



Information Literacy and the Key Stage 1 Curriculum

Key Stage 1

In the following information the School Library Association has mapped information literacy against the Key Stage 1 Curriculum, including the programmes of study and levels of attainment. We have mapped the places where information literacy is clearly identified. It could be argued that the whole of the curriculum is concerned with developing information literate pupils.

ENGLISH

EN2 Reading

Reading for information

2) Pupils should be taught to:

- a) use the organisational features of nonfiction texts, including captions, illustrations, contents, index and chapters, to find information
- b) understand that texts about the same topic may contain different information or present similar information in different ways
- c) use reference materials for different purposes.

[Click here to link to national curriculum for English at Key Stage 1](#)

Attainment target 2: En2 Reading

Level 2

They express opinions about major events or ideas in stories, poems and non-fiction.

Level 3

In responding to fiction and non-fiction they show understanding of the main points and express preferences. They use their knowledge of the alphabet to locate books and find information.

[Click here to link to attainment targets for English at Key Stage 1](#)

LITERACY

YEAR ONE

8 Engaging with and responding to texts

Most children learn to:

- Distinguish fiction and non-fiction texts and the different purposes for reading them

9 Creating and shaping texts

Most children learn to:

- Independently choose what to write about, plan and follow it through
- Convey information and ideas in simple non-narrative forms

YEAR TWO

7 Understanding and interpreting texts

Most children learn to:

- Draw together ideas and information from across a whole text, using simple signposts in the text
- Explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points

YEAR THREE

1 Speaking

Most children learn to:

- Explain, process or present information, ensuring that items are clearly sequenced, relevant details are included and accounts are ended effectively

7 Understanding and interpreting texts

Most children learn to:

- Identify and make notes of the main points of section(s) of text
- Identify how different texts are organised, including reference texts, magazines and leaflets on paper and on screen

9 Creating and shaping texts

Most children learn to:

- Use layout, format, graphics and illustrations for different purposes

[Click here to link to download a copy of the Primary Framework for Literacy and Mathematics](#)

ICT

Finding things out

1) Pupils should be taught how to:

- a) gather information from a variety of sources (for example, people, books, databases, CDROMs, videos and TV)

- b) enter and store information in a variety of forms (for example, storing information in a prepared database, saving work)
- c) retrieve information that has been stored (for example, using a CDROM, loading saved work).

Exchanging and sharing information

3) Pupils should be taught:

- a) how to share their ideas by presenting information in a variety of forms (for example, text, images, tables, sounds)
- b) to present their completed work effectively (for example, for public display).

Reviewing, modifying and evaluating work as it progresses

4) Pupils should be taught to:

- a) review what they have done to help them develop their ideas
- c) talk about what they might change in future work.

[Click here to link to national curriculum for ICT at Key Stage 1](#)

Attainment target for ICT

Level 1

Pupils explore information from various sources, showing they know that information exists in different forms. They use ICT to work with text, images and sound to help them share their ideas.

Level 2

Pupils use ICT to organise and classify information and to present their findings. They enter, save and retrieve work. They use ICT to help them generate, amend and record their work and share their ideas in different forms, including text, tables, images and sound. They plan and give instructions to make things happen and describe the effects.

Level 3

Pupils use ICT to save information and to find and use appropriate stored information, following straightforward lines of enquiry. They use ICT to generate, develop, organise and present their work. They share and exchange their ideas with others.

[Click here to link to attainment targets for ICT at Key Stage 1](#)

GEOGRAPHY

Geographical enquiry and skills

1) In undertaking geographical enquiry, pupils should be taught to:

- a) ask geographical questions (for example, 'What is it like to live in this place?')
 - b) observe and record (for example, identify buildings in the street and complete a chart)
 - d) communicate in different ways (for example, in pictures, speech, writing).
- 2) In developing geographical skills, pupils should be taught to:
- d) use secondary sources of information (for example, CDROMs, pictures, photographs, stories, information texts, videos, artefacts)

[Click here to link to national curriculum for Geography at Key Stage 1](#)

Attainment target for Geography

Level 1

They use resources that are given to them, and their own observations, to ask and respond to questions about places and environments.

Level 2

They carry out simple tasks and select information using resources that are given to them. They use this information and their own observations to help them ask and respond to questions about places and environments.

Level 3

They use skills and sources of evidence to respond to a range of geographical questions, and begin to use appropriate vocabulary to communicate their findings.

[Click here to link to attainment targets for Geography at Key Stage 1](#)

HISTORY

Historical enquiry

- 4) Pupils should be taught:
- a) how to find out about the past from a range of sources of information (for example, stories, eyewitness accounts, pictures and photographs, artefacts, historic buildings and visits to museums, galleries and sites, the use of ICT based sources)
 - b) to ask and answer questions about the past.

Organisation and communication

- 5) Pupils should be taught to select from their knowledge of history and communicate it in a variety of ways (for example, talking, writing, using ICT).

[Click here to link to national curriculum for History at Key Stage 1](#)

Attainment target for History

Level 1

They find answers to some simple questions about the past from sources of information.

Level 2

They observe or handle sources of information to answer questions about the past on the basis of simple observations.

Level 3

They use sources of information in ways that go beyond simple observations to answer questions about the past.

[Click here to link to attainment targets for History at Key Stage 1](#)

SCIENCE

SC1 Scientific Enquiry

Investigative skills

2) Pupils should be taught to:

Planning

- a) ask questions (for example, 'How?', 'Why?', 'What will happen if?') and decide how they might find answers to them
- b) use firsthand experience and simple information sources to answer questions
- g) communicate what happened in a variety of ways, including using ICT (for example, in speech and writing, by drawings, tables, block graphs and pictograms)
- j) review their work and explain what they did to others.

[Click here to link to national curriculum for Science at Key Stage 1](#)

Attainment target 1: Sc1 Scientific enquiry

Level 2

They use simple texts, with help, to find information.

Level 3

They use simple texts to find information.

[Click here to link to attainment targets for Science at Key Stage 1](#)

ART AND DESIGN

Attainment target for Art & design

Level 3

Pupils explore ideas and collect visual and other information for their work.

Level 4

Pupils explore ideas and collect visual and other information to help them develop their work.

Level 5

Pupils explore ideas and select visual and other information. They use this in developing their work, taking account of the purpose.

[Click here to link to attainment targets for Art & Design at Key Stage 1](#)

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