



## PLANNING for Reading for Information Lessons

Over the next few pages you will see *an example* of how Reading for information planning may be considered in light of the publication of the outcomes and experiences for a CfE. They should be considered alongside the HLP guidance 'Reading for Information' P1-S2'. Each level consists of two pages; the first is more detailed and a second simpler page. Both pages should be copied back to back.

### Points to note

- The Es and Os indicated at the top of the page will cover more than one stage eg P2-4. It is important that teachers build on what has been taught and experienced in a previous class so it is recommended that planning sheets are continuous i.e. passed on to and used by the next teacher. It is envisaged that only the P1, P2 and P5 teachers begin a new planning sheet.
- A colour code is advised to be used against the Es and Os to show where the teacher plans to target the class/group. A simple dot system may be used. See plan.
- To match the ideals of CfE, most of the plan should be completed by the teacher and should be **flexible** to allow for addressing the next steps that arise from each lesson OR for missing out aspects that the pupils are found to be very confident OR to take the opportunity to extend a lesson further than was originally planned. This may mean that only a maximum of a half a term is planned for at any one time. An idea may be to miss out lines when planning to add in additional lessons if needed. It should be thought of as a '**living plan**'.
- Teachers should refer to the Es and Os at the top of the sheet during any planning to ensure that pupils are given opportunities to widen their experiences.
- As the early level covers pre- school as well as P1, the teacher should share planning with the pre-school staff, especially for term 1.
- Teachers should link their Reading for information lesson to other subject areas where possible.
- Teachers should also link reading for information to their functional writing lessons i.e the reading to writing link.
- The final planning sheets are for all secondary teachers no matter the subject.
- Home link- If you identify lessons that could be enhanced *or* learning consolidated or extended through a home link, mark them with an **H**. This may include reading, research, discussion at home or an activity

Primary 1~ CfE Early level

Highland Literacy Project  
**READING FOR INFORMATION**

Group/class:  
 Session:

<p><b>red</b> = early experiences at this level    <b>orange</b>= working towards outcomes at this level in a <i>variety</i> of ways. Decreasing level of support.    <b>green</b>= establishing and consolidating outcomes and widening experiences at this level. Increasing pupil independence. Text structure, idea &amp; vocabulary more complex.</p>	
Listening & Talking	<i>When I listen &amp; talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen. LIT 0-02/ENG 0-03a</i>
Listening & Talking/ Reading	<i>To help me understand stories &amp; other texts, I ask questions and link what I am learning with what I already know. LIT 0-07a/ LIT 0-16a/ENG 0-17a I listen or watch for useful to interesting information and I can sue this to make choices or learn new things. LIT 0-04a</i>
Tools for reading	<i>I explore sounds &amp; words, discovering how they work together, and I learn to use what I learn to help me as I read and write. ENG 0-12a/ LIT 0-13a/ LIT 0-21a</i>
Reading- finding & using information	<i>I use signs, books or other texts to find useful or interesting information &amp; I use this to plan, make choices or learn new things LIT 0-14a</i>

date	Topic/link to another subject area <sup>1</sup>	Details of resources including genre/type	Level of pupil independence <sup>2</sup>	Connection to writing eg making notes	Assess? How?	Next steps and <u>action</u> <sup>3</sup> :	Home link?

<sup>1</sup> E.g. Science 'living things' or topic WW11- air raids

<sup>2</sup> E.g. Pupils reading independently in trios including deciding their own questions. All trios have the same text.

<sup>3</sup> As a result of the lesson, what needs to be taught or consolidated and how this will be done e.g through a mini lesson, core reading or another Rfi lesson.



Primary 2-4~ CfE First level

Highland Literacy Project  
**READING FOR INFORMATION**

Group/class:

Session:

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Listening & Talking	<ul style="list-style-type: none"> <li>When I engage with others, I know when and how to listen, how much to say, when to ask questions and how to respond with respect. LIT 1-02a</li> <li>I can select ideas &amp; relevant information, organise these in a logical sequence &amp; use words which will be interesting &amp;/or useful to others. LIT 1-06a</li> </ul>	
Tools for Reading	<ul style="list-style-type: none"> <li>I am learning to select &amp; use strategies &amp; resources before I read, and as I read, to help make the meaning of texts clear. LIT 1-13a</li> </ul>	
Reading - Finding & using information	<ul style="list-style-type: none"> <li>Using what I know about the features of different types of texts, I can find, sort &amp; use information for a specific purpose. LIT 1-14a</li> <li>I am learning to make notes under given headings &amp; use them to understand information, explore ideas &amp; problems &amp; create new texts. LIT 1-15a</li> </ul>	
Reading- understanding, analysing &evaluating	<ul style="list-style-type: none"> <li>To show my understanding across different areas of learning, I can identify &amp; consider the main ideas of a text. LIT 1-16a</li> <li>To show my understanding, I can respond to different kinds of questions and other close reading tasks &amp; I am learning to create some questions of my own. ENG 1-17a</li> <li>To help me develop an informed view, I can recognise the difference between fact &amp; opinion. LIT 1-18a</li> </ul>	

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<sup>1</sup> E.g. Science 'living things' or topic WW11- air raids

<sup>2</sup> E.g. Pupils reading independently in trios including deciding their own questions. All trios have the same text.

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Primary 5-7~ CfE Second level

READING FOR INFORMATION

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Listening & Talking	<p>~ <i>When I engage with others, I can resound in ways appropriate to my role, show that I value others' contributions &amp; use these to build on thinking. LIT 2-02a</i>                  ~ <i>I can select ideas &amp; relevant information, organise these in an appropriate way for my purpose &amp; use suitable vocabulary for my audience LIT 2-06a</i>                  ~ <i>When listening &amp; talking with others for different purposes, I can share information, experiences &amp; opinions; explain processes &amp; ideas; identify issues raised &amp; summarise main points or findings; clarify points by asking questions or by asking others to say more. LIT 2-09a</i></p>				
Tools for Reading	<p>~ <i>I can select &amp; use strategies &amp; resources before I read, and as I read, to make meaning clear and give my reasons for my selection. LIT 2-13a</i></p>				
Reading - Finding & using information	<p>~ <i>Using what I know about the features of different types of texts, I can find, select &amp; sort information from a variety of sources &amp; use these for different purposes. LIT 2-14a</i>                  ~ <i>I can make notes, organise them under suitable headings &amp; use them to understand information, develop my thinking, explore problems &amp; create new texts, using my own words as appropriate. LIT 2-15a</i></p>				
Reading - understanding, analysing & evaluating	<p>~ <i>To show my understanding across different areas of learning, I can identify &amp; consider the main ideas of a text and use supporting detail. LIT 2-16a</i>                  ~ <i>To show my understanding, I can respond to literal, inferential &amp; evaluative questions &amp; other close reading tasks &amp; can create different kinds of questions of my own. ENG 2-17a</i>                  ~ <i>To help me develop an informed view, I can identify &amp; explain the difference between fact &amp; opinion, recognise when I am being influenced &amp; have assessed how useful &amp; believable my sources are. LIT 2-18a</i></p>				

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<sup>1</sup> E.g. Science 'living things' or topic WW11- air raids

<sup>2</sup> E.g. Pupils reading independently in trios including deciding their own questions. All trios have the same text.

<sup>3</sup> As a result of the lesson, what needs to be taught or consolidated and how this will be done e.g through a mini lesson, core reading or another RfI lesson.



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Listening & Talking	<p>~ <i>When I engage with others, I can make a relevant contribution, encourage others to contribute &amp; acknowledge that they have the right to hold a different opinion.</i></p> <p>~ <i>I can respond in ways appropriate to my role &amp; use contributions to reflect on, clarify or adapt thinking. LIT 3-02a</i></p> <p>~ <i>I can independently select ideas &amp; relevant information for different purposes, organise essential information or ideas &amp; any supporting detail in a logical order, &amp; use suitable vocabulary to communicate effectively with my audience. LIT 3-06a/ LIT4-06a</i></p> <p>~ <i>When listening &amp; talking with others for different purposes, I can communicate ideas or opinions; explain processes concepts or ideas; identify issues raised, summarise findings or draw conclusions. LIT 3-09a</i></p>
Tools for Reading	~ <i>I can select &amp; use strategies &amp; resources I find most useful before I read, and as I read, to make meaning clear and give my reasons for my selection. LIT 3-13a</i>
Reading - finding & using information	<p>~ <i>Using what I know about the features of different types of texts, I can find, select, sort, summarise, link &amp; use information from different sources. LIT 3-14a/4-14a</i></p> <p>~ <i>I can make notes &amp; organise them to develop my thinking, help retain &amp; recall information, explore issues &amp; create new texts, using my own words as appropriate. LIT 3-15a/LIT 4-15a</i></p>
Reading - Understanding, analysing & evaluating	<p>~ <i>To show my understanding across different areas of learning, I can identify &amp; consider the purpose, main concerns or concepts &amp; use supporting detail; make inferences from key statements; identify &amp; discuss similarities &amp; differences between different types of text. LIT 3-16a</i></p> <p>~ <b>To show my understanding, I can comment, with evidence, on the form of short &amp; extended texts, and respond to literal, inferential &amp; evaluative questions &amp; other types of close reading tasks. ENG 3-17a</b></p> <p>~ <i>To help me develop an informed view, I am exploring techniques used to influence my opinion. I can recognise persuasion &amp; assess the reliability of information &amp; credibility and value of my sources LIT 3-18a</i></p>

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<sup>1</sup> Teachers of all subjects should follow the Lit outcomes. Teachers of English should include ENG outcomes (in bold)

<sup>2</sup> E.g. WW11- air raids/link to technology – making models of air raid shelters

<sup>3</sup> E.g. Pupils working in trios independent of teacher. All trios have the same text.

<sup>4</sup> As a result of the lesson, what needs to be taught or consolidated and how this will be done e.g through a mini lesson or another RfI lesson.



S1-3~ CfE Fourth level

READING FOR INFORMATION ~ All Subjects <sup>1</sup>

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Listening & Talking	<p>~ <i>When I engage with others, I can make a relevant contribution, ensure that everyone has an opportunity to contribute &amp; encourage them to take account of others' points of view or alternative solutions. I can respond in ways appropriate to my role, exploring &amp; expanding on contributions to reflect on, clarify or adapt thinking 4-02a</i>                  ~ <i>I can independently select ideas &amp; relevant information for different purposes, organise essential information or ideas &amp; any supporting detail in a logical order, &amp; use suitable vocabulary to communicate effectively with my audience. LIT 3-06a/ <u>LIT4-06a</u></i>                  ~ <i>When listening &amp; talking with others for different purposes, I can communicate detailed information, ideas or opinions; explain processes concepts or ideas with some relevant supporting detail; sum up ideas, issues, findings or conclusions. LIT 4-09a</i></p>				
Tools for Reading	<p>~ <i>I can select &amp; use strategies &amp; resources I find most useful before I read, and as I read, to monitor &amp; check my understanding LIT 4-13a</i></p>				
Reading - finding & using information	<p>~ <i>Using what I know about the features of different types of texts, I can find, select, sort, summarise, link &amp; use information from different sources. LIT 3-14a/<u>4-14a</u></i>                  ~ <i>I can make notes &amp; organise them to develop my thinking, help retain &amp; recall information, explore issues &amp; create new texts, using my own words as appropriate. LIT 3-15a/<u>LIT 4-15a</u></i></p>				
Reading - Understanding, analysing & evaluating	<p>~ <i>To show my understanding across different areas of learning, I can clearly state the purpose, main concerns or arguments &amp; use supporting detail; make inferences from key statements &amp; state these accurately in my own words; compare &amp; contrast different types of text. LIT 4-16a</i>                  ~ <b>To show my understanding, I can give detailed, evaluative comments, with evidence, on the content &amp; form of short &amp; extended texts, &amp; respond to different kinds of questions &amp; other types of close reading tasks. ENG 4-17a</b>                  ~ <i>To help me develop an informed view, I can recognise persuasion &amp; bias, identify some of the techniques used to influence my opinion &amp; assess the reliability of information &amp; credibility and value of my sources.. LIT 4-18a</i></p>				

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