

## Key Question 1: How high are Standards?

<b>Scenarios 1: How high are standards?</b>	
<b>1A</b>	<p>Most pupils show steadily increasing ability to locate and gather together a range of information resources and achieve increasing success in using these information resources effectively to do their work and to answer questions.</p> <p>Nearly all pupils show confidence in using the library and its resources.</p> <p>Pupils' progress is very good in relation to the research and study skills objectives outlined in the National Literacy Strategy. Most pupils develop these skills well in the short term through specific activities and sustain and enhance these skills as they progress through the school.</p> <p>Most pupils can consistently select suitably challenging, stretching and varied fiction to read. They read a wide range of material (fiction and non-fiction) and enjoy reading.</p>
<b>1B</b>	<p>Many pupils show steadily increasing ability to locate and gather together a range of information resources and achieve some success in using these information resources effectively to do their work and to answer questions.</p> <p>Most pupils show confidence in using the library and its resources.</p> <p>Pupils' progress is good in relation to the research and study skills objectives outlined in the National Literacy Strategy. Most pupils develop these skills well in the short term through specific activities and many of them sustain and enhance these skills as they progress through the school.</p> <p>Many pupils can usually select suitably challenging, stretching and varied fiction to read. Most pupils read a range of material (fiction and non-fiction) and enjoy reading.</p>
<b>1C</b>	<p>A reasonable number of pupils are able to locate and gather together information resources consistently. They can use these information resources to do their work and to answer questions; some other pupils can do so to a limited extent.</p> <p>Pupils usually show confidence most of the time when using the library and its resources but some are uncertain about how to do so.</p> <p>A reasonable number of pupils show satisfactory progress in relation to the research and study skills objectives outlined in the National Literacy Strategy, but others are progressing more slowly. Most pupils develop their skills in the short term through specific activities. Some pupils sustain and enhance these skills as they progress through the school, others make more sporadic progress.</p> <p>Many pupils can select more or less suitable fiction to read but others need help in doing so. Many pupils read a range of material (fiction and non-fiction) and they usually enjoy reading.</p>
<b>1D</b>	<p>Few pupils are able to locate and gather together information resources or to use these information resources to do their work and to answer questions. Some other pupils can do so to a limited extent, but inconsistently.</p> <p>Some pupils show confidence most of the time when using the library and its resources, but many are uncertain about how to do so.</p> <p>Few pupils show satisfactory progress in relation to the research and study skills objectives outlined in the National Literacy Strategy. Some pupils develop their skills in the short term through specific activities. Few of them sustain and enhance these skills as they progress through the school, although others make sporadic progress.</p> <p>A few pupils can select more or less suitable fiction to read but most need help in doing so. Some pupils read fiction and occasional non-fiction and usually enjoy reading, but others do not.</p>

**NB:** *When the following adjectives are applied to the proportion of pupils in these scenarios:*

*most = 80% or more pupils*  
*many = 60-79%*

*some/a reasonable number = 40-59%*  
*few = less than 40%*

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### Scenarios 1: Evidence Gathering

This set of scenarios is probably the most difficult of the six in terms of evidence gathering. The complexity is reflected in the range of *Evidence collection activities and types of evidence suggested below*, as well as in the **Tools for gathering evidence** offered.

***Evidence collection activities and types of evidence used*** (tick appropriate boxes to show what you used)

**1 National Literacy Strategy:**

- Analysis of pupils' progress in relation to the research and study skills objectives outlined in the NLS (see also 3 and 4 below).

**2 Group discussion with staff** (keep a record of staff comments):

- Staff discussion of pupils' ability to:
- effectively locate and gather together information resources
  - use these information resources effectively in their work
  - answer questions based on this information
  - achieve progress in these areas from year to year as they move up through the school
- and their views on:
- pupil confidence in using the library and its resources
  - pupil progress in developing research and study skills from year to year as they progress through the school

[A set of suggested *Discussion topics for teaching staff* is offered (see Scenarios 1: Tools for Gathering Evidence below)]

**3 Observation of groups of pupils** (different years and levels of ability)

- Observed pupils' information handling and use of the library, using or adapting *Observation checklists: Years 2-6* [see Scenarios 1: **Tools for Gathering Evidence** below].
- Observed pupils choosing reading material in library to see if they can consistently select suitably challenging, stretching and varied fiction to read.

**4 Analysis of written work of pupils** (different years and levels of ability)

- Analysed written work using or adapting *Written work checklists: Years 2-6* [see Scenarios 1: **Tools for Gathering Evidence** below].

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- 5 Discussion with groups of pupils\*** (different years and levels of ability)
- Asked questions to establish whether they read a wide range of material (fiction and non-fiction) and enjoy reading.
- 6 Analysis of library records of use/pupil records of reading** (different years and levels of ability).
- Analysed library loan records to see range of material borrowed
  - Looked at range of pupil reading logs/diaries to see the extent to which pupils progress towards more challenging material
- 7 Other evidence gathered** (note anything else that you did instead of or as well as the above):

Additional questions for pupils in each Year Group and for their teachers can be found on the TeacherNet website ([www.teachernet.gov.uk/](http://www.teachernet.gov.uk/)) along with an electronic version of this entire model.

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\* You will probably want to get teaching colleagues to share the questioning. Make sure that everyone asks the same questions – and notes the replies.

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### 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?

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

Strengths → Weaknesses

Activity observed	Level 1 Does consistently	Level 2 Does usually	Level 3 Does occasionally	Level 4 Unable to do
<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: 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: Actions for improvement**

- Ensure that research and study skills are taught in a coherent, co-ordinated way throughout the school and across the whole curriculum, using an approach based on the National Literacy Strategy.
- Provide INSET on research and study skills to raise awareness amongst all staff.
- Prioritise the purchase of stock that will meet the needs of pupils with different levels of reading ability.
- Make effective use of the SLS (if one is available) to provide resources for pupils whose needs are not adequately met by the standard library stock.

### **Scenarios 1: Further advice**

Devon Curriculum Services/Devon School Library Service, *Reading for a Reason: The Effective Use of Primary School Libraries*, Devon SLS, 2002, pp. 18-22.

Dubber, Geoff, *Developing Information Literacy Skills Through the Primary School Library*, SLA, 1999.

Gawith, Gwen, *Reading Alive!*, A&C Black, 1999.

Govier, Heather, *Introducing the Internet with Cross-curricular Projects*, Evans Brothers, 2001.

Library Association, *The Primary School Library Guidelines Library*, Library Association, 2002, p. 13. [[http://www.cilip.org.uk/practice/school/primaryschool\\_guidelines\\_2002.pdf](http://www.cilip.org.uk/practice/school/primaryschool_guidelines_2002.pdf)]

McGonagle, Janet, *Promoting Literacy Through the Primary School Library*, SLA, 1998.

Routh, Chris, *Making the Most of Your Library*, NCLL, 2002.

Wray, David, and Lewis, Maureen, *Practical Ways to Teach Reading for Information*, NCLL, 1997.

Your local SLS (if available) may be able to provide advice on suggestions for stock appropriate for different reading abilities; advice on information skills strategy and INSET etc.