

## Key Question 1: How high are standards?

### **Scenarios 1: Observation checklists: Years 2-6**

Strengths → Weaknesses

<b>Activity observed</b>	<b>Level 1 Does consistently</b>	<b>Level 2 Does usually</b>	<b>Level 3 Does occasionally</b>	<b>Level 4 Unable to do</b>
<b>Year 2</b>				
selects fiction and non-fiction books.				
uses contents and index pages.				
finds books by a particular author.				
uses a dictionary/glossary.				
<b>Year 3</b>				
uses a variety of different types of resources in the library.				
locates books by classification in the library.				
<b>Year 4</b>				
fills out notes into connected prose.				
appraises non-fiction books for content and usefulness by scanning headings, contents etc.				
<b>Year 5</b>				
skims to gain an overall sense of the text.				
scans to locate specific information.				
locates information confidently and efficiently using contents, indexes, sections, headings etc.				
<b>Year 6</b>				
conducts fast, effective research through the use of skimming, scanning and efficient reading.				

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### Scenarios 1: Written work checklists: Years 2-6

	Strengths <span style="font-size: 1.2em;">→</span> Weaknesses			
Evidence in written work	Level 1 Does consistently	Level 2 Does usually	Level 3 Does occasionally	Level 4 Unable to do
<b>Year 2</b>				
makes simple notes (e.g. key words/phrases, page references, headings).				
<b>Year 3</b>				
identifies and summarises the main points in information passages.				
makes clear notes for particular purposes eg identifying key words/phrases, flow chart, for/against columns.				
<b>Year 4</b>				
makes short notes, abbreviating ideas, selecting key words, listing, diagrammatic form.				
fills out notes into connected prose; collects information from a variety of sources and presents it in one simple format; rewords and summarises sentences/ paragraphs.				
understands and uses the terms 'fact' and 'opinion'.				
marks extracts by annotating, selecting key headings/words/sentences.				
compares and evaluates examples of arguments and discussions.				

*N.B. Pupils are unlikely to exhibit some of the abilities above unless the work set prompts them to do so.*

<b>Year 5</b>				
makes notes for different purposes.				
uses simple abbreviations in notemaking.				
understands when it is appropriate to copy, quote and adapt.				
converts personal notes into notes for others to read.				

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compares how different sources treat the same information.				
records and acknowledges sources.				
<b>Year 6</b>				
constructs effective arguments.				
writes a balanced report.				
selects the appropriate style and form to suit a specific purpose.				
displays evidence of a variety of reading experiences in creative writing.				

### Scenarios 1: Tools for Gathering Evidence

#### Scenarios 1: Discussion topics for teaching staff

*If you are using any of these questions with colleagues, don't forget to note their comments and keep the notes as evidence.*

- Are most pupils making progress over time in finding and using information from a range of resources in their schoolwork?
  - If yes, what evidence do we have to show this?
  - If no, what can we do to help more pupils make progress?
  
- Are most pupils making progress in meeting the research and study skills objectives outlined in the National Literacy Strategy?
  - If yes, what evidence do we have to show this?
  - If no, what can we do to help more pupils make progress?
  
- More generally, are most pupils making progress in developing their research and study skills in the short term and as they progress through the school?
  - If yes, what evidence do we have to show this?
  - If no, what can we do to help more pupils make progress?
  
- Does the library play a significant part in the development of reading skills and the promotion of higher standards of literacy?
  - If so, in what ways?
  - If not, should it play more part and how could this be achieved?