

St John the Divine CoE Primary School - Progression in Research skills to support the writing of non-fiction texts

Purpose	Text Types
<p>Writing to inform and to entertain</p> <ul style="list-style-type: none"> • To give an account of an event or experience • To retell events in chronological order • Can be used to inform, entertain but also to persuade • Based on the writer or events happening to someone else <p>Writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and self-awareness</p>	<ul style="list-style-type: none"> • Biography /autobiography • News reports • Diary entry • Letter • Visit/ trip write-up

	Research Skills (on page and on screen)	Creating (on page and on screen)
EYFS	<ul style="list-style-type: none"> • Track the words in text in the right order, page by page, left to right, top to bottom • Learn order of alphabet through alphabet books, rhymes and songs 	<ul style="list-style-type: none"> • Distinguish between writing and drawing and write labels for pictures and drawings. • Attempt writing for various purposes, using features of different forms, e.g. lists, stories and instructions
Year One	<ul style="list-style-type: none"> • Pose questions before reading non-fiction to find answers. • Secure alphabetic letter knowledge and order and use simplified dictionaries. • Initially with adult help and then independently, choose a suitable book to find the answers by orally predicting what a book might be about from a brief look at both front and back covers, including blurb, title, illustrations. Read and use captions, labels and lists. Begin to locate parts of text that give particular information, e.g. titles, contents page, index, pictures, labelled diagrams, charts, and locate information using page numbers and words by initial letter. • Record information gleaned from books, (e.g). as lists, a completed chart, 	<ul style="list-style-type: none"> • Convey information and ideas in simple non-narrative forms such as labels for drawings and diagrams, extended captions and simple lists for planning or reminding. • Independently choose what to write about, orally rehearse, plan and follow it through.

Year Two	<ul style="list-style-type: none"> ● Pose and orally rehearse questions ahead of writing and record these in writing, before reading. Recognise that non-fiction books on similar themes can give different information and present similar information in different ways. ● Use contents pages and alphabetically ordered texts (e.g.) dictionaries, encyclopaedias, indexes, directories, registers. Locate definitions/explanations in dictionaries and glossaries. ● Scan texts to find specific sections (e.g. key words or phrases, subheadings) and skim-read title, contents page, illustration, chapter headings and subheadings to speculate what a book might be about and evaluate its usefulness for the research in hand. ● Scan a website to find specific sections e.g. key words or phrases, subheadings. Appraise icons, drop down menus and other hyperlinks to speculate what it might lead to and evaluate its usefulness for the research in hand. ● Close read text to gain information, finding the meaning of unknown words by deducing from text, asking someone, or referring to a dictionary or encyclopaedia. ● Make simple notes from non-fiction texts, e.g. key words and phrases, page references, headings to use in subsequent writings 	<ul style="list-style-type: none"> ● Write simple information texts incorporating labelled pictures and diagrams, charts, lists as appropriate. ● Draw on knowledge and experience of texts in deciding and planning what and how to write. ● Maintain consistency in non-narrative, including purpose and tense ● Create an alphabetically ordered dictionary or glossary of special interest words. ● Design and create a simple ICT text
Year Three	<ul style="list-style-type: none"> ● Before researching, orally recall to mind, existing knowledge on the subject and reduce the options for enquiry by posing focused questions. Compose questions to ask of the text. ● Have a secure understanding of the purpose and organisation of the dictionary (i.e. know the quartiles of the dictionary, middle lies around halfway mark, towards the end). Use second place letter to locate and sequence in alphabetical order. Understand the term definition; use dictionaries to learn or check the definitions of words and a thesaurus to find synonyms. ● Begin to use library classification to find reference materials and scan indexes, directories and IT sources to locate information quickly and accurately. Recognise the differences in presentation between texts e.g. between fiction and non-fiction, between books and IT-based sources, between magazines, leaflets and reference texts. ● Within a text, routinely locate information using contents, index, headings, sub-headings, page numbers, bibliographies, hyperlinks, icons and drop down menus. Find and mark the key idea in a section of text. ● Make clear notes by identifying key words, phrases or sentences in reading and making use of simple formats to capture key points, e.g. flow chart, for and against columns, matrices to complete in writing or on screen. Make a simple record of information from texts read, e.g. by listing words, drawing together notes from more than one source. ● Begin to use graphic organisers as a tool to support collection and organisation of information. 	<ul style="list-style-type: none"> ● Recount the same event in a variety of ways, e.g. in the form of a story, a letter, a news report. ● Decide how to present information and make informed choices by using structures from different text types. ● Create alphabetically ordered texts incorporating information from other subjects, own experience or derived from other information books. ● Use computer to bring information texts to published form with appropriate layout, font etc. ● Create multi-media information texts. ● Write ideas, messages in shortened forms such as notes, lists, headlines, telegrams and text messages understanding that some words are more essential to meaning than others ● Summarise orally in one sentence the content of a passage or text, and the main point it is making.

Year Four	<ul style="list-style-type: none"> • Prepare for factual research by reviewing what is known, what is needed, what is available and where one might search. • Routinely use dictionaries and thesaurus and use 3rd and 4th place letters to locate and sequence words in alphabetical order. • Scan texts in print or on screen to locate key words or phrases, headings, lists, bullet points, captions and key sentences (to appraise their usefulness in supporting the reader to gain information effectively. Collect information from a variety of sources. • Identify how paragraphs are used to organise and sequence information. Mark and annotate headings, key sentences and words in printed text or on screen. • Make short notes, e.g. by abbreviating ideas, selecting key words, listing or in diagrammatic form. 	<ul style="list-style-type: none"> • Fill out brief notes into connected prose • Present information from a variety of sources in one simple format, e.g. chart, labelled diagram, graph, matrix. • Begin to use graphic organisers as a tool to support writing up of information • Develop and refine ideas in writing using planning and problem-solving strategies • Edit down and reword a sentence or paragraph by deleting the less important elements, e.g. repetitions, asides, secondary considerations and explain the reasons for the editorial choices.
Year Five	<ul style="list-style-type: none"> • Routinely prepare for factual research by reviewing what is known, what is needed, what is available and where one might search • Use dictionaries and other alphabetically ordered texts efficiently. • Appraise potentially useful texts quickly and effectively. Evaluate texts critically by comparing how different sources treat the same information. Begin to look for signposts that indicate the reliability of a factual source. • Locate information in a text in print or on screen confidently and efficiently through using contents, indexes, sections, headings +IT equivalent; skimming to gain overall sense of text; scanning to locate specific information; close reading to aid understanding. • Sift through passages for relevant information and present ideas in note form that are effectively grouped and linked. Use simple abbreviations while note taking. Understand what is meant by <i>in your own words</i> and when it is appropriate to copy, quote and adapt. Make notes for different purposes, e.g. noting key points as a record of what has been read, listing cues for a talk. 	<ul style="list-style-type: none"> • Convert personal notes into notes for others to read, paying attention to appropriateness of style, vocabulary and presentation • Create plans for information texts drawing on knowledge of text types to decide form and style for different elements. • Create an information text with a variety of elements, e.g. labelled explanatory diagram, reporting chart, recount. • create multi-layered texts, including use of hyperlinks, linked web pages • Record and acknowledge sources in own writing. • Summarise a passage, chapter or text in a specific number of words. • Read a passage and retell it <i>in your own words</i>
Year Six	<ul style="list-style-type: none"> • Having pooled information on a topic, construct and follow a plan for researching further information. Routinely appraise a text quickly, deciding on its value, quality or usefulness. Evaluate the status of source material, looking for possible bias and comparing different sources on the same subject. Recognise (when listening or reading) rhetorical devices used to argue, persuade, mislead and sway the reader. • Evaluate the language, style and effectiveness of examples of non-fiction writing such as periodicals, reviews, reports, leaflets. • Read examples of official language such as consumer information and legal documents. Identify characteristic features of layout such as use of footnotes, instructions, parentheses, headings, appendices and asterisks. Understand the way standard English varies in different contexts, e.g. why legal language is necessarily highly formalised, why questionnaires must be specific 	<p>In writing information texts, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. • Establish, balance and maintain viewpoints • Use the conventions and language of debate when orally rehearsing a balanced argument. • Revise own non-fiction writing to reduce superfluous words and phrases. • Discuss and explain differences in the use of formal language and dialogue • Listen for language variations in formal and informal contexts • Identify the ways spoken language varies</p>