

DAY 5 Looking at ICT texts

Key features	Stages	Additional opportunities
<p>Information processing: identify relevant information from a range of sources on screen</p>	<p>Introduction Point out that so far you have focused on <i>paper</i> non-chronological reports. Ask the children: <i>What other type could we read?</i> (ICT-based.) Use the computer to open an Internet website with non-chronological information on Victorian childhood, for example: www.Victorians.asp-host.co.uk/etoys/home.htm Read and try out some of the eToys page.</p> <p>Speaking and listening Let the children discuss with their partners new features that are not used in paper reports. Do the class success criteria need to be changed? Share ideas and amend and annotate the success criteria.</p> <p>Independent work Refer to the ICT text as Text C, and give out copies of <i>Going to school in Victorian times</i> (Text A) and <i>Victorian outdoor games</i> (Text B). Ask the children to discuss the three texts with a partner. How do the texts fare against the criteria? Which is best? Ask the children to put a ranking order on their individual whiteboards. Using a new colour of sticky notes, let the children mark information in texts A and B that they find particularly interesting, and save the sheets for the next Phase.</p> <p>Plenary Compare the text rankings. Let individuals justify their ranking with reference to the success criteria. Widen the discussion by asking: <i>What have we learned to help us write an effective non-chronological report?</i></p>	<p>Phonics: <i>toy, first</i> HFW: <i>six, out</i></p> <p>ICT link: children can use the 'Going to school in Victorian times' and 'Victorian outdoor games' interactive activities on the CD-ROM to test what they have learned about the Victorians from the two reports</p>

Guided reading

Let the children read *Going to school in Victorian times* and *Victorian outdoor games* in small groups with your teaching assistant. Ask them to identify some main features of a non-chronological report. What helps the reader find information quickly?
Would they put the paragraphs in this order?

Assessment

Question the children about 'Going to school in Victorian times' or 'Victorian outdoor games' from the CD-ROM.
Ask: Do you find the texts helpful? Do you think they are good non-chronological reports? Which do you prefer? Why? Is one text more effective than the other?
Assess the children's ability to use text evidence to support their view that one is more effective than the other.
Refer back to the learning outcomes on page 143.

Further work

Suggest that the children try to improve either 'Going to school in Victorian times' or 'Victorian outdoor games' from the CD-ROM.
They could design a new layout for the text, or use a different way of organising and ordering the text. Ask them to evaluate the improvement they have made to the text's effectiveness.