## Reading for information/Writing for information

### Year 4: Animals

<table>
<thead>
<tr>
<th>Aspects of framework exemplified</th>
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<tbody>
<tr>
<td><strong>Reading for information</strong></td>
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<tr>
<td>Learners are able to:</td>
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<tr>
<td>• identify the features of texts, e.g. describing a process in detail, giving reasons, chronological sequence</td>
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<tr>
<td>• accurately identify the main ideas and key information from texts; use the information in their own work.</td>
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| **Writing for information**      |
| Learners are able to:            |
| • write with a clear purpose, showing consideration for the reader, e.g. by choosing appropriate vocabulary and presentational features |
| • use the main features of specific forms, e.g. headings, diagrams |
| • use appropriate organisational features, such as an introduction and conclusion |
| • use visual information, e.g. illustrations, diagrams and graphs, which is clear and relevant to the written text |
| • use subject-specific vocabulary independently |
| • use connectives to show links within sentences. |

<table>
<thead>
<tr>
<th>Stimulus/context for learning</th>
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<tr>
<td>• The whole-class topic was ‘Animals’.</td>
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<tr>
<td>• The class studied information texts and language features.</td>
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<td>• Learners researched their chosen animal and created an information booklet.</td>
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Evidence
Reading for information/Oracy
Year 4: Geography (Chembakolli)

Aspects of framework exemplified

Reading for information
Learners are able to:
- accurately identify the main ideas and key information from texts; use the information in their own work.

Oracy
Learners are able to:
- make some adaptations in talk to different situations, e.g. giving background information when listeners are not familiar with the topic, asking questions to check listeners’ understanding
- explore issues or scenarios linked to themes through role play.

Stimulus/context for learning

- The class had been learning about the village of Chembakolli.
- The learner researched the typical day of Chanda, a resident at the village, and used this information to create a script to explore her daily routines.
- The learner, with a partner, performed this script for the class.
Evidence

Interview a Chambal family

Interviewer: What time do you wake up and what is your first task?

Chambal: I wake up at 5am and my first task is to light the fire.

Interviewer: So what do you do after you’ve done that?

Chambal: Well then I prepare breakfast, milk is lost over rice which is made in to porridge.

Interviewer: What does the rest of your family do?

Chambal: My hus band leaves for the tea garden at 6:30 and my oldest child goes to school.

Interviewer: So, how do you deal with kids?

Chambal: After my younger kids.

Interviewer: So what do you do then?

Chambal: I leave for the well to clean the pots, and I carry water back.

Interviewer: For the rest of the day I carry listen to the school.

Chambal: I sweep all round the house to make sure everything is tidy.

Interviewer: What is your next job?

Chambal: I go to the bank every Sunday for 100 rupees and two rupees.

Some excellent responses to question:

- Excellent knowledge of Chambal’s day
- Why does she save rupees? To buy things she needs.
Literacy
Exemplification materials

Writing for information
Year 4: Rainforests

Aspects of framework exemplified
Learners are able to:
- write with a clear purpose, showing consideration for the reader, e.g. by choosing appropriate vocabulary and presentational features
- explain main idea(s) with supporting details, including observations and explanations where relevant
- plan writing to organise content
- re-read writing to check for clarity and organisation
- use appropriate organisational features, such as an introduction and conclusion
- organise writing into logical sequences or sections by beginning to use paragraphs
- explore and use appropriately the different forms of writing on-screen, e.g. web pages, e-mails, blogs, social networking, adapting what they write to the different formats and styles
- use language appropriate to writing, including standard English where relevant
- use different sentence structures, varying word, phrase and clause order
- use adjectival and adverbial phrases to add interest and precision
- use connectives to show links within sentences.

Stimulus/context for learning
- During a whole-class project on rainforests, the class looked at deforestation and its effects on the environment.
- The class looked at features of formal letter writing.
- The learner planned an e-mail and edited using self- and peer marking.
- The learner used plan to create a formal e-mail.
Evidence

To: President@Madagascar.gov.com
Subject: a plea to halt deforestation

Dear Sir,
My name is Jack Palmer; I am writing to inform you about the concerns I have regarding deforestation in your wonderful country. I would like to outline a few important reasons as to why I think deforestation needs to stop, and alternatives to this destructive activity.
I am disgusted at how much forest has gone. Once rainforests covered 14% of earths land surface, now they cover a mere 6%. I am mind blown at how much has gone.

My first reason for disagreeing with deforestation is because devastating deforestation is destroying endangered animal habitats and important plant species. Did you know around 150,000 square kilometres are destroyed each year, the size of England and Wales? That’s huge! I am distraught at the thought of species going extinct.

Secondly, deforestation is rapidly increasing global warming, by releasing dangerous carbon dioxide into the atmosphere, heating up the earth. Tropical deforestation is the second largest cause of climate change. I am really angry that deforestation is harming the environment and the amazing animals in the forest.

Instead of cutting down any more precious trees I think we should ban the sale of expensive hard wood that grows slowly, such as mahogany, to save the lovely environment. I hope that the beautiful rainforest will be here in 30 years time. I also think that for every tree you cut down, you should plant another tree in its place so we can sustain our beautiful scenery and our magnificent animals.

I hope you will consider taking action and stopping deforestation or use one of the alternatives as it would make me very pleased.

Yours sincerely,
Master Jack Palmer
Writing for information
Year 4: Africa

Aspects of framework exemplified

Learners are able to:
- use the main features of specific forms, e.g. headings, diagrams
- use visual information, e.g. illustrations, diagrams and graphs, which is clear and relevant to the written text.

Stimulus/context for learning (including scaffolds)

- The whole class read information about African elephants and discussed the function of different parts of the elephant’s body.
- The learner independently drew and labelled an African elephant providing additional detail for the functions of the relevant body parts.

Evidence