

A Way with Words

Coverage of the Revised Strategy

- to identify the features of recounted texts such as sports reports, diaries, police reports, including
 - introduction to orientate reader
 - Chronological sequence
 - Supporting illustrations
 - Degree of formality adopted
 - Use of connectives e. first....next.....once
- to read a range of explanatory texts investigating and noting features of impersonal style eg complex sentences use of passive voice technical vocabulary hypothetical language(if then, might when the,) use of words/phrases to make sequential casual logical connections eg while during after because due to only when so.
- to locate information confidently and efficiently through i) using contents indexes sections heading ii) skimming to gain overall sense of text iii) scanning to locate specific information iv) close reading to aid understanding v) text marking vi)using cd rom and other it sources where available.
- to construct an argument in note form or full text to persuade others of a point of view and
 - present the case to a class or a group
 - evaluate its effectiveness
- to identify word roots derivations and spelling patterns eg sign signature signal bomb bombastic bombard remit permit permission in order to extend vocabulary and provide support for spelling.
- to collect and classify a range of idiomatic phrases cliches and expressions eg the more the better, under the weather, past its prime, given up the ghost, taken for a ride, not up to it, put on a brave face, over the top, beat around the bush, in for a penny, par for the course, putting his back up. compare discuss and speculate about meaning/origins and check when it is appropriate to use these in speech and writing.
- to identify everyday words such as spaghetti bungalow boutique which have been borrowed from other languages and to understand how this might give clues to spelling.
- to understand how words vary across dialects eg plimsolls daps sandshoes and pumps.
- to use dictionaries efficiently to explore spellings meanings and derivations by using alphabetical order abbreviations definitions with understanding.

QCA Links

Science – 5F
 Citizenship – 05

Ancient China

Coverage of the Revised Strategy

- to identify the features of recounted texts such as sports reports, diaries, police reports, including;
 - introduction to orientate reader
 - Chronological sequence
 - Supporting illustrations
 - Degree of formality adopted
 - Use of connectives e. first....next.....once
- to read and evaluate a range of instructional texts in terms of their
 - purposes
 - organisation and layout
 - clarity and usefulness
- to locate information confidently and efficiently through i) using contents indexes sections heading ii) skimming to gain overall sense of text iii) scanning to locate specific information iv) close reading to aid understanding v) text marking vi)using cd rom and other it sources where available.
- to plan compose edit and refine short non – chronological reports and explanatory texts using reading as a resource focusing on clarity conciseness and impersonal style.
- to collect and investigate the meanings and spelling of words using the following prefixes auto bi trans tele circum.
- to identify word roots derivations and spelling patterns eg sign signature signal bomb bombastic bombard remit permit permission in order to extend vocabulary and provide support for spelling.
- to collect and classify a range of idiomatic phrases cliches and expressions eg the more the better, under the weather, past its prime, given up the ghost, taken for a ride, not up to it, put on a brave face, over the top, beat around the bush, in for a penny, par for the course, putting his back up. compare discuss and speculate about meaning/origins and check when it is appropriate to use these in speech and writing.
- to search for collect define and spell technical words derived form work in other subjects.
- to investigate metaphorical expressions and figures of speech from everyday life.

QCA Links

Geography – 24 Citizenship – 01, 05 Art and Design – 6B

Cell City

Coverage of the Revised Strategy

to make notes for different purposes eg noting key points as a record of what has been read, listing cues for talk, and to build on these notes in their own writing or speaking.

to read a range of explanatory texts investigating and noting features of impersonal style eg complex sentences use of passive voice technical vocabulary hypothetical language(if then, might when the,) use of words/phrases to make sequential casual logical connections eg while during after because due to only when so.

to prepare for reading by identifying what they already know and what they need to find out.

to locate information confidently and efficiently through i) using contents indexes sections heading ii) skimming to gain overall sense of text iii) scanning to locate specific information iv) close reading to aid understanding v) text marking vi)using cd rom and other it sources where available.

notemaking to fillet passages for relevant information and present ideas which are effectively grouped and linked.

to collect and investigate the meanings and spelling of words using the following prefixes auto bi trans tele circum.

to identify word roots derivations and spelling patterns eg sign signature signal bomb bombastic bombard remit permit permission in order to extend vocabulary and provide support for spelling.

to collect and classify a range of idiomatic phrases cliches and expressions eg the more the better, under the weather, past its prime, given up the ghost, taken for a ride, not up to it, put on a brave face, over the top, beat around the bush, in for a penny, par for the course, putting his back up. compare discuss and speculate about meaning/origins and check when it is appropriate to use these in speech and writing.

to search for collect define and spell technical words derived form work in other subjects.

to investigate metaphorical expressions and figures of speech from everyday life.

QCA Links

Citizenship – 01
Science 5A

Dynamic Dance

Coverage of the Revised Strategy

to identify the features of recounted texts such as sports reports, diaries, police reports, including;

- introduction to orientate reader
- Chronological sequence
- Supporting illustrations
- Degree of formality adopted
- Use of connectives e. first....next.....once

to read and evaluate a range of instructional texts in terms of their

- purposes
- organisation and layout
- clarity and usefulness

to discuss the purpose of note-taking and hoe this influences the nature of notes made.

to make notes for different purposes e.g. noting key points as a record of what has been read, listing cues for talk, and to build on these notes in their own writing or speaking.

to locate information confidently and efficiently through i) using contents indexes sections heading ii) skimming to gain overall sense of text iii) scanning to locate specific information iv) close reading to aid understanding v) text marking vi)using cd rom and other it sources where available.

notemaking.to discuss what is meant by ‘in your own words’ and when it is appropriate to copy quote and adapt.

notemaking to fillet passages for relevant information and present ideas which are effectively grouped and linked.

to identify word roots derivations and spelling patterns e.g. sign signature signal bomb bombastic bombard remit permit permission in order to extend vocabulary and provide support for spelling.

to search for collect define and spell technical words derived form work in other subjects.

to use dictionaries efficiently to explore spellings meanings and derivations by using alphabetical order abbreviations definitions with understanding.

to compile own class/group dictionary using personally written definitions e.g. of slang, technical terms.

QCA Links

Art and Design 6A, 6B
Citizenship 01, 05

Eye on the Ball

Coverage of the Revised Strategy

- to read and evaluate a range of instructional texts in terms of their
 - purposes
 - organisation and layout
 - clarity and usefulness
- to discuss the purpose of note-taking and how this influences the nature of notes made.
- to write instructional texts and test them out e.g. instructions for loading computers, design briefs for technology, rules for games.
- to read a range of explanatory texts investigating and noting features of impersonal style e.g. complex sentences use of passive voice technical vocabulary hypothetical language (if then, might when the,) use of words/phrases to make sequential casual logical connections e.g. while during after because due to only when so.
- to prepare for reading by identifying what they already know and what they need to find out.
- to locate information confidently and efficiently through i) using contents indexes sections heading ii) skimming to gain overall sense of text iii) scanning to locate specific information iv) close reading to aid understanding v) text marking vi) using cd rom and other it sources where available.
- to plan compose edit and refine short non – chronological reports and explanatory texts using reading as a resource focusing on clarity conciseness and impersonal style.
- to identify word roots derivations and spelling patterns e.g. sign signature signal bomb bombastic bombard remit permit permission in order to extend vocabulary and provide support for spelling.

QCA Links

Citizenship – 01, 05
Art and Design – 6A

Frontiers of Technology

Coverage of the Revised Strategy

- to read and evaluate a range of instructional texts in terms of their
 - purposes
 - organisation and layout
 - clarity and usefulness
- to make notes for different purposes e.g. noting key points as a record of what has been read, listing cues for talk, and to build on these notes in their own writing or speaking.
- to read a range of explanatory texts investigating and noting features of impersonal style e.g. complex sentences use of passive voice technical vocabulary hypothetical language (if then, might when the,) use of words/phrases to make sequential casual logical connections e.g. while during after because due to only when so.
- to locate information confidently and efficiently through i) using contents indexes sections heading ii) skimming to gain overall sense of text iii) scanning to locate specific information iv) close reading to aid understanding v) text marking vi) using cd rom and other it sources where available.
- to plan compose edit and refine short non – chronological reports and explanatory texts using reading as a resource focusing on clarity conciseness and impersonal style.
- from reading, to collect and investigate use of persuasive devices e.g. words and phrases e.g. surely, it wouldn't be difficult..., persuasive definitions e.g. no-one but a complete idiot..., every right-thinking person would..., the real truth is..., rhetorical questions, are we expected to? where will future audiences come? pandering, concession etc, naturally, it takes time for local residents., deliberate ambiguities e.g. probably the best....in the world, known to cure all..., the professionals choice.
- to write a commentary on an issue on paper or screen (eg as a news or editorial, leaflet) setting out and justifying a personal view, to use structures from reading to set out and link points, e.g. numbered lists, bullet points.
- to construct an argument in note form or full text to persuade others of a point of view and
 - present the case to a class or a group
 - evaluate its effectiveness
- to identify word roots derivations and spelling patterns e.g. sign signature signal bomb bombastic bombard remit permit permission in order to extend vocabulary and provide support for spelling.

QCA Links

Geography – 18
ICT – 5E
Citizenship – 03, 07

Join the Club

Coverage of the Revised Strategy

to locate information confidently and efficiently through i) using contents indexes sections heading ii) skimming to gain overall sense of text iii) scanning to locate specific information iv) close reading to aid understanding v) text marking vi) using cd rom and other it sources where available.

to plan compose edit and refine short non – chronological reports and explanatory texts using reading as a resource focusing on clarity conciseness and impersonal style.

from reading, to collect and investigate use of persuasive devices eg words and phrases eg surely, it wouldn't be difficult..., persuasive definitions eg no-one but a complete idiot..., every right-thinking person would..., the real truth is..., rhetorical questions, are we expected to? where will future audiences come from? pandering, condescension, concession etc, naturally, it takes time for local residents., deliberate ambiguities eg probably the best....in the world, known to cure all..., the professionals choice.

to write a commentary on an issue on paper or screen (eg as a news or editorial, leaflet) setting out and justifying a personal view, to use structures from reading to set out and link points, eg numbered lists, bullet points.

to construct an argument in note form or full text to persuade others of a point of view and

- present the case to a class or a group
- evaluate its effectiveness

to identify word roots derivations and spelling patterns eg sign signature signal bomb bombastic bombard remit permit permission in order to extend vocabulary and provide support for spelling.

QCA Links

Art and Design – 6B
 Citizenship – 01, 02, 07

Good Sports

Coverage of the Revised Strategy

to identify the features of recounted texts such as sports reports, diaries, police reports, including;

- introduction to orientate reader
- Chronological sequence
- Supporting illustrations
- Degree of formality adopted
- Use of connectives e. first....next.....once

to read and evaluate a range of instructional texts in terms of their

- purposes
- organisation and layout
- clarity and usefulness

to write accounts based on subject topic or personal experiences for (a) close friend and (b) an unknown reader eg an account of a field trip, a match, a historical event.

to review and edit writing to produce a final form, matched to the needs of an identified reader.

to identify word roots derivations and spelling patterns eg sign signature signal bomb bombastic bombard remit permit permission in order to extend vocabulary and provide support for spelling.

QCA Links

Art and Design – 6A
 Citizenship – 01, 05, 07

High Jinks

Coverage of the Revised Strategy

to identify the features of recounted texts such as sports reports, diaries, police reports, including;

- introduction to orientate reader
- Chronological sequence
- Supporting illustrations
- Degree of formality adopted
- Use of connectives e. first....next.....once

to read and evaluate a range of instructional texts in terms of their

- purposes
- organisation and layout
- clarity and usefulness

to write accounts based on subject topic or personal experiences for (a) close friend and (b) an unknown reader eg an account of a field trip, a match, a historical event.

to read a range of explanatory texts investigating and noting features of impersonal style eg complex sentences use of passive voice technical vocabulary hypothetical language(if then, might when the,) use of words/phrases to make sequential casual logical connections eg while during after because due to only when so.

to locate information confidently and efficiently through i) using contents indexes sections heading ii) skimming to gain overall sense of text iii) scanning to locate specific information iv) close reading to aid understanding v) text marking vi)using cd rom and other it sources where available.

from reading, to collect and investigate use of persuasive devices eg words and phrases eg surely, it wouldn't be difficult...., persuasive definitions eg no-one but a complete idiot..., every right-thinking person would..., the real truth is...., rhetorical questions, are we expected to? where will future audiences come from? pandering, condescension, concession etc, naturally, it takes time for local residents., deliberate ambiguities eg probably the best....in the world, known to cure all...,the professionals choice.

to identify word roots derivations and spelling patterns eg sign signature signal bomb bombastic bombard remit permit permission in order to extend vocabulary and provide support for spelling.

QCA Links

Citizenship – 01, 03, 05, 07
 Art and Design – 6A, 6B
 Design and Technology – 5C

Rocklands

Coverage of the Revised Strategy

to read and evaluate a range of instructional texts in terms of their

- purposes
- organisation and layout
- clarity and usefulness

to discuss the purpose of note-taking and how this influences the nature of notes made.

to make notes for different purposes eg noting key points as a record of what has been read, listing cues for talk, and to build on these notes in their own writing or speaking.

to use simple abbreviations in note-taking.

to prepare for reading by identifying what they already know and what they need to find out.

to locate information confidently and efficiently through i) using contents indexes sections heading ii) skimming to gain overall sense of text iii) scanning to locate specific information iv) close reading to aid understanding v) text marking vi)using cd rom and other it sources where available.

notemaking to discuss what is meant by 'in your own words' and when it is appropriate to copy quote and adapt.

to covert personal notes for others to read, paying attention to appropriateness of style, vocabulary and presentation.

notemaking to fillet passages for relevant information and present ideas which are effectively grouped and linked.

to identify word roots derivations and spelling patterns eg sign signature signal bomb bombastic bombard remit permit permission in order to extend vocabulary and provide support for spelling.

QCA Links

Art and Design – 6C
 Citizenship – 01
 Geography – 24

Matter Splatter

Coverage of the Revised Strategy

to read and evaluate a range of instructional texts in terms of their

- purposes
- organisation and layout
- clarity and usefulness

to discuss the purpose of note-taking and how this influences the nature of notes made.

to read a range of explanatory texts investigating and noting features of impersonal style eg complex sentences use of passive voice technical vocabulary hypothetical language(if then, might when the,) use of words/phrases to make sequential casual logical connections eg while during after because due to only when so.

to prepare for reading by identifying what they already know and what they need to find out.

to locate information confidently and efficiently through i) using contents indexes sections heading ii) skimming to gain overall sense of text iii) scanning to locate specific information iv) close reading to aid understanding v) text marking vi)using cd rom and other it sources where available.

notemaking to discuss what is meant by 'in your own words' and when it is appropriate to copy quote and adapt.

to covert personal notes for others to read, paying attention to appropriateness of style, vocabulary and presentation.

to plan compose edit and refine short non – chronological reports and explanatory texts using reading as a resource focusing on clarity conciseness and impersonal style.

notemaking to fillet passages for relevant information and present ideas which are effectively grouped and linked.

to identify word roots derivations and spelling patterns eg sign signature signal bomb bombastic bombard remit permit permission in order to extend vocabulary and provide support for spelling.

to search for collect define and spell technical words derived from work in other subjects.

QCA Links

Citizenship – 01
Science – 5D

People of the Pacific Rim

Coverage of the Revised Strategy

to read and evaluate a range of instructional texts in terms of their

- purposes
- organisation and layout
- clarity and usefulness

to write instructional texts and test them out e.g. instructions for loading computers, design briefs for technology, rules for games.

to identify and classify the features of myths, legends and fables, e.g the moral in a fable, fantastical beasts in legends.

to read a range of explanatory texts investigating and noting features of impersonal style eg complex sentences use of passive voice technical vocabulary hypothetical language(if then, might when the,) use of words/phrases to make sequential casual logical connections eg while during after because due to only when so.

to locate information confidently and efficiently through i) using contents indexes sections heading ii) skimming to gain overall sense of text iii) scanning to locate specific information iv) close reading to aid understanding v) text marking vi)using cd rom and other it sources where available.

to investigate a different range of texts from different cultures, considering patterns of relationships, social customs, attitudes and beliefs.

to search for collect define and spell technical words derived from work in other subjects.

to understand how words vary across dialects eg plimsolls daps sandshoes and pumps.

QCA Links

Art and Design – 6C
Citizenship – 05
Geography – 24

Shake, Rumble and Roll

Coverage of the Revised Strategy

- to identify the features of recounted texts such as sports reports, diaries, police reports, including;
 - introduction to orientate reader
 - Chronological sequence
 - Supporting illustrations
 - Degree of formality adopted
 - Use of connectives e. first....next.....once
- to read and evaluate a range of instructional texts in terms of their
 - purposes
 - organisation and layout
 - clarity and usefulness
- to discuss the purpose of note-taking and how this influences the nature of notes made.
- to write accounts based on subject topic or personal experiences for (a) close friend and (b) an unknown reader eg an account of a field trip, a match, a historical event.
- to read a range of explanatory texts investigating and noting features of impersonal style eg complex sentences use of passive voice technical vocabulary hypothetical language(if then, might when the,) use of words/phrases to make sequential casual logical connections eg while during after because due to only when so.
- to prepare for reading by identifying what they already know and what they need to find out.
- to locate information confidently and efficiently through i) using contents indexes sections heading ii) skimming to gain overall sense of text iii) scanning to locate specific information iv) close reading to aid understanding v) text marking vi) using cd-rom and other it sources where available.
- to identify word roots derivations and spelling patterns eg sign signature signal bomb bombastic bombard remit permit permission in order to extend vocabulary and provide support for spelling.
- to search for collect define and spell technical words derived form work in other subjects.
- to identify everyday words such as spaghetti bungalow boutique which have been borrowed from other languages and to understand how this might give clues to spelling.

QCA Links

Art and Design – 6C
 Citizenship – 01

Shores of Freedom

Coverage of the Revised Strategy

- to identify the features of recounted texts such as sports reports, diaries, police reports, including;
 - introduction to orientate reader
 - Chronological sequence
 - Supporting illustrations
 - Degree of formality adopted
 - Use of connectives e. first....next.....once
- to read and evaluate a range of instructional texts in terms of their
 - purposes
 - organisation and layout
 - clarity and usefulness.
- to write accounts based on subject topic or personal experiences for (a) close friend and (b) an unknown reader e.g. an account of a field trip, a match, a historical event.
- to locate information confidently and efficiently through i) using contents indexes sections heading ii) skimming to gain overall sense of text iii) scanning to locate specific information iv) close reading to aid understanding v) text marking vi)using cd rom and other it sources where available.
- to draft and write individual, group or class letters for real purposes, e.g. put a point of view, comment on an emotive issue, protest, to edit and present to finished state.

QCA Links

Art and Design – 6C
 Citizenship – 01, 05, 07

Spice It Up

Coverage of the Revised Strategy

to read and evaluate a range of instructional texts in terms of their

- purposes
- organisation and layout
- clarity and usefulness

to discuss the purpose of note-taking and how this influences the nature of notes made.

to make notes for different purposes e.g. noting key points as a record of what has been read, listing cues for talk, and to build on these notes in their own writing or speaking.

to locate information confidently and efficiently through i) using contents indexes sections heading ii) skimming to gain overall sense of text iii) scanning to locate specific information iv) close reading to aid understanding v) text marking vi) using cd rom and other it sources where available.

notemaking, to discuss what is meant by 'in your own words' and when it is appropriate to copy quote and adapt.

notemaking to fillet passages for relevant information and present ideas which are effectively grouped and linked.

to draft and write individual, group or class letters for real purposes, e.g. put a point of view, comment on an emotive issue, protest, to edit and present to finished state.

to collect and classify a range of idiomatic phrases clichés and expressions e.g. the more the better, under the weather, past its prime, given up the ghost, taken for a ride, not up to it, put on a brave face, over the top, beat around the bush, in for a penny, par for the course, putting his back up. compare discuss and speculate about meaning/origins and check when it is appropriate to use these in speech and writing

to investigate metaphorical expressions and figures of speech from everyday life.

QCA Links

Citizenship – 01

History – 19

The Green Scene

Coverage of the Revised Strategy

to identify the features of recounted texts such as sports reports, diaries, police reports, including;

- introduction to orientate reader
- Chronological sequence
- Supporting illustrations
- Degree of formality adopted
- Use of connectives e. first....next.....once

to read and evaluate a range of instructional texts in terms of their

- purposes
- organisation and layout
- clarity and usefulness

to discuss the purpose of note-taking and how this influences the nature of notes made.

to make notes for different purposes e.g. noting key points as a record of what has been read, listing cues for talk, and to build on these notes in their own writing or speaking.

to read a range of explanatory texts investigating and noting features of impersonal style e.g. complex sentences use of passive voice technical vocabulary hypothetical language(if then, might when the,) use of words/phrases to make sequential casual logical connections e.g. while during after because due to only when so.

to locate information confidently and efficiently through i) using contents indexes sections heading ii) skimming to gain overall sense of text iii) scanning to locate specific information iv) close reading to aid understanding v) text marking vi) using cd rom and other it sources where available.

notemaking, to discuss what is meant by 'in your own words' and when it is appropriate to copy quote and adapt.

notemaking to fillet passages for relevant information and present ideas which are effectively grouped and linked.

to identify word roots derivations and spelling patterns e.g. sign signature signal bomb bombastic bombard remit permit permission in order to extend vocabulary and provide support for spelling.

to search for collect define and spell technical words derived from work in other subjects.

to identify everyday words such as spaghetti bungalow boutique which have been borrowed from other languages and to understand how this might give clues to spelling.

QCA Links

Citizenship 01, 03, 06

The Test of Time

Coverage of the Revised Strategy

to read a range of explanatory texts investigating and noting features of impersonal style e.g. complex sentences use of passive voice technical vocabulary hypothetical language(if then, might when the,) use of words/phrases to make sequential casual logical connections e.g. while during after because due to only when so.

to locate information confidently and efficiently through i) using contents indexes sections heading ii) skimming to gain overall sense of text iii) scanning to locate specific information iv) close reading to aid understanding v) text marking vi)using cd rom and other it sources where available.

to plan compose edit and refine short non – chronological reports and explanatory texts using reading as a resource focusing on clarity conciseness and impersonal style.

to identify word roots derivations and spelling patterns e.g. sign signature signal bomb bombastic bombard remit permit permission in order to extend vocabulary and provide support for spelling.

to search for collect define and spell technical words derived form work in other subjects.

to identify everyday words such as spaghetti bungalow boutique which have been borrowed from other languages and to understand how this might give clues to spelling.

QCA Links

Citizenship 01
History 13

Water Wise

Coverage of the Revised Strategy

to read and evaluate a range of instructional texts in terms of their

- purposes
- organisation and layout
- clarity and usefulness

to discuss the purpose of note-taking and hoe this influences the nature of notes made.

to make notes for different purposes e.g. noting key points as a record of what has been read, listing cues for talk, and to build on these notes in their own writing or speaking.

to read a range of explanatory texts investigating and noting features of impersonal style e.g. complex sentences use of passive voice technical vocabulary hypothetical language(if then, might when the,) use of words/phrases to make sequential casual logical connections e.g. while during after because due to only when so.

to locate information confidently and efficiently through i) using contents indexes sections heading ii) skimming to gain overall sense of text iii) scanning to locate specific information iv) close reading to aid understanding v) text marking vi)using cd rom and other it sources where available.

notemaking to fillet passages for relevant information and present ideas which are effectively grouped and linked.

to write a commentary on an issue on paper or screen (e.g. as a news or editorial, leaflet) setting out and justifying a personal view, to use structures from reading to set out and link points, e.g. numbered lists, bullet points.

QCA Links

Citizenship – 01, 02

What a Century!

Coverage of the Revised Strategy

to identify the features of recounted texts such as sports reports, diaries, police reports, including;

- introduction to orientate reader
- Chronological sequence
- Supporting illustrations
- Degree of formality adopted
- Use of connectives e. first....next.....once

to plan compose edit and refine short non – chronological reports and explanatory texts using reading as a resource focusing on clarity conciseness and impersonal style.

to read and evaluate letters e.g. from newspapers, magazines, intended to inform, protest, complain, persuade, considering, (i) how they are set out (ii) how language is used e.g. to gain attention, respect, manipulate.

to identify word roots derivations and spelling patterns e.g. sign signature signal bomb bombastic bombard remit permit permission in order to extend vocabulary and provide support for spelling.

to investigate metaphorical expressions and figures of speech from everyday life.

QCA Links

Citizenship – 01, 07
History – 13

Wild Planet

Coverage of the Revised Strategy

to identify the features of recounted texts such as sports reports, diaries, police reports, including;

- introduction to orientate reader
- Chronological sequence
- Supporting illustrations
- Degree of formality adopted
- Use of connectives e. first....next.....once

to discuss the purpose of note-taking and how this influences the nature of notes made.

to make notes for different purposes e.g. noting key points as a record of what has been read, listing cues for talk, and to build on these notes in their own writing or speaking.

to prepare for reading by identifying what they already know and what they need to find out.

to locate information confidently and efficiently through i) using contents indexes sections heading ii) skimming to gain overall sense of text iii) scanning to locate specific information iv) close reading to aid understanding v) text marking vi) using cd rom and other it sources where available.

notemaking, to discuss what is meant by 'in your own words' and when it is appropriate to copy quote and adapt.

to covert personal notes for others to read, paying attention to appropriateness of style, vocabulary and presentation.

to locate information confidently and efficiently through i) using contents indexes sections heading ii) skimming to gain overall sense of text iii) scanning to locate specific information iv) close reading to aid understanding v) text marking vi) using cd rom and other it sources where available.

notemaking, to discuss what is meant by 'in your own words' and when it is appropriate to copy quote and adapt.

to write a commentary on an issue on paper or screen (e.g. as a news or editorial, leaflet) setting out and justifying a personal view, to use structures from reading to set out and link points, e.g. numbered lists, bullet points.

to search for collect define and spell technical words derived from work in other subjects.

QCA Links

Citizenship – 01, 02, 03