



## Using ICT in Support of The National Literacy Strategy

### References to IT in the NLS Termly Objectives

The text *italics* indicates example software or example activities suggested by The ICT Curriculum Support Team.

The Literacy Software list referred to is a recommended list of software for Literacy that is published by The ICT Curriculum Support Team following consultation with the LEA Literacy Team.

	<b>Word level work: Phonics, spelling and vocabulary</b>	<b>Text level work: Comprehension and composition</b>
	<b>Pupils should be taught:</b>	<b>Pupils should be taught:</b>
<b>Reception</b>	NO REFERENCES	
<b>Year 1 Term 3</b>		<b>Non-Fiction Writing composition</b> 22 to write own questions prior to reading for information and to record answers e.g. as lists, a completed chart, extended captions for display, a fact file on (using?) IT ( <i>e.g. questions to answer before doing a graph or a search.</i> )
<b>Year 2</b>	NO REFERENCES	
<b>Year 3 Term 1</b>		<b>Non-Fiction Reading comprehension</b> 19 to compare the way information is presented e.g. by comparing a variety of information texts including IT-based sources.
<b>Year 3 Term 2</b>		<b>Non-Fiction Reading comprehension</b> 13 to discuss the merits and limitations of particular instructional texts including IT and other media texts, and to compare these with others, where appropriate, to give an overall evaluation ( <i>e.g. adventure programs, My World screens that have instructions.</i> )

Year 3 Term 2		<b>Non-Fiction Writing Composition</b> 17 to make clear notes through e.g. making use of simple formats to capture key points e.g. matrices to complete in writing or on screen (e.g. <i>I Can Write</i> or templates made up in <i>Textease</i> or <i>MS Word</i> .)
Year 3 Term 3		<b>Non-Fiction Reading comprehension</b> 17 to 'scan' indexes, directories and IT sources, etc. to locate information quickly and accurately (e.g. <i>CD ROMs</i> and <i>Web pages</i> .)
Year 3 Term 3		<b>Non-Fiction Writing composition</b> Use IT to bring to a published form – discuss relevance of layout, font etc. to audience (e.g. <i>for a poem, poster or invite</i> .)
Year 4 Term 1		<b>Non-Fiction Reading comprehension</b> 17 to identify features of non-fiction texts in print and IT e.g. headings, lists, bullet points, captions ... (see <i>Literacy software list for Non-Fiction Reading</i> ) texts, i.e. those which are scrolled and non-linear in structure; incorporate sound or still images and moving images; can be changed; and have a spatial dimension (e.g. <i>Web pages, CD ROMs and simulations</i> .)
Year 4 Term 1		<b>Non-Fiction Writing composition</b> 24 write newspaper reports; including using IT to draft and layout reports
Year 4 Term 2		<b>Non-Fiction Reading comprehension</b> 17 to scan texts in print or on screen to locate key words or phrases, useful headings and key sentences and to use these as a tool for summarising text.
Year 4 Term 3	<b>Handwriting</b> 15 to use a range of presentational skills e.g. <ul style="list-style-type: none"> <li>• print script for captions, sub-headings and labels.</li> <li>• capital letters for posters, title pages, headings.</li> <li>• a range of computer-generated fonts and point sizes.</li> </ul>	<b>Non-Fiction Writing composition</b> 25 to design an advertisement, such as a poster or radio jingle on paper or on screen.
Year 5 Term 1	<b>Spelling strategies</b> 3 to use independent spelling strategies including: using dictionaries and IT spell checks (e.g. <i>on-screen grids, word banks</i> .)	

<b>Year 5 Term 2</b>	<b>Spelling strategies</b> 3 to use independent spelling strategies including: using dictionaries and IT spell checks ( <i>e.g. on-screen grids, word banks.</i> )	<b>Non-Fiction Reading comprehension</b> 17 to locate information confidently and efficiently through (i) using contexts, indexes etc. (ii) skimming to gain overall sense of text (iii) scanning to locate specific information, (iv) close reading to aid understanding, (v) text-marking, (vi) using CD ROM and other IT sources where available.
<b>Year 5 Term 3</b>	<b>Spelling strategies</b> 3 to use independent spelling strategies including: using dictionaries and IT spell checks ( <i>e.g. on-screen grids, word banks.</i> )	<b>Non-Fiction Writing composition</b> 18 to write a commentary on an issue on paper or screen, (e.g. as a news editorial or leaflet), setting out and justifying a personal view; to use structures from reading to set out and link points ( <i>e.g. numbered lists, bullet points.</i> )
<b>Year 6 Term 1</b>	<b>Spelling strategies</b> 3 to use independent spelling strategies including: using dictionaries and IT spell checks ( <i>e.g. on-screen grids, word banks.</i> )	<b>Non-Fiction Writing composition</b> 18 to use IT to plan, revise, edit writing to improve accuracy and conciseness and to bring to a production standard e.g. through compiling a class newspaper, paying attention to accuracy, layout and presentation.
<b>Year 6 Term 2</b>	<b>Spelling strategies</b> 3 to use independent spelling strategies including: using dictionaries and IT spell checks ( <i>e.g. on-screen grids, word banks.</i> )	
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