

NATIONAL LITERACY AND NUMERACY FRAMEWORK	WELSH INFORMATION LITERACY FRAMEWORK
LITERACY – READING FOR INFORMATION KEY STAGE 3 Locating, selecting and using information Reading strategies	
Year 7 Use internet searches carefully, deciding which sources to read and believe	Entry level 1 Identify <i>define the information needed, begin to understand that some things are fact</i> Scope <i>become aware that information exists in a variety of forms</i> Plan <i>Identify the key words to locate in written sources</i> Evaluate <i>check that the information found is what is needed</i> Manage <i>be able to make a decision using information obtained</i>
Year 8 Be selective about which internet sources to download or quote depending on their reliability and relevance	Entry level 2 Identify <i>define the information needed</i> Scope <i>identify which information can be obtained orally and which may be paper based or electronic</i> Plan <i>select potential sources</i> Gather <i>use a web browser to locate a pre-selected webpage</i> Evaluate <i>select relevant, and current information</i> Manage <i>use information to make a decision</i>
Year 9 Read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them	Entry level 3 Identify <i>define the information problem</i> Scope <i>identify general, reference, and people resources with support and</i>

<p>Make full but selective use of the internet to update, broaden and deepen understanding of information, ideas and issues</p>	<p><i>guidance</i></p> <p>Plan <i>identify keywords most relevant for searching</i></p> <p>Evaluate <i>select relevant, understandable, current, and objective information with support</i></p> <p>Manage <i>choose data from given information presented in a variety of numerical and graphical ways, Safely share information with others, including the use of e-mail;</i></p>
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<p>LITERACY – READING FOR INFORMATION KEY STAGE 3 Responding to what has been read Comprehension</p>	
<p>Year 7 Select main points from a text and identify how information and evidence are used to support them</p> <p>Follow up initial ideas that interest them by further research</p>	<p>Entry Level 1</p> <p>Identify <i>start to frame simple questions on the topic</i></p> <p>Plan <i>identify the key words to locate in written sources,</i></p> <p>Gather <i>identify key information from simple texts</i></p> <p>Plan <i>frame simple question for obtaining information</i></p> <p>Evaluate <i>check that information found is what is required</i></p>
<p>Year 8 Identify links between ideas and information across texts using inference and deduction to understand layers of meaning</p>	<p>Entry Level 2</p> <p>Gather <i>begin to find common sources of information</i></p>

<p>Read around a topic that interests them and develop a broader picture of it</p> <p>Make connections between texts, their themes and factual content and identify any agreement and contradictions</p> <p>Follow up and use additional materials in texts e.g. footnotes, hyperlinks, references using notes for recording and shaping information</p>	<p>Gather <i>extract information from lists, tables, simple bar charts and diagrams</i></p> <p>Gather <i>decode text and begin to find simple information using organisational devices and available clues to deduce meaning</i></p> <p>Manage <i>record information sources in a simplified format</i></p> <p>Present <i>use given resources to help create, present and safely share their ideas, including text/word-banks and images</i></p>
<p>Year 9</p> <p>Research a wide range of sources to develop a full understanding of a topic or issue</p> <p>Assess the reliability of text</p>	<p>Entry Level 3</p> <p>Gather <i>use a library catalogue to locate an item by keyword, author or title with guidance and support</i></p> <p>Gather <i>select best potential resources that are relevant , valid and current</i></p> <p>Evaluate <i>look for trends, inconsistencies, or missing information</i> <i>Select relevant, understandable, current, and objective information with support</i></p>

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LITERACY – READING FOR INFORMATION KEY STAGE 3 Responding to what has been read <i>Response and analysis</i>	
Year 7 Distinguish between facts and opinions and identify how they are presented Identify texts that appeal to them and why, using evidence to support their view	Entry level 1 <i>Evaluate check that information found is what is required</i> <i>Manage be able to make a decision using information found</i> <i>Present become aware that ICT can be used to communicate ideas</i>
Year 8 Begin to evaluate the effectiveness of text Collate and synthesise information effectively using their knowledge of different formats	Entry level 2 <i>Evaluate select relevant and current text</i> <i>Present use given ICT resources to help create, present and safely share their ideas, including text/word banks and images</i>
Year 9 Identify how arguments are constructed to be persuasive, including the use of facts and different kinds of language Identify different interpretations of facts and information and evaluate their relative merits	Entry level 3 <i>Evaluate look for trends, inconsistencies, or missing information</i> Present paraphrase or summarize information with support and guidance