1-4A -b**  use background knowledge of a topic to make inferences about the ideas in a text | **EN1-8B -f**  understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links | **EN1-2A -j**  use effective strategies to plan ideas for writing, e.g. making notes, drawing, using diagrams, planning a sequence of events or information | **EN1-12E -p**  jointly develop criteria for assessing their own and others' presentations or compositions with teacher guidance |
| **EN1-4A -c**  sequence a summary of events and identify key facts or key arguments in imaginative, informative and persuasive texts | **EN1-8B -g**  know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines | **EN1-7B -k**  make inferences about character motives, actions, qualities and characteristics when responding to texts | **EN1-12E -q**  reflect on own reading: 'What reading have I done today/this week?', 'Which part of my reading do I like best?', 'What do I want/need to read about?' |
| **EN1-4A -d**  distinguish between fact and opinion in persuasive texts | **EN1-8B -h**  understand simple explanations in diagrammatic form, including flowcharts, hierarchies, life cycles | **EN1-7B -l**  compose and review written and visual texts for different purposes and audiences | **EN1-12E -r**  discuss the roles and responsibilities when working as a member of a group |
|  |  | **EN1-10C -m**  recreate texts imaginatively using drawing, writing, performance and digital forms of communication |  |
|  |  | **EN1-11D-n**  respond to a range of texts, e.g. short films, documentaries and digital texts, that include issues about their world, including home life and the wider community |  |
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| **BORROWING** | | | |
| **EN1-4A -s**  understand how readers' self-selection and enjoyment of texts is informed by personal interests (**Borrowing)** | **EN1-8B -t**  select a widening range of texts for enjoyment and pleasure and discuss reasons for their choice(**borrowing)** | **EN1-10C -u**  engage in wide reading of self-selected and teacher-selected texts, including digital texts, for enjoyment, and share responses  **(borrowing)** | **EN1-11D -v**  express preferences for specific texts and authors and listen to the opinions of others  **borrowing)** |