

Reading for information/Writing for information
Year 4: Animals

Aspects of framework exemplified

Reading for information

Learners are able to:

- identify the features of texts, *e.g. describing a process in detail, giving reasons, chronological sequence*
- accurately identify the main ideas and key information from texts; use the information in their own work.

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.

Stimulus/context for learning

- The whole-class topic was 'Animals'.
- The class studied information texts and language features.
- Learners researched their chosen animal and created an information booklet.

leopard ✓

leopards can live in rain forests, trees, savannas and deserts. the whole makes sense. Their whole body weighs 3 and 200 lbs and does 13000 dig holes in the floor leg span is 28 cm. They shed 200 and burrows. Relatively common in Texas. their skin they can replace organs like

there are 700 types of leopards. There are biggest spiders. Typically the head actively harm is called hairy myriophanthis. thorax region (cephalothorax) and legs they are nocturnal. They can live up to 30 years.


tel. they are carnivores. ✓

Deer + attack ✓

fishes as spinning webs they catch enemies.

and release a paralytic venom. They suck and digestive enzymes to bring these victims bodies so they can suck them up through dark brown, the abdomen brownish have straw like mouth. ✓

black color may vary between individuals and certainly changes



fangs

claws

abdomen

webber

legs

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.

Literacy

Exemplification materials

Evidence

Wali: Interview a Chembakholli woman.

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

chanda: I wake up at 5 AM and my first I light the fire.

interview: So what do you do after you've done that?

chanda: Well then I prepare breakfast, which is left over rice which is made in to porridge.

interview: What does the rest of your family do?

chanda: My husband leaves for the tea fields at 6.30 and my eldest child looks

interview: So how do you clean swollen stuffs? after my younger kids.

interview: So what do you do then?

chanda: I leave for the well to clean the pots, and I carry water back sp. for the rest of the day I carry litres back 10 litres. It takes half an hour to get home.

interview: What do you do when you get back to the well house?

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

interview: What is your next job?

chanda: I go to the bank every Sunday saves 250g rice and two Rupees.

* Some excellent responses to questions.

* Excellent Knowledge of Chanda's day

* Why does she save rupees? To buy things she needs.

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.

Literacy

Exemplification materials

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 earth's 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:

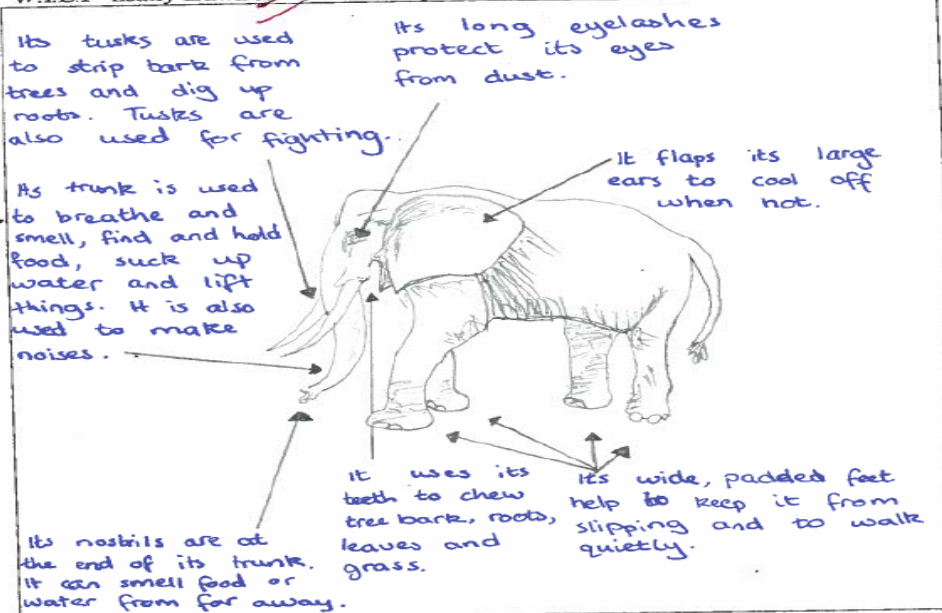
- use the main features of specific forms, e.g. *headings, diagrams*
- use visual information, e.g. *illustrations, diagrams and graphs*, which is clear and relevant to the written text.

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

W.I.L.F. neatly drawn and labelled elephant diagram



Elephants use their tusks for many things, including fighting. To find food, elephants use their trunks and their nostrils. The trunk can be used for making noises, and elephants can keep themselves safe by using their feet because they stop them slipping.

A nice piece of learning