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| STAGE ONE | | | |  |  |
|  | 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. | * Participates in group brainstorming to draw on prior knowledge * Draws information from an audio/ visual stimulus   With teacher assistance   * Identifies keywords from a question * Choses a topic from a list of options * Formulates simple questions for investigation with teacher assistance | **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?'  **EN1-12E -r**  discuss the roles and responsibilities when working as a member of a group | **Using The shortlisted books and associated activities**  **Hello Lighthouse** by Blackall, Sophie  **Nop** by Magerl, Caroline  **I Need a Parrot** by McKimmie, Chris  **Three** by King, Stephen Michael  **The Good Son: A Story from the First World War, Told in Miniature**  Ober, Jules, Coonan, Felicity Text. Ober, Pierre-Jacques  **Tilly** by Walker, Anna Text. Godwin, Jane  **Goodbye House, Hello House** by Wild, Margaret My Friend Fred & Watts, Frances  **When Billy Was a Dog** by Murray, Kirsty  **We're Stuck**! by deGennaro, Sue  **One Runaway Rabbit** by Metzenthen, David  **Bat vs Poss** by Moses, Alexa  **Term 3 and Term 4**  **Children’s Book Week Week 2 Term 4** |  |
|  | Skill/Knowledge | Demonstrated by | **Outcome** |  |  |
| **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 shelf marker * Locates Junior and Easy Chapter Fiction and returns to correct place * Understands and uses the following terms:   title, author, illustrator, surname,  spine, spine label, series   * Understands there are primary sources of information * Begins to use contents and index pages of NF books | **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  **EN1-8B -g**  know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines |  |  |
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| **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 * Identifies and records keywords/main ideas   in a sentence   * Creates concept maps for note taking * Uses email to locate information with teacher guidance | **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  **EN1-4A -b**  use background knowledge of a topic to make inferences about the ideas in a text  **EN1-4A -d**  distinguish between fact and opinion in persuasive texts  **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  **EN1-8B -h**  understand simple explanations in diagrammatic form, including flowcharts, hierarchies, life cycles  **EN1-7B -k**  make inferences about character motives, actions, qualities and characteristics when responding to texts | **Reading Infographics**  **Facts and Opinions**  <https://nuwarra.weebly.com/fact-and-opinions-stage-1.html>  <https://nuwarra2.weebly.com/fact-and-opinion.html>  <https://nuwarra2.weebly.com/fo-s1-even.html>  **Reading Infographics**  **Main Idea (Most likely will not get to this year)**  <https://nuwarra2.weebly.com/main-idea.html>  <https://nuwarra2.weebly.com/main-idea-words.html>  <https://nuwarra2.weebly.com/main-idea---sentences.html>  <https://nuwarra2.weebly.com/main-idea-paragraph-1.html> | **Mark worksheets**  **Mark worksheets** |
|  | Skill/Knowledge | Demonstrated by | **Outcome** |  |  |
| 4. Organising:  How can I organise my information? | Processes information by comparing, selecting and combining (with assistance) what is relevant to the task, and organising according to an agreed format. | * Organises information under provided main headings * Organises information into a logical sequence * Writes sentences using previously identified key words and phrases * With teacher direction, plans presentation of information * Creates timeline to establish chronological order | **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  **EN1-4A -c**  sequence a summary of events and identify key facts or key arguments in imaginative, informative and persuasive texts |  |  |
|  | Skill/Knowledge | Demonstrated by | **Outcome** |  |  |
| **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**  compose texts supported by visual information (e.g. diagrams and maps) on familiar topics  **EN1-7B -l**  compose and review written and visual texts for different purposes and audiences  **EN1-10C -m**  recreate texts imaginatively using drawing, writing, performance and digital forms of communication |  |  |
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| **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**  compose and review written and visual texts for different purposes and audiences  **EN1-12E -o**  develop an awareness of criteria for the successful completion of tasks  **EN1-12E -p**  jointly develop criteria for assessing their own and others' presentations or compositions with teacher guidance |  |  |
|  | Skill/Knowledge | Demonstrated by | **Outcome** |  |  |
| **Borrowing** | Select and borrow books for enjoyment and knowledge | * Select and borrow books | **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)** | Borrowing and returning books |  |

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| **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?' |
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|  |  | **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 |  |
| **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)** |