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# Retrieving and recording information

## Prior learning

- Can identify and summarise the main ideas in a text.

## Learn

- Retrieving and recording information can be taught in a few lessons, but these are ongoing skills that can be used in other subjects and during topic work, for example.
- Children need to know that being able to find information in books to answer questions, to research topics and so on is important. This skill will be needed in all subjects, particularly as they get older and move into secondary education. It is also important that they learn how to retrieve

information when using online resources. If this isn't covered in the computing curriculum then make sure that children are given opportunities to find information using online resources in English lessons.

- You can show children how to summarise ideas using short sentences, bullet points or other list formats, as well as plans or charts that group similar pieces of information, such as spidergrams.

- Use *100 English Lessons Year 3, Autumn 1, Week 1, Lessons 1–3* to cover retrieving information about an author, recording by highlighting, answering questions, creating questions and creating a fact file.

- Other linked *100 English Lessons Year 3* lessons cover the objective using different topics, asking children to research robots, castles, castle dwellers and chocolate and how it is made.

## Activities

- The textbook and pages 94–95 of the *Year 3 Practice Book* provide activities that will help children find specific information and record it either as answers to questions or in a table.

- Ask less confident learners specific questions to help them identify information within a text. Support their learning within guided reading. Use the tips in the textbook to help them remember how to retrieve information.

- Give more confident learners less specific questions and encourage them to retrieve the information on a subject by first writing their own questions.

## Retrieving and recording information

### Learn

What does retrieving and recording information mean?

- Retrieving information means finding the information you need from a text to answer questions.
- Recording information means writing it down.

The main ideas have been highlighted in this text to help answer the questions.



Mozart was a composer who lived over 250 years ago. **He was born in Austria** and wrote classical music. Mozart learned to **play the piano and violin** at an early age. He was just 11 years old when he wrote one of his famous pieces of music. **His music is still very well-known** today.



1. What country was Mozart born in? **He was born in Austria.**
2. Which instruments did Mozart play? **He played the piano and violin.**
3. Why is Mozart famous? **His music is very well-known.**

See if you can spot the answers in the text.

### Activities

1. Read this text, retrieve the answers you need and write your answers.

#### Famous composers

A composer is a person who writes pieces of music. Lots of people write – for example, a poet writes poems and an author writes stories or information.

Beethoven is a famous composer. Beethoven was born in Germany in 1770 (that's almost 250 years ago!). He also played the piano. Beethoven wrote pieces of music about the weather and nature.



- a. What does a composer do?
- b. Which country was Beethoven born in?
- c. What did Beethoven write pieces of music about?



Now read the questions and have a go at finding the answers in the text.

#### Tip

- Read the text and questions carefully.
- Skim-read the text again to find the answers.
- Write each answer using examples or evidence from the text.
- Re-read your answer. Does it answer the question?

## Curriculum objectives

- To retrieve and record information from non-fiction.

## Success criteria

- I can find and record simple information from non-fiction books.

## 100 English Lessons Year 3 links:

- Autumn 1, Week 1 (pages 19–21): research and find out about an author
- Autumn 2, Week 3 (page 58): Lesson 2, Researching robots
- Autumn 2, Assess and review (page 70): Using contents and indices to research non-fiction
- Spring 1, Week 1 (page 83): Lesson 1, A castle tour
- Spring 1, Week 2 (page 86): Lesson 1, Castle dwellers
- Summer 1, Week 1 (page 148): Lesson 2, Researching chocolate
- Summer 1, Week 4 (page 156): Lesson 1, Making chocolate
- Summer 1, Week 6 (page 163): Lesson 2, A chocolate poet

## Year 3 Practice Book links:

- (pages 94–95): Writing charts from text

# Inverted commas

## Prior learning

- Can identify speech marks.

## Learn

- Revisit the work on inverted commas covered in Year 3: identifying inverted commas in dialogue in stories; showing the correct position of the inverted commas to open and close speech; that a new person speaking starts a new line. Use *100 English Lessons Year 4, Autumn 1, Week 5, Lesson 3* to convert speech bubbles into direct speech and *100 English Lessons Year 4, Spring 2, Week 2, Lesson 2* to practise writing direct speech.

## Curriculum objectives

- To use and punctuate direct speech.
- To use inverted commas and other punctuation to indicate direct speech. (Grammar appendix)
- To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentences.

## Success criteria

- I can identify speech marks.

## Talk

- Ask the children to plan a question and answer session with a partner about a topic being covered in the class. If needed, you could state how many questions they need to ask, such as five.

## Write

- Ask the children to record their question and answer session with their partner as direct speech. Encourage them to use more interesting speech tags instead of 'said' (for example, 'enthused') or to use adverbs (for example, 'said softly'). However, make sure that the children know that they don't always have to put a speech tag. Discuss why it is better to use them only when you need to show emotion, or when a new character joins the dialogue and you need to

make sure it is clear to the reader who is talking.

## Activities

- The activities in the textbook and on pages 88–91 of the *Year 4 Practice Book* consolidate using inverted commas in direct speech.
- Give children opportunities to write dialogue during story-writing activities and remind them how to form inverted commas.

## 100 English Lessons Year 4 links:

- Autumn 1, Week 5 (pages 31–33): demonstrate ability to create speeches for particular characters and write them using accurate punctuation
- Autumn 1, Assess and review (page 37): Inverted commas and pronouns
- Autumn 2, Week 2 (page 55): Lesson 3, Science-fiction characters (2)
- Autumn 2, Week 5 (pages 63–65): draft, share and edit opening paragraphs of alien stories
- Spring 1, Assess and review (page 103): Dragons
- Spring 2, Week 2 (page 119): Lesson 2, Hello, Normans speaking
- Spring 2, Assess and review (page 135): Normans
- Summer 1, Assess and review (page 167): Stories dealing with issues
- Summer 2, Week 5 (page 192): Lesson 3, Revision of grammar, punctuation and spelling

## Year 4 Practice Book links:

- (page 88): Punctuating direct speech
- (page 89): The three little pigs
- (page 90): Presenting dialogue
- (page 91): Model dialogue

## Inverted commas

What are inverted commas?



## Learn

**Inverted commas** are punctuation marks that show **direct speech**. They look like this: “ ”. Sometimes they are also called speech marks.

Inverted commas go at the beginning and end of direct speech. They enclose the spoken words and the punctuation that goes with the speech. Who is talking, and how, comes outside of the inverted commas.

Example 1: “Tomorrow I’m going to my friend’s house,” said Sophia. Labels: inverted commas, direct speech, final comma – inside the inverted commas, who is talking and how.

Example 2: “Which way is the post office, please?” asked the old man. Labels: inverted commas, question mark – inside the inverted commas.

Example 3: “I’m over here!” shouted Jakub. Labels: inverted commas, exclamation mark – inside the inverted commas.

Example 4: The teacher told the children, “Line up now.” Labels: who is talking and how first, followed by a comma – before the inverted commas, inverted commas, comma.

## Tip

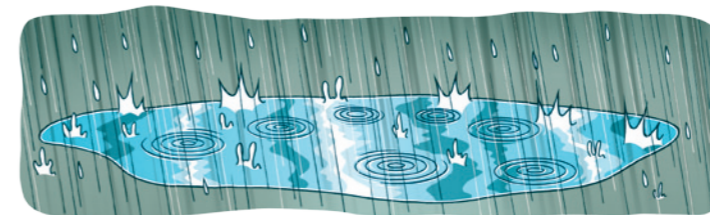
- Use a comma after who is talking, when it comes before the direct speech.
- When you’re writing down a conversation, start a new line each time the speaker changes.

## Key words

inverted commas  
direct speech

## Activities

1. Write the sentence that uses inverted commas correctly.



“Look at all that rain!” exclaimed Grandad. “I think we will have to go in the car today.”  
 “Look at all that rain!” exclaimed Grandad. I think we will have to go in the car today.”  
 “Look at all that rain!” exclaimed Grandad. “I think we will have to go in the car today.”  
 “Look at all that rain!” exclaimed Grandad. “I think we will have to go in the car today”.

2. Rewrite the passage below and insert the missing inverted commas.

Charlie was standing at the end of the dinner queue.  
 I am so hungry! he moaned.  
 Me too. Why are we always last? said his friend Sam.  
 I just hope there is some chocolate cake left, replied Jing, who was just in front of Charlie.  
 Then the lunchtime assistant told them, You don’t need to worry.  
 There’s plenty of cake for everyone.