

Information Literacy and the National Curriculum

Key Stage 2

In the following information the School Library Association has mapped information literacy against the Key Stage 2 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

3 Pupils should be taught to:

- a) scan texts to find information
- b) skim for gist and overall impression
- c) obtain specific information through detailed reading
- d) draw on different features of texts, including print, sound and image, to obtain meaning
- e) use organisational features and systems to find texts and information
- f) distinguish between fact and opinion (for example, by looking at the purpose of the text, the reliability of information)
- g) consider an argument critically.

Non-fiction and non-literary texts

5 To develop understanding and appreciation of non-fiction and non-literary texts, pupils should be taught to:

- a) identify the use and effect of specialist vocabulary
- b) identify words associated with reason, persuasion, argument, explanation, instruction and description
- c) recognise phrases and sentences that convey a formal, impersonal tone
- d) identify links between ideas and sentences in non-chronological writing
- e) understand the structural and organisational features of different types of text (for example, paragraphing, subheadings, links in hypertext)
- f) evaluate different formats, layouts and presentational devices (for example, tables, bullet points, icons)

g) engage with challenging and demanding subject matter.

[Click here to link to national curriculum for English at Key Stage 2](#)

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.

Level 4

In responding to a range of texts, pupils show understanding of significant ideas, themes, events and characters, beginning to use inference and deduction. They refer to the text when explaining their views. They locate and use ideas and information.

Level 5

Pupils show understanding of a range of texts, selecting essential points and using inference and deduction where appropriate. In their responses, they identify key features, themes and characters and select sentences, phrases and relevant information to support their views. They retrieve and collate information from a range of sources.

[Click here to link to attainment targets for English at Key Stage 2](#)

LITERACY

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

YEAR FOUR

7 Understanding and interpreting texts

Most children learn to:

- Identify and summarise evidence from a text to support a hypothesis
- Use knowledge of different organisational features of texts to find information effectively

9 Creating and shaping texts

Most children learn to:

- Summarise and shape material and ideas from different sources to write convincing and informative non-narrative texts

12 Presentation

Most children learn to:

- Use wordprocessing packages to present written work

YEAR FIVE

7 Understanding and interpreting texts

Most children learn to:

- Make notes on and use evidence from across a text to explain events or ideas

12 Presentation

Most children learn to:

- Use a range of ICT programs to present texts, making informed choices about which electronic tools to use for different purposes

YEAR SIX

7 Understanding and interpreting texts

Most children learn to:

- Appraise a text quickly, deciding on its value, quality or usefulness

12 Presentation

Most children learn to:

- Select from a wide range of ICT programs to present text effectively and communicate information and ideas

YEAR SIX PROGRESSION TO YEAR SEVEN

7 Understanding and interpreting texts

Most children learn to:

- Locate resources for a specific task, appraising the value and relevance of information and acknowledging sources
- Identify the ways writers of non-fiction match language and organisation to their intentions

12 Presentation

Most children learn to:

- Set personal targets to improve presentational devices, on paper and on screen

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

ICT

Knowledge, skills and understanding

During key stage 2 pupils use a wider range of ICT tools and information sources to support their work in other subjects. They develop their research skills and decide what information is appropriate for their work. They begin to question the plausibility and quality of information. They learn how to amend their work and present it in a way that suits its audience.

Finding things out

1) Pupils should be taught:

- a) to talk about what information they need and how they can find and use it (for example, searching the internet or a CDROM, using printed material, asking people)
- b) how to prepare information for development using ICT, including selecting suitable sources, finding information, classifying it and checking it for accuracy (for example, finding information from books or newspapers, creating a class database, classifying by characteristics and purposes, checking the spelling of names is consistent)
- c) to interpret information, to check it is relevant and reasonable and to think about what might happen if there were any errors or omissions.

Exchanging and sharing information

3) Pupils should be taught:

- a) how to share and exchange information in a variety of forms, including email (for example, displays, posters, animations, musical compositions)
- b) to be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (for example, work for presentation to other pupils, writing for parents, publishing on the internet).

Reviewing, modifying and evaluating work as it progresses

4) Pupils should be taught to:

- a) review what they and others have done to help them develop their ideas
- b) describe and talk about the effectiveness of their work with ICT, comparing it with other methods and considering the effect it has on others (for example, the impact made by a desktop published newsletter or poster)
- c) talk about how they could improve future work.

[Click here to link to national curriculum for ICT at Key Stage 2](#)

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 2](#)

GEOGRAPHY

Geographical enquiry and skills

- 1) In undertaking geographical enquiry, pupils should be taught to:
 - a) ask geographical questions (for example, 'What is this landscape like?', 'What do I think about it?')
 - e) communicate in ways appropriate to the task and audience (for example, by writing to a newspaper about a local issue, using email to exchange information about the locality with another school).
- 2) In developing geographical skills, pupils should be taught:
 - c) to use atlases and globes, and maps and plans at a range of scales (for example, using contents, keys, grids)
 - d) to use secondary sources of information, including aerial photographs (for example, stories, information texts, the internet, satellite images, photographs, videos)

[Click here to link to national curriculum for Geography at Key Stage 2](#)

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.

Level 4

Drawing on their knowledge and understanding, they suggest suitable geographical questions.....They use primary and secondary sources of evidence in their investigations and communicate their findings using appropriate vocabulary.

Level 5

They explain their own views and begin to suggest relevant geographical questions and issues. Drawing on their knowledge and understanding, they select and use appropriate skills and ways of presenting information from the key stage 2 or 3 programme of study to help them investigate places and environments. They select information and sources of evidence, suggest plausible conclusions to their investigations and present their findings both graphically and in writing.

[Click here to link to attainment targets for Geography at Key Stage 2](#)

HISTORY

Knowledge, skills and understanding

During key stage 2 pupilsuse different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

4) Pupils should be taught:

- a) how to find out about the events, people and changes studied from an appropriate range of sources of information, including ICT based sources (for example, documents, printed sources, CDROMS, databases, pictures and photographs, music, artefacts, historic buildings and visits to museums, galleries and sites)
- b) to ask and answer questions, and to select and record information relevant to the focus of the enquiry.

Organisation and communication

5) Pupils should be taught to:

- a) recall, select and organise historical information

[Click here to link to national curriculum for History at Key Stage 2](#)

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.

Level 4

They are beginning to select and combine information from different sources. They are beginning to produce structured work....

Level 5

Using their knowledge and understanding, pupils are beginning to evaluate sources of information and identify those that are useful for particular tasks. They select and organise information to produce structured work, making appropriate use of dates and terms.

[Click here to link to attainment targets for History at Key Stage 2](#)

SCIENCE

Sc1 Scientific enquiry

Investigative skills

2) Pupils should be taught to:

- a) ask questions that can be investigated scientifically and decide how to find answers
- b) consider what sources of information, including firsthand experience and a range of other sources, they will use to answer questions

[Click here to link to national curriculum for Science at Key Stage 2](#)

Attainment target 1: Sc1 Scientific enquiry

Level 3

They use simple texts to find information.

Level 4

They select information from sources provided for them.

Level 5

They select from a range of sources of information.

[Click here to link to attainment targets for Science at Key Stage 2](#)

D&T

Attainment target for D&T

Level 4

Pupils generate ideas by collecting and using information.

Level 5

Pupils draw on and use various sources of information. They evaluate their products and their use of information sources.

[Click here to link to attainment targets for D & T at Key Stage 2](#)

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 2](#)

March 2008

Compiled by the School Library Association Unit 2 Lotmead Business Village
Lotmead Farm
Wanborough Nr. Swindon Wiltshire SN4 0UY
Tel: 01793 791787 Fax 01793 791786 e-mail info@sla.org.uk web
www.SLA.org.uk