Aspects of framework exemplified

Learners are able to:

- locate information on web pages using screen features, e.g. toolbars, side bars, headings, arrows
- accurately identify the topic, main ideas and key information from texts, e.g. by highlighting and retelling using the words of the text.

Stimulus/context for learning

- The whole class were beginning a topic on animals focusing on camels.
- The learner used the internet to research facts about camels.

Evidence

WALT: Research on camels using the internet

FACT FINDER
Find 5 facts about the topic you are reading about:
- Camels are 10 feet long in body length.
- Camels have long eyelashes to stop sand from getting in to their eyes.
- Camels eat leaves and plants from the desert.
- Camels have humps on their backs as places to store fat.
- All camels lose their fur in spring and grow a new coat.
Aspects of framework exemplified

Learners are able to:
- adapt what they write to the purpose and reader choosing words appropriately
- use main features of specific forms appropriately
- use visual information if relevant
- use language appropriate to writing, beginning to include standard English where relevant
- start sentences in a variety of ways
- spell all high-frequency words correctly.

Stimulus/context for learning

- As part of a whole-class topic on Chembokolli, the learners were asked to produce a leaflet encouraging people to come to visit Chembokolli.
- The class had looked at various brochures and studied persuasive language features.
- The learner was supported using a writing frame.
Accommodation (Where to stay)
Why not come to Chembakoli, you can stay in a traditional house. We make our house ourselves out of mud, straw and bamboo.

Food in Chembakoli
Try our delicious rice that we cook ourselves. When it is hot the ice cream man comes around it is lovely.

What to do in Chembakoli
Why not come and check out our rikshaws. They are a taxi with 3 seats. They take you anywhere. It takes 15 m away.

How to get to Chembakoli
You need to ask for directions to Chembakoli. They would then tell you the way.
**Reading for information/Writing for information**

**Year 3: Animals (camels)**

<table>
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<tr>
<th>Aspects of framework exemplified</th>
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**Reading for information**

Learners are able to:

- read short information texts independently with concentration
- accurately identify the topic, main ideas and key information from texts, *e.g.* by *highlighting and retelling using the words of the text*
- deduce ideas and information by linking explicit statements, *e.g.* cause and effect
- make connections between new information and ideas in a text and what they already know and believe about the topic
- take an interest in information beyond their personal experience.

**Writing for information**

Learners are able to:

- include relevant details, information or observations in their writing.

**Stimulus/context for learning**

- The whole class were beginning a topic on animals focusing on camels.
- Using a KWL chart, the learner identified what they already knew about camels, questions they would like to find out and used information texts to identify new information about camels.
WALT: Write a KWL chart on camels.

- Camels have two humps. How tall are baby camels? Camels have large ears.
- Camels usually live in the desert. What do they eat? Camels' humps are like water tanks.
- People ride on camels. How many species of camel are there? Camels are grown up to be.
- Camels have four legs. How heavy are camels? Camels are herbivores because they live in the desert so they need to eat plant material.
- Camels are bigger than all dogs. Are they nocturnal? Yes, it eats desert plants.

- A camel is the colour of dark yellow. What are camels babies called? Camels can live to be 60 years old.

- Which areas are you going to concentrate on? Camel fair; Camel hunts; Human and camel use; Camel bodies. Brilliant facts finding. (KT)
Reading for information/Writing for information
Year 3: Geography (France and Spain)

Aspects of framework exemplified

Reading for information
Learners are able to:
• accurately identify the topic, main ideas and key information from texts
• use information in their own account of the topic by sequencing or re-ordering information.

Writing for information
Learners are able to:
• adapt what they write to the purpose and the reader choosing word appropriately
• include relevant details, information or observations in their writing
• use the main features of specific forms appropriately
• use visual information if relevant
• use language appropriate to writing, beginning to include standard English where appropriate
• use vocabulary related to the topic or subject context
• start sentences in a variety of ways
• use adjectives and adverbs to expand simple sentences
• use full stops, question marks, exclamation marks and commas for lists
• spell most common polysyllabic words correctly
• produce legible handwriting and present work appropriately
• spell all high-frequency words correctly.

Stimulus/context for learning

• The whole class looked at brochure features and language.
• The learner researched information about Spain to include in their own brochure.
• The learner used a writing frame to organise writing appropriately.
Food & drink

You should come and try some of Spain’s mouthwatering dishes like our traditional paella or some chorizo. Trust me it is definitely magnificent!!!

Come to Spain!!!

If you come to Spain you will experience the two crystal clear beaches. Maybe you can have a luxurious sunbath while children have a splashing time in the sea!!!

Weather Culture

The weather here is lovely. 300 days a year 3,500 hours of blazing rays of searing sun

Why not try going to see some traditional flamenco dancing or see some bull fighting or stick your feet up and watch some Spanish football?!?!