

Finding Facts

Assessment Focus

This task focuses on **Communication** through the mode of **Reading** at **Levels 1, 2 and 3**.

Two linked tasks (*Let's Talk About and Writing Facts*) that use the same context are available to assess Talking and Listening and Writing.

Task Description

In this task pupils are required to find factual information about a topic from non-fiction texts at the appropriate pupil level. Pupils are required to pose a question, locate and read relevant information and present their information in a suitable way.

Finding Facts

Prior Knowledge/Experience

To complete this task, pupils should have experience of:

- finding information from non-fiction texts;
- asking and answering relevant questions related to a topic;
- recognising and using the features of non-fiction texts appropriate to the pupil level;
- discussing, noting or recording the information they find.

Resources

Teachers should ensure that pupils have access to suitable books or digital sources of information appropriate to the chosen topic and pupil level.

Managing the Task

This Reading assessment task is designed to be integrated into normal class work where pupils can be given an opportunity to read in order to find out factual information about a topic, for example, in *The World Around Us*, to find out which foods are healthy and which are not or in *Personal Development and Mutual Understanding* to find out how to care for their pet. Pupils should be given the opportunity to review their work.

This task focuses on Reading and, although you may use a Talking and Listening or Writing activity to allow pupils to show the information that they have found in their research and how they have used it, only Reading is addressed in the assessment section.

Some pupils with language difficulties, including those with a hearing impairment, may need support to access this type of task. Please consult the relevant section in the 'Non-Statutory Guidance: Using Assessment Tasks for Pupils with Special Educational Needs (Primary)'.

Pupils should be given the opportunity to:

Plan

- talk with their teacher/peers to say what they already know and identify what they want to find out about the topic;
- record what they want to find out in the form of a question; and
- agree the success criteria with the teacher.

Do

- use their planning question to choose the most suitable texts;
- read the texts to locate the information they need;
- make a note of or tag the pages where they found the information;
- use the information to write a response to their question; and

Finding Facts

- at levels 2 and 3 give an opinion based on what they have found.

Review

- with the teacher discuss how successful pupils were in answering their own question;
- discuss the reading strategies they used to help find the information they needed; and
- check their response against the agreed success criteria.

Finding Facts

Assessing Pupils' Responses to the Task

This page sets out the Requirements for Reading. Alongside these are the Progression Statements. The final column shows possible responses that illustrate the standard at Level 1.

Requirements for Reading	Progression Statements for Level 1	Possible pupil responses that illustrate the standard at Level 1
Pupils should be enabled to:	Pupils can:	Depending on the context, pupils:
<ul style="list-style-type: none"> read a range of texts* for information, ideas and enjoyment; 	<ul style="list-style-type: none"> show understanding of the meaning carried by print, pictures and images; 	<ul style="list-style-type: none"> find simple information about the question which they are researching when directed to suitable texts such as picture books;
<ul style="list-style-type: none"> use a range of strategies to read with increasing independence; 	<ul style="list-style-type: none"> understand that words are made up of sounds and syllables and that sounds are represented by letters; use reading strategies; 	<ul style="list-style-type: none"> use their current knowledge of sounds and syllables when 'having a go' at reading unfamiliar words; use context, pictures, prior knowledge or help from the teacher to make sense of a text;
<ul style="list-style-type: none"> find, select and use information from a range of sources; 	<ul style="list-style-type: none"> read and understand familiar words, signs and symbols in the environment; use visual clues to locate information; 	<ul style="list-style-type: none"> recognise familiar words, signs or symbols related to the topic; use labels or pictures to help find relevant information;
<ul style="list-style-type: none"> understand and explore ideas, events and features in texts*; 	<ul style="list-style-type: none"> use language associated with texts*; 	<ul style="list-style-type: none"> choose a book that is likely to contain the required information by looking at the cover illustration or the illustrations in the text;
<ul style="list-style-type: none"> use evidence from texts* to explain opinions. 	<ul style="list-style-type: none"> talk about what they read and answer questions. 	<ul style="list-style-type: none"> during and after the task talk to the teacher about what they have found out about their question.

*Texts refer to ideas that are organised to communicate and present a message in written, spoken, visual and symbolic forms.

Finding Facts

Assessing Pupils' Responses to the Task

This page sets out the Requirements for Reading. Alongside these are the Progression Statements. The final column shows possible responses that illustrate the standard at Level 2.

Requirements for Reading	Progression Statements for Level 2	Possible pupil responses that illustrate the standard at Level 2
Pupils should be enabled to:	Engaging with a range of short, simple texts*, both reading aloud and silently, pupils can:	Depending on the context, pupils:
<ul style="list-style-type: none"> read a range of texts* for information, ideas and enjoyment; 	<ul style="list-style-type: none"> understand, recount and sequence events and information; 	<ul style="list-style-type: none"> answer their question by choosing from and reading simple texts provided by the teacher and talk and write, in a sensible sequence, about what they have found;
<ul style="list-style-type: none"> use a range of strategies to read with increasing independence; 	<ul style="list-style-type: none"> use a range of reading strategies; 	<ul style="list-style-type: none"> use strategies for example, sound-symbol correspondence, syllabification, background knowledge or making connections to help with word identification and meaning;
<ul style="list-style-type: none"> find, select and use information from a range of sources; 	<ul style="list-style-type: none"> select information for a purpose; use basic alphabetical knowledge and visual clues to locate information; 	<ul style="list-style-type: none"> find information to answer their question by researching simple, non-fiction texts; use the first letter of the alphabet and visual clues to locate information in simple reference material;
<ul style="list-style-type: none"> understand and explore ideas, events and features in texts*; 	<ul style="list-style-type: none"> recognise some forms and features of texts*; 	<ul style="list-style-type: none"> know that the information they require to answer their question will be found in non-fiction texts and recognise these texts;
<ul style="list-style-type: none"> use evidence from texts* to explain opinions. 	<ul style="list-style-type: none"> ask questions to seek clarification that develops understanding; express opinions and make predictions. 	<ul style="list-style-type: none"> talk about which text provided the best information to answer their question; express an opinion about the information which they have gathered.

*Texts refer to ideas that are organised to communicate and present a message in written, spoken, visual and symbolic forms.

Finding Facts

Assessing Pupils' Responses to the Task

This page sets out the Requirements for Reading. Alongside these are the Progression Statements. The final column shows possible responses that illustrate the standard at Level 3.

Requirements for Reading	Progression Statements for Level 3	Possible pupil responses that illustrate the standard at Level 3
Pupils should be enabled to:	Engaging with a range of longer texts* for a variety of purposes, both reading aloud and silently, pupils can:	Depending on the context, pupils:
<ul style="list-style-type: none"> read a range of texts* for information, ideas and enjoyment; 	<ul style="list-style-type: none"> recognise, understand and sequence main points; paraphrase with general accuracy; 	<ul style="list-style-type: none"> find the main points to answer their question and show their understanding by presenting information which is relevant to the question; extract relevant information from the non-fiction texts they are using and put it into their own words;
<ul style="list-style-type: none"> use a range of strategies to read with increasing independence; 	<ul style="list-style-type: none"> choose and use reading strategies independently; 	<ul style="list-style-type: none"> independently use a range of strategies to give meaning to words they are unfamiliar with;
<ul style="list-style-type: none"> find, select and use information from a range of sources; 	<ul style="list-style-type: none"> use organisational features, including alphabetical order, to locate and obtain information; 	<ul style="list-style-type: none"> use the organisational features of chosen texts, such as contents, index and home page, to make their research more useful;
<ul style="list-style-type: none"> understand and explore ideas, events and features in texts*; 	<ul style="list-style-type: none"> understand that there are different forms and features of texts*; make deductions using information from the text*; 	<ul style="list-style-type: none"> show understanding by being able to use non-fiction texts in a way that it is appropriate to the task, for example using a search engine to find relevant information on the internet; make deductions about the question they are answering from what they have read;
<ul style="list-style-type: none"> use evidence from texts* to explain opinions. 	<ul style="list-style-type: none"> ask and respond to questions to extend understanding; express opinions and give reasons. 	<ul style="list-style-type: none"> show an understanding of their topic question by asking and answering relevant questions; give an opinion about their research and say why they have adopted that opinion.

*Texts refer to ideas that are organised to communicate and present a message in written, spoken, visual and symbolic forms.