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From Opinions to Findings - Year 4

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Teacher quick-start

Purpose and starting point

Five lessons for Year 4, generally ages 9–10. Pupils learn to support findings with source details, recognise thinking and reporting language, separate personal views, and state a useful limit. They need to read a short table or paragraph and give a reason. No real class survey or graph interpretation is required.

Prepare once

Have the editable presentation and quiz ready. Use the colour displays, two source dossiers, twelve Source Check cards, rules, mat and keys. Provide the six practice worksheets, fresh library assessment, reflection and rubric; retain red answer/sample pages for checking. Pupils need pencils and a partner. Cut the game cards in advance if helpful.

Teach the sequence

Lessons 1–4 take about 50 minutes each; Lesson 5 takes about 60 minutes. Start with a thought/finding contrast, teach purposeful verbs, practise source checking, create a report and labelled recommendation, then assess a fresh source. Pause before showing answers. Say: Which source detail supports those words?

Access and checking

Read sources aloud, point to one row at a time, rehearse sentences orally, or record a pupil's spoken response. Keep the reasoning demand. Let pupils express genuine views; do not require an invented feeling. Record the actual response on the scoring sheet.

Three source limits

All data are fictional practice sources. Lunchtime: 10/8/7/5, total 30, one choice each; no reasons or enjoyment ratings. Garden: Monday 9/3 and Friday 11/1, twelve checked each date; no causes recorded. Library: 1/7, total 24, first display visited; ten minutes browsing, no reasons or enjoyment ratings. Largest does not mean majority. No visible new leaves does not mean dead.

Lesson 1 – A thought and a finding

Learning and materials

Aim: match a finding to a source row and explain a personal-view cue. Use presentation slides 1–6, Thought or finding? display, Lunchtime choices source, baseline worksheet and Tally to findings worksheet. Success: an accurate finding, named row/count and a view identified by its wording.

0-5 min | Baseline

Read “Eight pupils chose drawing” and “I think drawing is relaxing”. Pupils give an initial classification on the baseline page without seeing answers. Ask what could be checked and whose view is expressed. Keep this first response as evidence; do not treat an agreeable opinion as a finding.

5-15 min | Explicit model

Read the fictional source aloud. Each of thirty pupils chose one activity: book reading 10, Drawing 8, Board games 7, Skipping 5 and Total 30. Point to Drawing 8 while saying “Eight pupils chose drawing”. Contrast “I think drawing is relaxing” the writer states a view; the survey did not ask about relaxation. Explain source as the information to be checked and finding as a detail it supports.

15-25 min | Guided match

Pairs point to the row for “Seven pupils chose board games”, then try “Everyone loves reading”. Ask: Did our source ask about love? Read “We cannot tell from this survey”. Teach that reading has the largest count but ten of thirty is not a majority: half of thirty is fifteen and a majority is more than half. Pupils do not calculate this independently.

25-40 min | Independent checking

Finish the baseline and tally to findings page. Match names before writing counts. For board games plus skipping make 12 or offer $7 + 5 = 12$ as needed so arithmetic does not hide language learning. Copy pupils' write findings and explain one limit. Support: read one row and offer “The tally shows that ____ pupils chose ____”. Extension: split a mixed statement into its measured detail and evaluation.

40-50 min | Explain and assess

Partners show a row and explain one classification (5 min). Exit: point to the detail supporting a finding and name one opinion cue (5 min). Check with the adjacent red key. Feedback for an overclaim: “Ten is the reading count. Which evidence would we need for everyone loves it?” Note pupils who rely on a number alone; revisit a mixed statement next lesson.

Lesson 2 – Reporting and thinking verbs

Learning and materials

Aim: choose thinking/reporting language for a purpose while checking the claim itself. Use slides 7–10, Thinking and reporting words display, Source 1, Verbs and meaning, and Check and repair claims. Success: a labelled view and a supported finding; an unsupported sentence is repaired in meaning as well as wording.

0-5 min | Retrieve

Ask pupils to point to Drawing 8 and say a finding. Then invite an actual preference, which may differ. Name the two purposes. Do not require pupils to agree that drawing is relaxing.

5-15 min | Model purposeful phrases

Say “I prefer drawing because I enjoy making pictures”. Identify I prefer as the writer’s own choice. Model “The tally shows that eight pupils chose drawing” and check the row. Introduce I think/I believe/I prefer and we found/we recorded/the tally shows. Explain that these phrases help communicate purpose; they are clues, not automatic proof.

15-25 min | Guided sentence decisions

Show “We concluded that everyone loves reading”. Ask what the source actually measured. Cross out the unsupported idea orally and model “We recorded ten pupils choosing reading”. Replacing concluded with found would leave the same problem. Pairs complete one genuine view and one exact-count finding, then point to the evidence.

25-40 min | Independent repairs

Use Verbs and meaning, then selected repairs from Check and repair claims. Pupils circle a view cue, complete a reporting sentence and explain why everyone loves reading lacks support. Keep a supported count while repairing “Reading is the best choice because ten pupils picked it”. Support choice between two purpose phrases and read the relevant row together. Core: pick a bold phrase and content. Extension: give an opinion without I think and explain the evaluative word such as best.

40-50 min | Feedback and exit

Partners check meaning against the source (5 min). Use the red keys after the attempt. Feedback: “Your phrase sounds like a finding. Now show the detail that supports the rest of the sentence”. Exit (5 min): explain why we concluded cannot make a claim true. Record whether a pupil checks evidence rather than doing a mechanical verb swap; use that observation to choose the first game card next lesson.

Lesson 3 – Check it before reporting

Learning and materials

Aim: classify a claim with evidence, an opinion cue or missing information, and describe an observed change without inventing a cause. Use slides 11–15, both source dossiers, twelve cards, rules, mat and keys, and Garden findings and limits. Success: a justified placement and an accurate garden finding with a limit.

0-5 min | Retrieve

Ask whether a number or a confident reporting verb proves a statement. Revisit “Reading is the best choice because ten pupils picked it”. Elicit the supported number and evaluative best separately.

5-13 min | Model a game turn

Reader reads the mixed card. Checker points to Reading 10, explains best as judgement and places the card across finding/opinion zones. Repair the finding and limit to separate personal view. Model a not-established card: no reasons were collected for “Children can’t read because it is quiet”. Name the missing evidence, then keep the supported amount.

13-25 min | Cooperative game

Pairs use all twelve cards across both sources; swap reader/checker roles each turn. Each placement needs a source row, wording cue or named missing information. A mixed card can straddle zones. Use keys to resolve a specific dispute after both partners explain. No timed race or reward for a louder opinion.

25-30 min | Guided garden repair

Read Monday 12 checked; 9 with 1 visible new leaves, 3 with none; Friday 12: 11 with leaves, 1 with none. Define visible new leaves as newly opened leaves seen. Say “The count changed from nine to eleven”. Ask why it does not prove watering or fertiliser caused it. No visible new leaves does not prove it did not.

30-45 min | Independent evidence task

Complete Garden findings and limits. Support: read one date row, complete the count and orally explain what was observed. Core: compare counts, repair the cause claim and state a limit. Extension: propose a next investigation question, keeping it separate from a finding; do not claim the same individual seedlings were tracked. Check the matched red key after the attempt.

45-50 min | Exit and feedback

Each pupil names one supported garden observation and one thing the log cannot tell. For “Watering caused it”, ask “Where was watering recorded?” Accept an accurate rewrite about Friday’s eleven, not an invented cause. Record whether the pupil can distinguish what changed from why; use this evidence to scaffold the report planning.

Lesson 4 – Findings and a recommendation

Learning and materials

Aim: write a short source-supported report and a separately labelled personal recommendation. Use slides 16–17 and 19, Source 1, My findings and recommendation worksheet and sample. Success: accurate details, purposeful reporting language, an identified source limit, and a personal suggestion with a genuine reason.

0-5 min | Retrieve the boundary

Read one garden finding and one cause claim. Pupils name the source detail or missing information. Transfer the same habit to lunchtime choices. Remind pupils that opinions have a useful place when clearly labelled.

5-15 min | Model two purposes

Read the 40–60-word lunchtime report on slide 16. Point back to every count and the sentence saying no reasons are known. Reading is the largest count, not a majority. Then read the separately labelled 25–40-word recommendation on slide 17. Explain that explaining pictures is the sample writer's reason, not evidence about every pupil. Pupils must suggest another option and give their own reason.

15-23 min | Guided plan

Pairs choose two or more useful source details and one limit. rehearse a reporting sentence using the tally shows/we recorded. Each pupil separately decides a personal recommendation; partners need not share a view. On the worksheet plan area, note details, not an invented reason.

23-38 min | Independent draft

Write the findings report and labelled recommendation in their separate spaces. Support: oral report or adult recording using the exact-count frames and a short labelled view rather than enforcing word limits at the expense of reasoning. Core: meet the 40–60 and 25–40-word guides. Extension: include a cautious limit naturally and explain why a recommendation remains a judgement. Do not make the source sound like a real named class.

38-45 min | Specific partner check

Partner points to a row for each finding, checks that counts total thirty if all are used, and circles any invented cause/rating or unlabelled evaluation. Writer makes one needed correction. Keep acceptable writing; do not repeatedly polish it. Show the sample only after drafts and explain that other accurate reports and genuine views are valid.

45-50 min | Exit and feedback

Pupils read one finding and identify their suggested next action. Ask “Which is supported by the survey, and which is your recommendation?” Feedback targets one actual issue: a mismatched count, an unsupported reason or unclear label. Record the support used and whether the pupil independently checks a claim before the fresh library assessment.

Lesson 5 – An independent source report

Learning and materials

Aim: transfer source checking to the fresh library trial. Use slide 18, Library trial source-check and independent-report pages, ten-question quiz with feedback, reflection, rubric and teacher scoring record. Success: accurate 9/8/7 of 24 findings, meaningful language cues, separated personal view and a limit. Do not assess agreement with a book preference.

0-5 min | Read the fresh source

Read the fictional trial together: each of twenty-four pupils chose one first display; animal books nine, mysteries eight, sports books seven. Staff observed ten minutes browsing. No enjoyment ratings or reasons were collected. Clarify first visit before pupils work; do not give the task answers.

5-13 min | Independent cues and repair

Pupils identify reporting/view language in the flawed report, name a source, state how and repair the best/everyone enjoyed overclaim. Record any reading or response support. Use pointing or oral responses when needed, while leaving classification and reasoning to the pupil.

13-33 min | Report and reflection

Write a source-supported 40–70-word report and a brief 2–4 sentence personal reflection/recommendation. A pupil may give a genuine preference or a clearly labelled suggestion; nobody must fake an emotion. Support: fewer details and an oral response, recorded transparently. Core: accurate report and separated view. Extension: say what first visits cannot establish without adding a cause or complex statistics.

33-38 min | Independent check

Pupils check their details against the source and review any evaluative wording. Collect assessment work before showing sample answers. Use the adjacent keys and applied exemplar afterwards to demonstrate accurate alternatives, not as scripts pupils must copy.

38-53 min | Quiz consolidation

Use the ten question/answer pairs, pausing for brief individual or partner responses before revealing feedback. Questions revisit exact counts, views, majority, reporting phrases, mixed claims, garden limits, a skipping repair and library findings. Accept accurate alternative findings and genuine labelled recommendations. If responses need longer, complete remaining quiz questions in a later short review.

53-60 min | Reflect and score

Pupils describe one actual source check on My source-check reflection. Use the analytic rubric separately for all five criteria; record evidence and actual support on the blank scoring sheet. Secure requires independent accurate findings and a clearly labelled view; a total alone is not a pass. Do not grade handwriting or confidence. Choose one next teaching step from observed evidence.



Thought or finding?

When we read information, it is important to tell the difference between a personal thought and a finding from a source.



Fictional practice survey.

30 pupils each chose ONE lunchtime activity.

Activity	Number of pupils
Reading	8
Drawing	7
Board games	5
Skipping	5
Total	30

No reasons or enjoyment ratings were collected.

Personal thought:

"I think drawing is relaxing."

Finding:

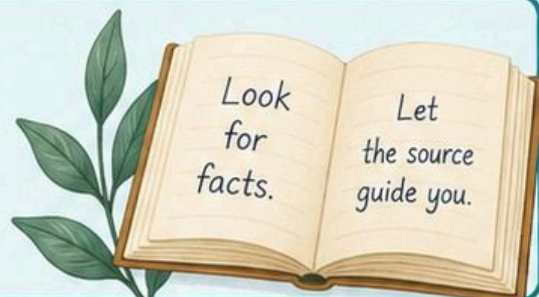
"Eight pupils chose drawing."

Explain:

A thought tells a person's view.

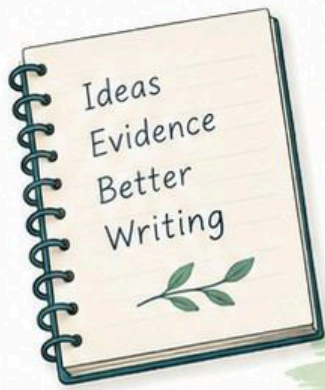
A finding reports a detail supported by a source.

Check the drawing row to support the finding.



A number or a reporting verb does not prove a claim.
Check the source.





Thinking and reporting words



Different words help us show why we are writing.
We can share our own views and we can also report what we have found.

Good writing uses both ideas and evidence.



My own view

We can use thinking words to share our own ideas, feelings or preferences.

- I think...
- I believe...
- I prefer...

Example: I prefer reading.



A supported finding

We can use reporting words to share what we have found out from a source such as a tally, survey or an investigation.

- The tally shows...
- We found...
- We recorded...

Example: The tally shows that eight pupils chose drawing.

Checking a source

We need to make sure our conclusions match the evidence from our source.

We concluded that everyone loves reading.



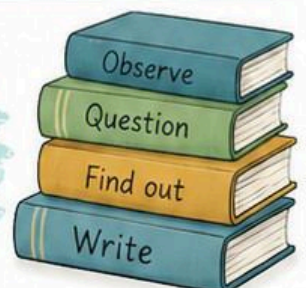
This is NOT supported:

only ten chose reading and no love ratings were collected.



Check the source.

Words help us show purpose; evidence still matters.





Source 1 – Lunchtime choices



Fictional practice survey.
30 pupils each chose ONE lunchtime activity.

Activity	Number of pupils
 Reading	10
 Drawing	8
 Board games	7
 Skipping	5
Total	30

Source limits:

- One choice per pupil.
- These are fictional practice data, not all children.
- No reasons or enjoyment ratings were collected.



No reasons or enjoyment ratings were collected.



Which row supports
your sentence?





Source 2 – Garden observations



Small
observations
can tell
us a lot.

A fictional garden observation log.

Visible new leaves means two newly opened leaves that the observer could see.

Date	Seedlings checked	With two visible new leaves	With no visible new leaves
Monday	12	9	3
Friday	12	1	1

Only these observations were recorded.

No reasons for change were recorded.

No visible new leaves do not mean a seedling is dead.

Example

Eleven checked seedlings had two visible new leaves on Friday.

What we can say

We can describe what was seen at two dates.

We cannot tell why the counts changed.

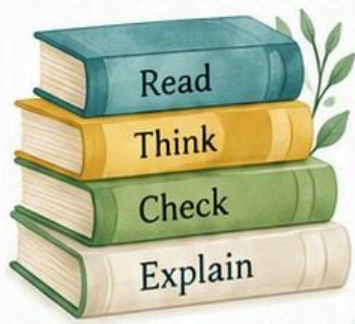


A seedling with two visible new leaves.



Careful observations help us learn about the world.





Source Check — Lunchtime cards



Use Source 1. Read, check and explain.

1.

Ten pupils
chose reading.

2.

I prefer drawing
at lunchtime.

3.

Reading is the best
choice because ten
pupils picked it.

4.

Children chose
reading because
it is quiet.

5.

Everyone disliked
skipping.

6.

Twelve pupils chose
board games or
skipping altogether.



*Different sources.
A clearer picture.*



Source Check — Garden cards



Use Source 2. Read, check and explain.

7.

On Monday, nine seedlings had two visible new leaves.



8.

Fertiliser caused the new leaves.



9.

On Friday, eleven seedlings had two visible new leaves.



10.

I think the garden looks wonderful.



11.

On Friday, one checked seedling had no visible new leaves.



12.

On Monday, nine seedlings had wonderful new leaves.



*Small details
make a bigger picture.*





Source Check — Work together.

Look closely. Think carefully. Use the evidence.



Equipment

Sources 1 and 2, twelve cards and check mat.

Evidence leads to stronger writing.

How to play

- 1 **Reader** draws a card and reads it aloud.
- 2 **Checker** finds a matching source detail, opinion or missing information.
- 3 **Place** the card in the matching zone and explain. A mixed card may straddle zones; say which words belong to each.
- 4 For a **claim** not established, name the missing evidence and rewrite one supported claim.
- 5 **Swap roles** after each card. Work through both sources. No timer; finish early together.

Different views can be respectful.

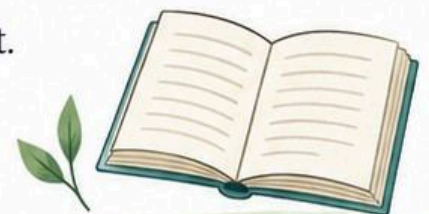
Worked turn

Card: Reading is the best choice because ten pupils picked it.

Checker: Ten picked reading matches Reading: 10.
Best is a judgement, not proved by ten choices.

Repair: Ten pupils chose reading.

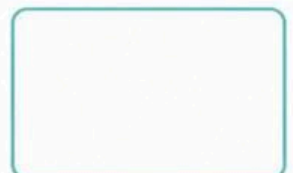
Separate view: I think reading is a good option.



Use evidence to explain your ideas.



Good discussions help us become better writers.





Source Check mat

Use the prompts to sort and discuss your cards.



Supported finding

Point to the source detail.



Personal opinion

Point to the words that show a view.



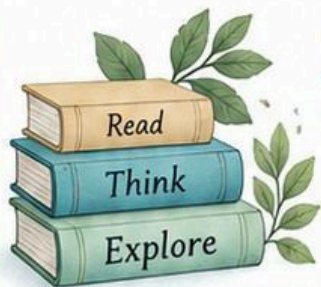
Not established

Say what evidence is missing.



A mixed card can sit across zones.
Explain each part.





Source Check – Key 1–6

Year 4 English | Teacher reference

Look at the evidence. Think about the meaning. Check the source.

Good readers look for evidence.



1 Ten pupils chose reading.

Key: Supported finding.

Reason/Repair: Reading row: 10.
Keep the count and the surveyed group.

2 I prefer drawing at lunchtime.

Key: Personal opinion.

Reason/Repair: Prefer tells whose view it is. No source row is needed for this personal preference.

3 Reading is the best choice because ten pupils picked it.

Key: Mixed.

Reason/Repair: Ten picked reading is supported by Reading row. Best is an evaluation.
Repair: Ten pupils chose reading. Some view I think reading is a good option.

4 Children chose reading because it is quiet.

Key: Not established.

Reason/Repair: No reasons were collected.
Repair: Ten pupils chose reading.

5 Everyone disliked skipping.

Key: Not established.

Reason/Repair: The table has Skipping: 5 and no dislike ratings.
Repair: Five pupils chose skipping.

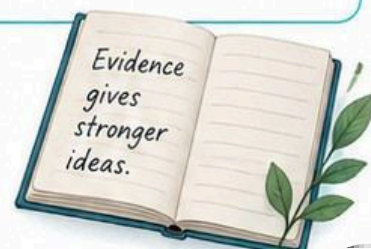
6 Twelve pupils chose board games or skipping altogether.

Key: Supported finding.

Reason/Repair: Board games: 7 plus Skipping: 5 equals 12.
This is not a claim about everyone.

Personal views may differ.

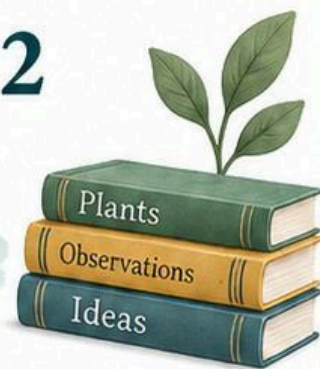
Keep sources nearby and ask which detail supports each finding.





Source Check — Key 7–12

Teacher reference



Use the evidence to decide how well each statement is supported by the garden log. Check the key for the correct classification, reason or repair.

7 On Monday, nine seedlings had two visible new leaves.

KEY: Supported finding.

Reason: Monday row: 9 with two visible new leaves.

8 Fertiliser caused the new leaves.

KEY: Not established.

Reason: Causes and fertiliser use were not recorded.

Repair: On Friday, eleven seedlings had two visible new leaves.

9 On Friday, eleven seedlings had two visible new leaves.

KEY: Supported finding.

Reason: Friday row: 11 with two visible new leaves.

10 I think the garden looks wonderful.

KEY: Personal opinion.

Reason: I think and wonderful show a personal judgement. No log entry proves how the garden should look to everyone.

11 On Friday, one checked seedling had no visible new leaves.

KEY: Supported finding.

Reason: Friday row: 1 with no visible new leaves. This does not tell us whether the seedling is dead.

12 On Monday, nine seedlings had wonderful new leaves.

KEY: Mixed.

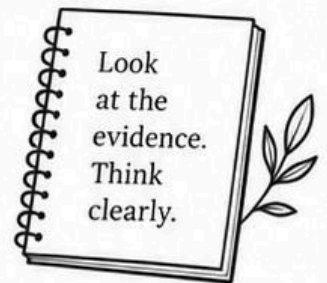
Reason: Monday: 9 have two visible new leaves is supported. Wonderful is an evaluation.

Repair: On Monday, nine seedlings had two visible new leaves.

The log describes counts at two dates, not why they changed.
No visible new leaves does not prove a seedling is dead.



Thought or finding?



Name: _____

Fictional practice survey.

30 pupils each chose ONE lunchtime activity.

Activity	Number of pupils
Reading	10
Drawing	8
Board games	7
Skipping	
Total	30

No reasons or enjoyment ratings were collected.

Task: For each statement write finding, opinion or not established.
Underline the words that help.

1 Eight pupils chose drawing.

2 I think drawing is relaxing.

3 Everyone loves reading.

4 Seven pupils chose board games.

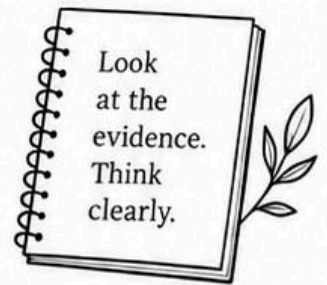
5 Choose one finding. Name its source row and count.

Small exit: Say how checking a row helped.





Thought or finding?



Name: **ANSWERS**

Fictional practice survey.

30 pupils each chose ONE lunchtime activity.

Activity	Number of pupils
Reading	10
Drawing	8
Board games	7
Skipping	
Total	30

No reasons or enjoyment ratings were collected.

Task: For each statement write finding, opinion or not established.
Underline the words that help.

1 Eight pupils chose drawing.

Finding: Drawing row 2.
Eight pupils chose drawing.

2 I think drawing is relaxing.

Opinion: I think relaxing.

3 Everyone loves reading.

Not established: no love ratings; ten chose reading, not everyone.

4 Seven pupils chose board games.

Finding: Board games row, 7.

5 Choose one finding. Name its source row and count.

Sample: Drawing: 8 supports Eight pupils chose drawing.

Small exit: Say how checking a row helped.

I matched the sentence to the drawing row.

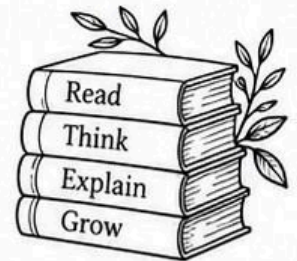




Tally to findings

Use the survey information to answer the questions.

Name: _____



Fictional practice survey.	
30 pupils each chose ONE lunchtime activity.	
Activity	Number of pupils
Reading	10
Drawing	8
Board games	7
Skipping	5
Total	30
No reasons or enjoyment ratings were collected.	

① The tally shows that _____ pupils chose drawing.

② We recorded _____ pupils choosing board games.

③ Board games and skipping total _____ choices.

Show the source: _____

④ Write one sentence about the largest count.

⑤ Is ten out of thirty more than half? Explain using half of thirty = fifteen.

Extension: Give one question this survey **cannot** answer.



Support cue:

Match each activity name to its row before you write.

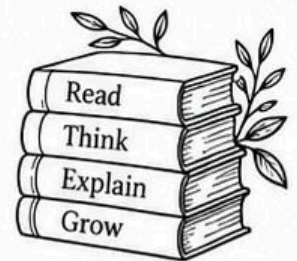




Tally to findings

Use the survey information to answer the questions.

Name: **ANSWERS**



Fictional practice survey.	
30 pupils each chose ONE lunchtime activity.	
Activity	Number of pupils
Reading	10
Drawing	8
Board games	7
Skipping	5
Total	30
No reasons or enjoyment ratings were collected.	

① The tally shows that **8** pupils chose drawing.

② We recorded **7** pupils choosing board games.

③ Board games and skipping total **12** choices.

Show the source: **Board games 7 + Skipping 5.**

④ Write one sentence about the largest count.

Reading had the largest count: ten pupils.

⑤ Is ten out of thirty more than half? Explain using half of thirty = fifteen.

No. Half of thirty is fifteen; ten is fewer than fifteen.

Extension: Give one question this survey **cannot** answer.

Example: Why did pupils choose reading?

No reasons were collected. Accept other accurate limits.



Support cue:

Match each activity name to its row before you write.





Verbs and meaning

Verbs help us to share what happens, what we think and what we can conclude from evidence. Choose words carefully so your meaning is clear and supported.



Class choices

Reading	10
Drawing	8
Board games	7
Skipping	5
Total	30

Fictional survey.
One choice per pupil.
No reasons or enjoyment
ratings were collected.



- ① Choose and complete a thinking phrase (*I think / I believe / I prefer*) to give your own view.

- ② Complete *The tally shows...* with an exact finding.

- ③ Circle the personal-view cue in *I prefer drawing*.

- ④ We concluded that everyone *loves reading*.
Is the claim supported? Why?

- ⑤ Repair that sentence with a reporting phrase AND supported content.





Verbs and meaning

Verbs help us to share what happens, what we think and what we can conclude from evidence. Choose words carefully so your meaning is clear and supported.



Class choices

Reading	10
Drawing	8
Board games	7
Skipping	5
Total	30

Fictional survey.
One choice per pupil.
No reasons or enjoyment
ratings were collected.



- ① Choose and complete a thinking phrase (*I think / I believe / I prefer*) to give your own view.

I prefer drawing because I enjoy making pictures.

- ② Complete *The tally shows...* with an exact finding.

The tally shows that eight pupils chose drawing.

- ③ Circle the personal-view cue in I prefer drawing.

- ④ We concluded that everyone *loves reading*.
Is the claim supported? Why?

No. Only ten chose reading; no love ratings were collected.

Concluded does not prove the claim.

- ⑤ Repair that sentence with a reporting phrase AND supported content.

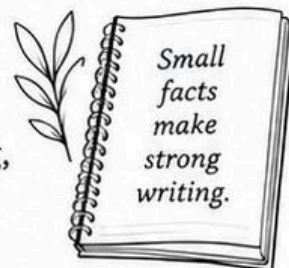
We recorded ten pupils choosing reading.





Check and repair claims

Use the information to check each claim. Find what is missing, then repair the claim using the facts from the table.



Name: _____

Fictional lunchtime choices

Activity	Reading	Drawing	Board games	Skipping	Total
Number of pupils	10	8	7	5	30

One choice each; no reasons or enjoyment ratings were collected.

1. Children chose reading because it is quiet.

What is missing? _____

Write a supported repair.

2. Reading is the best choice because ten pupils picked it.

Write the supported detail. _____

Identify the opinion word. _____

Separate the finding from a clearly labelled personal view.

Finding: _____

Personal view: _____

Repaired claim: _____

3. Skipping was unpopular with everyone.

What is missing? _____

Write a supported repair.



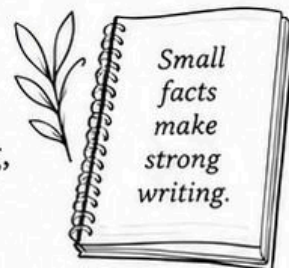
Check: Did you keep the measured detail and remove the invented reason or rating?





Check and repair claims

Use the information to check each claim. Find what is missing, then repair the claim using the facts from the table.



Name: ANSWERS

Fictional lunchtime choices

Activity	Reading	Drawing	Board games	Skipping	Total
Number of pupils	10	8	7	5	30

One choice each; no reasons or enjoyment ratings were collected.

1. Children chose reading because it is quiet.

What is missing? Reasons for choices

Write a supported repair.

Ten pupils chose reading.

2. Reading is the best choice because ten pupils picked it.

Write the supported detail. Ten pupils picked reading.

Identify the opinion word. the best choice.

Separate the finding from a clearly labelled personal view.

Finding: Ten pupils chose reading.

Personal view: I think reading is a good option.

Repaired claim: Ten pupils chose reading.

3. Skipping was unpopular with everyone.

What is missing? Dislike ratings

Write a supported repair.

Five pupils chose skipping.



Check: Did you keep the measured detail and remove the invented reason or rating?



Name: _____



Garden findings and limits

Fictional garden observation log.

Visible new leaves means two newly opened leaves that the observer could see.



Date	Seedlings checked	With two visible new leaves	With no visible new leaves
Monday	12	9	3
Friday	12	11	1

Only these observations were recorded. No reasons for change were recorded.
No visible new leaves does not mean a seedling is dead.

- 1 Complete: On Monday, _____ of twelve checked seedlings had two visible new leaves.
- 2 Complete: On Friday, _____ of twelve checked seedlings had two visible new leaves.
- 3 Describe the change in these counts without giving a cause.

- 4 A writer says *water* caused the change. What evidence is missing?

- 5 Does no visible new leaves mean dead? Explain what the log actually tells us.

Support: Read one date row at a time.

Extension: Suggest a question to investigate next; do not present your guess as a finding.



Name: ANSWERS



Garden findings and limits

Fictional garden observation log.

Visible new leaves means two newly opened leaves that the observer could see.



Date	Seedlings checked	With two visible new leaves	With no visible new leaves
Monday	12	9	3
Friday	12	11	1

Only these observations were recorded. No reasons for change were recorded.
No visible new leaves does not mean a seedling is dead.

1 Complete: On Monday, 9 of twelve checked seedlings had two visible new leaves.

2 Complete: On Friday, 11 of twelve checked seedlings had two visible new leaves.

3 Describe the change in these counts without giving a cause.

The count with two visible new leaves changed from nine on Monday to eleven on Friday.

4 A writer says *watering* caused the change. What evidence is missing?

Reasons and watering information were not recorded; the log cannot prove a cause.

5 Does no visible new leaves mean dead? Explain what the log actually tells us.

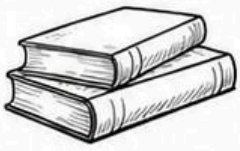
No. The log only says no visible new leaves were seen.

Support: Read one date row at a time.

Extension: Suggest a question to investigate next; do not present your guess as a finding.

Sample investigation question: What growing conditions were used between Monday and Friday? This is a question, not evidence of a cause.





My findings and recommendation



Small information can make a big difference.

Name: _____

Fictional lunchtime choices				
Reading	Drawing	Board games	Skipping	Total
10	8	7	5	30

30 pupils, one choice each; no reasons or enjoyment ratings were collected.

Plan: Source detail I will use:



Look at the facts. Use one source. Be clear.

Findings report:

Write 40–60 words. Use a reporting phrase, accurate facts and one source limit.

My recommendation:

Write 25–40 words. Label your own suggestion and explain your reason.



Check that you have:

☐

Counts match

☐

No invented reasons

☐

Personal view labelled



Clear writing brighter thinking.



My findings and recommendation



Small information can make a big difference.

Name: ANSWERS

Fictional lunchtime choices				
Reading	Drawing	Board games	Skipping	Total
10	8	7	5	30

30 pupils, one choice each; no reasons or enjoyment ratings were collected.

Plan: Source detail I will use:

30 pupils; Reading 10; Drawing 8; Board games 7; Skipping 5; no reasons.

Sample: other accurate reports and personal views are valid.



Look at the facts. Use one source. Be clear.

Findings report:

Write 40–60 words. Use a reporting phrase, accurate counts and one source limit.

The lunchtime tally records one choice from each of 30 pupils. Ten chose reading, eight chose drawing, seven chose board games and five chose skipping. Reading had the largest of the four counts. Board games and skipping totalled 12 choices. The source does not tell us what pupils chose each activity.

My recommendation:

Write 25–40 words. Label your own suggestion and explain your reason.

My recommendation: I would offer drawing as an option because I enjoy making pictures and think it could be a pleasant break. This is my suggestion, not a finding about what everyone likes.



Check that you have:

☐

Counts match

☐

No invented reasons

☐

Personal view labelled



Clear writing brighter thinking.



My source-check reflection



Name: _____

Task: Think about a source check you actually made. You can write, speak or ask someone to record your words.

① I checked this statement:

② I looked at this source data or noticed this missing information:

③ I kept or changed these words because...

④ Next time I will check...

You do not have to claim a feeling you did not have. Describe the check you made.





My source-check reflection



Name: **ANSWERS** Sample only

Task: Think about a source check you actually made. You can write, speak or ask someone to record your words.

- 1 I checked this statement:
Everyone enjoyed animal books most

- 2 I looked at this source data or noticed this missing information:
The trial recorded first visits (animal books 9) but no enjoyment ratings

- 3 I kept or changed these words because...
I changed it to Nine pupils chose animal books first because that matches the source.

- 4 Next time I will check...
I will check whether a source measured reasons or feelings before adding them.

You do not have to claim a feeling you did not have. Describe the check you made.





Teacher source and scoring record



Teacher: _____ Pupil: _____ Date: _____

Source check facts

Lunchtime

- Reading 10
- Drawing 8
- Board games 7
- Skipping 5
- Total 30

Garden

- Two visible new leaves
- Monday: 9 yes / 3 none
- Friday: 11 yes / 1 none
- 12 checked each day

Library

- Animal books 9
- Mysteries 8
- Sports books 7
- Total 24
- Ten minutes browsing

No causes, reasons or enjoyment ratings are measured. Record actual assessment evidence.

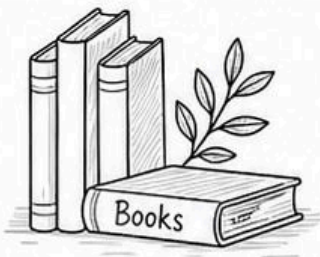
Assessment focus	Level (1 / 2 / 3)	Evidence observed
Source accuracy		
Language cues		
Language for purpose		
Finding/opinion separation		
Source limit		

Support used (read aloud / pointing / oral response / adult recording / independent / other):

Next teaching step:

Scoring: Use the analytic rubric criterion by criterion; no overall pass from a total alone.





Library trial — Check the claims.

Good
readers
ask
questions.



Name: _____

Source: Fictional library trial.

24 pupils each chose ONE display to visit first.

Display	Number of pupils
Animal books	9
Mysteries	8
Sports books	7
Total	24

Staff observation: Pupils spent ten minutes browsing. No enjoyment ratings or reasons were collected.

Flawed report

We recorded nine first visits to animal books. I think animal books are brilliant. Animal books were the best display because everyone enjoyed them most.



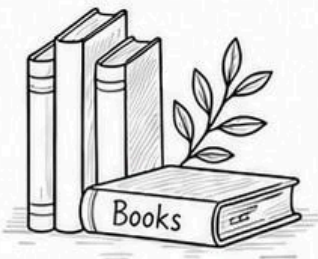
- ① Underline a reporting phrase; circle words showing a personal view. Explain why the words you circled show a personal view.

- ② Copy **one** supported reading from the source and name its source row.
Finding _____
Source row _____

- ③ Repair the final sentence without inventing a rating or reason.

- ④ Can the trial tell which display pupils enjoyed most?
Give the missing evidence.





Library trial — Check the claims.

Good
readers
ask
questions.



Name: **ANSWERS**

Source: Fictional library trial.

24 pupils each chose ONE display to visit first.

Display	Number of pupils
Animal books	9
Mysteries	8
Sports books	7
Total	24

Staff observation: Pupils spent ten minutes browsing. No enjoyment ratings or reasons were collected.

Flawed report

We recorded nine first visits to animal books. I think animal books are brilliant. Animal books were the best display because everyone enjoyed them most.



- 1 Underline a reporting phrase; circle words showing a personal view.
Explain why the words you circled show a personal view.
recorded introduces reporting; **think**, **brilliant** mark a view.

- 2 Copy **one** supported finding from the source and name its source row.
Finding: **We recorded nine first visits to animal books.**
Source row: **Animal books: 9**

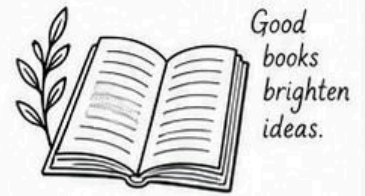
- 3 Repair the final sentence without inventing a rating or reason.
Nine pupils chose the animal books display to visit first.

- 4 Can the trial tell which display pupils enjoyed most?
Give the missing evidence.
No. Enjoyment ratings were not collected. First visits do not establish best or why.





Library trial — My report and reflection



Name: _____

Fictional trial — 24 pupils chose one first display:

Animal books: 9

Mysteries: 8

Sports books: 7

Total: 24

Staff: ten minutes browsing.

No enjoyment ratings or reasons.



Source-supported report:

Write 40–70 words. Include accurate details, a reporting phrase and one point.

PREVIEW

My personal reflection or recommendation:

Write 2–4 sentences. Give your own view and reason; label it clearly.



Before you finish:

Check each count against the source.

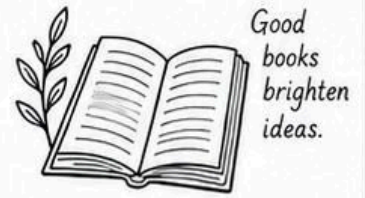
Do not say nine is a majority or that first visits prove enjoyment.



Small
choices
can lead to
big discoveries.



Library trial — My report and reflection



Name: ANSWERS

Fictional trial — 24 pupils chose one first display:

Animal books: 9
Mysteries: 8
Sports books: 7
Total: 24

Staff: ten minutes browsing.
No enjoyment ratings or reasons.



Source-supported report:

Write 40–70 words. Include accurate details, a reporting phrase and one limit.

The library trial recorded the first display visited by 24 pupils. Nine chose animal books, eight chose mysteries and seven chose sports books. Animal books had the largest count, but fewer than half of the pupils chose that display. Staff recorded ten minutes of browsing. The source does not tell us which display pupils enjoyed most.

My personal reflection or recommendation:

Write 2–4 sentences. Give your own view and reason; label it clearly.

My recommendation: I would include a mystery display because I enjoy solving story puzzles. This is my preference; the trial does not prove that mysteries are the best books for everyone.

Sample — other accurate reports and genuine views accepted.



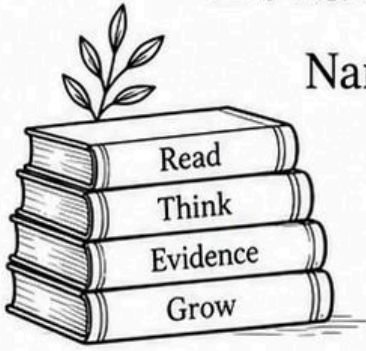
Before you finish:

Check each count against the source.
Do not say nine is a majority or that first visits prove enjoyment.



Small choices
can lead to
big discoveries.

Evidence and language rubric



Name: _____



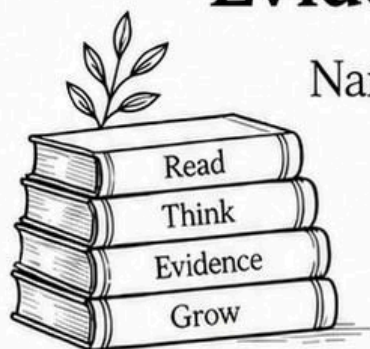
Same texts.
Brighter thinkers.

Criterion	Emerging (1)	Developing (2)	Secure (3)
Source accuracy	Needs help matching counts and details to the source.	Uses some accurate details; a count or claim still needs checking.	Independently uses accurate details without an unsupported claim.
Observed notes: _____			
Language cues	Needs help finding a reporting phrase or personal-view cue.	Identifies some cues; explanation partly clear.	Identifies relevant cues and explains what they show.
Observed notes: _____			
Language for purpose	Needs help choosing phrases for a finding and a view.	Uses suitable phrases in some sentences.	Uses reporting and thinking language for their clear purposes.
Observed notes: _____			
Finding and opinion	Views and findings are confused or mixed without a label.	Mostly separates them; one part is unclear.	Clearly separates a source report from a labelled personal view.
Observed notes: _____			
Source limit	Adds a reason or rating the source did not collect.	Notices a limit with a prompt.	States a meaningful limit without inventing missing evidence.
Observed notes: _____			

Judge source accuracy and language choices. Do not grade handwriting, confidence or agreement with a book preference. Record the support used.



Evidence and language rubric



Name: **ANSWERS Exemplar**



Same texts.
Brighter thinkers.

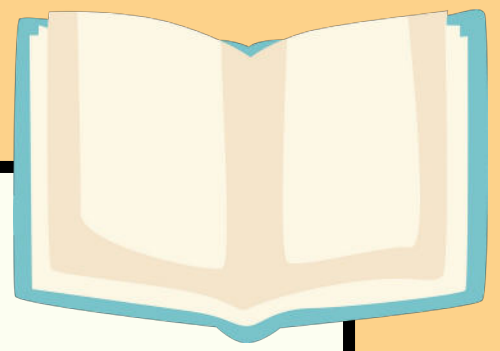
Criterion	Emerging (1)	Developing (2)	Secure (3)
Source accuracy	Needs help matching counts and details to the source.	Uses some accurate details; a count or claim still needs checking.	Independently uses accurate details without an unsupported claim.
Observed notes: ③ 9/8/7 and total 24 match; no invented ratings.			
Language cues	Needs help finding a reporting phrase or personal-view cue.	Identifies some cues; explanation partly clear.	Identifies relevant cues and explains what they show.
Observed notes: ③ We recorded and think correctly identified.			
Language for purpose	Needs help choosing phrases for finding and view.	Uses suitable phrases in some sentences.	Uses reporting and thinking language for their clear purposes.
Observed notes: ③ Report gives details; view gives the writer's reason.			
Finding and opinion	Views and findings are confused or mixed without a label.	Mostly separates them; one part is unclear.	Clearly separates a source report from a labelled personal view.
Observed notes: ③ Headings separate report and personal view.			
Source limit	Adds a reason or rating the source did not collect.	Notices a limit with a prompt.	States a meaningful limit without inventing missing evidence.
Observed notes: ③ States enjoyment was not measured.			

Judge source accuracy and language choices. Do not grade handwriting, confidence or agreement with a book preference. Record the support used.



From Opinions to Findings Year 4





What we will learn

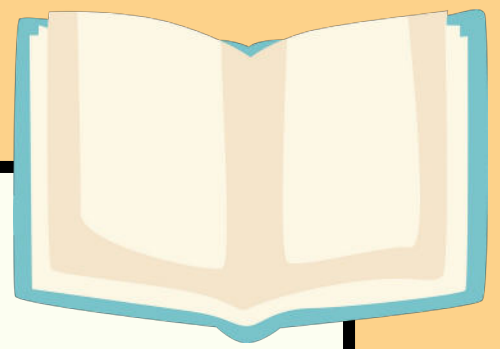
Use the source to support a finding.

Keep our own views clearly labelled.

Say what the source cannot tell us.



A thought and a finding



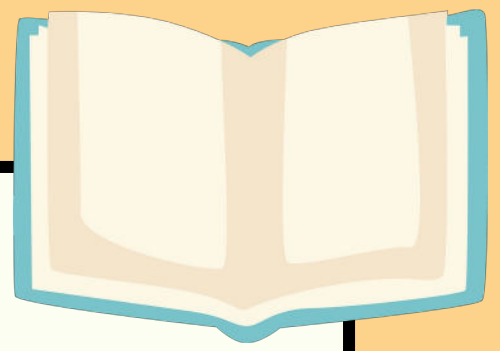
I think drawing is relaxing.

This is a personal view.

Eight pupils chose drawing.

This figure matches the drawing row.





Read the lunchtime source

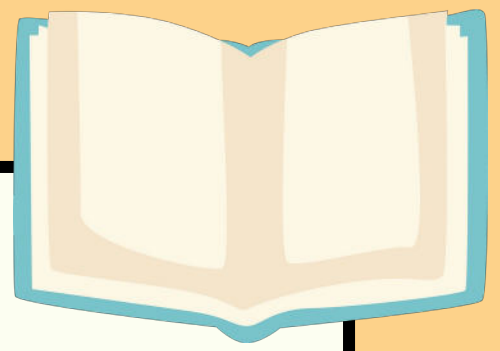
Fictional survey: one choice from each of 30 pupils.

Reading: 10 Drawing: 8

Board game: 7 Skipping: 5

Total: 30 reasons for enjoyment ratings.





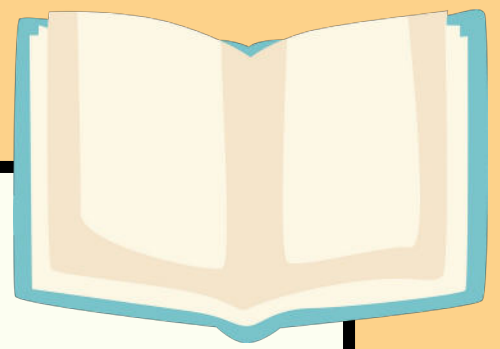
Match the source row

The tally shows that eight pupils chose drawing.

Find Drawing: 8 in the source.

Which row reports Seven pupils chose board games?





Largest is not a majority

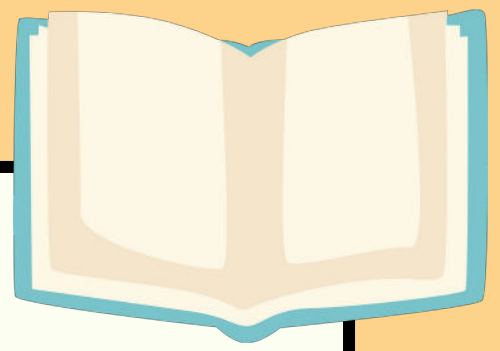
Reading has the largest number of 10 out of 30.

A majority means more than half.

Half of 30 is 15. Ten is fewer than 15.

We cannot say most pupils chose reading.





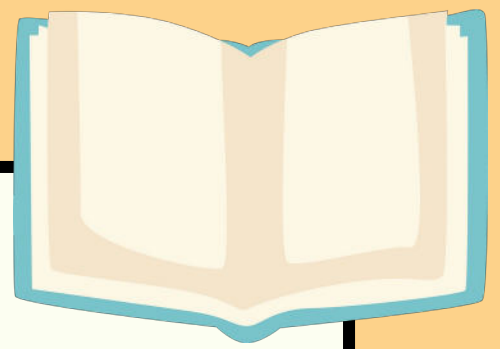
Words for my own view

I think... I believe... I prefer

I prefer drawing because I enjoy making pictures.

Which words show that this is the writer's view?



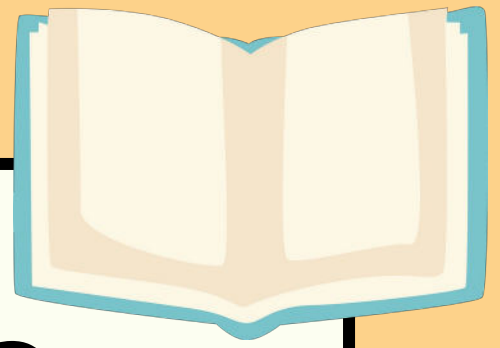


Words for a finding

The tally shows... We found... We recorded...
We recorded seven pencils choosing board games.
Check the count before you report it.



A reporting verb needs evidence



We concluded that everyone loves reading.

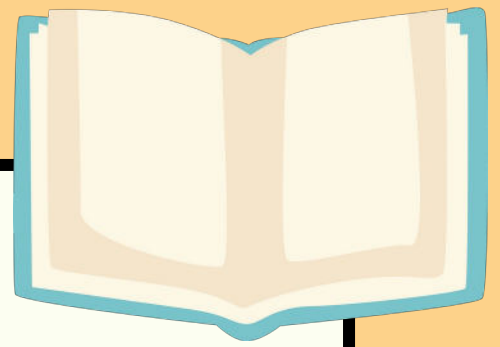
Does concluded prove the claim?

No. Ten children reading; no love ratings were collected.

Reported pupils' love reading.



Separate a mixed claim



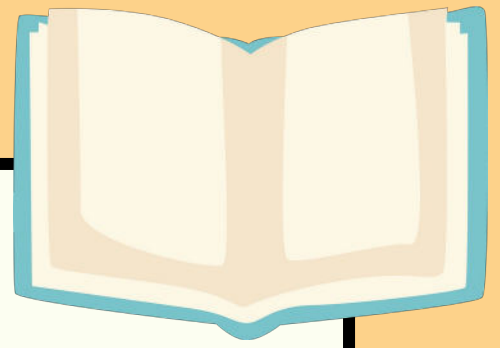
Reading is the best choice because ten pupils picked it.

Ten picked reading which is the source.

Best is a judgement. Ten choices do not prove best.



Source Check zones



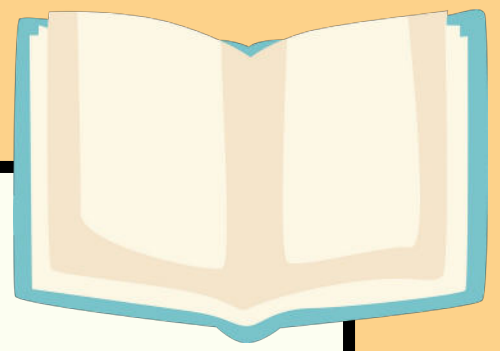
Supported finding: point to a source detail.

Personal opinion: point to the words showing a view.

Not established: name the missing evidence.

A mix of statements can straddle zones.





Try a game turn

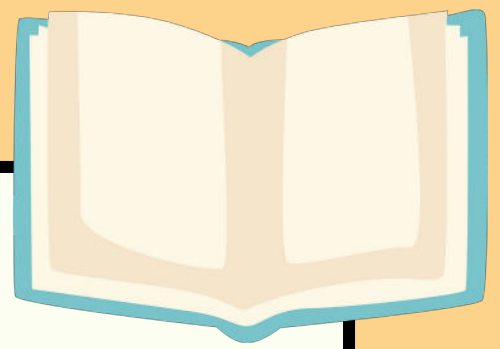
Read: Reading is the best choice because ten pupils picked it.

Check: Reading score = 10. Best is a judgement.

Finding: 10 pupils chose reading.

My view: I think reading is a good option.





Read the garden log

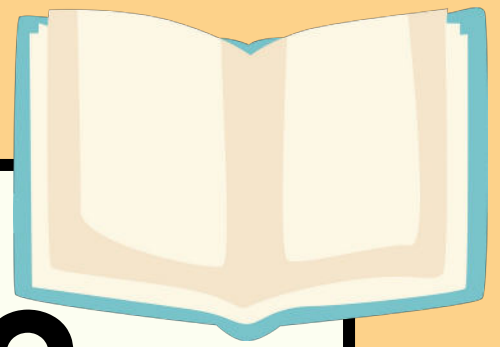
Fictional observations: 12 seedlings checked each date.

Monday: 9 with two visible new leaves; 3 with none.

Friday: 11 with two visible new leaves; 1 with none.

Visible new leaves = two newly opened leaves seen.





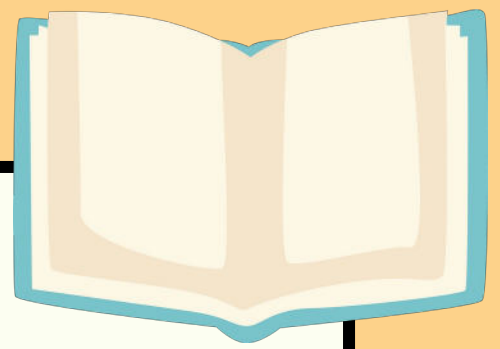
What changed? What is unknown?

The count with two visible new leaves changed from 9 to 11.

The log does not tell us why the count changed.

No visible new leaves does not mean dead.





Repair an invented reason

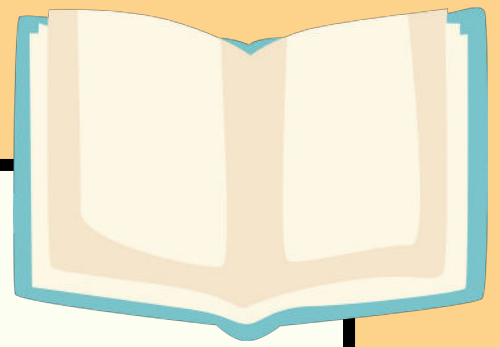
Watering caused the new leaves.

Was watering on a case recorded? No.

Try: On Friday, eleven checked seedlings had two visible new leaves.



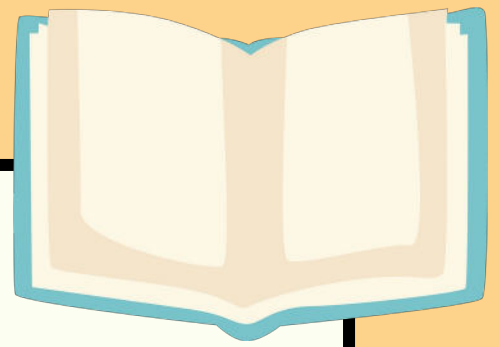
A short findings report



The lunchtime tally records the choices from each of 30 pupils. Ten chose reading, eight chose drawing, seven chose board games and five chose skipping. Reading had the largest of the four counts. Board games and skipping totalled 12 choices. The source does not tell us why pupils chose each activity.



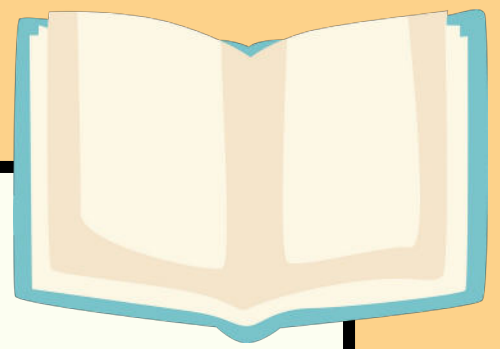
A labelled recommendation



My recommendation: I would offer drawing as an option because I enjoy making pictures and think it could be a pleasant break. This is my suggestion, not a finding about what everyone likes.

A different personal suggestion can also be valid.





Your fresh library source

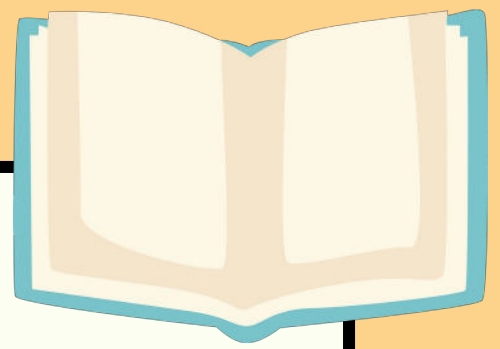
24 pupils chose one display to visit first.

Animal books: 9 Mystery books: 8 Sports books: 7

Staff recorded ten minutes of browsing.

No explicit questions or reasons were collected.





Check your writing

Does each finding match a source detail?

Have I labelled my own view?

Have I added a reason or rating that was not collected?

Tell a partner about one check you made.



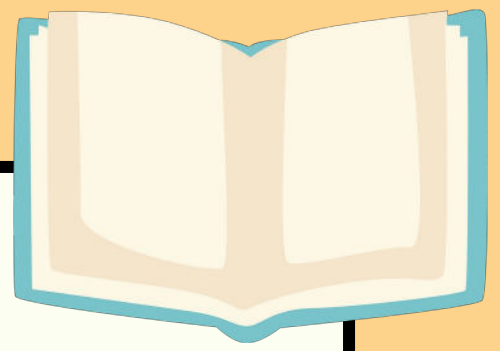


We'll do it!
Keep checking the source



From Opinions to Findings Year 4 Quiz





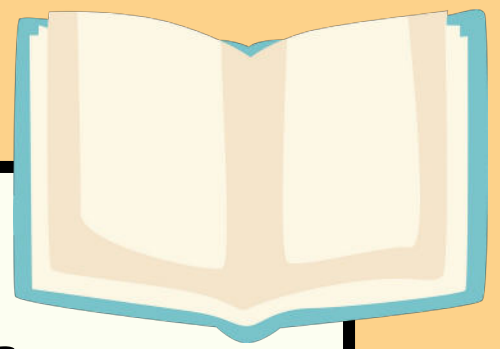
How many chose drawing?

Lunchtime choices: Reading 1, Drawing 8;

Board games 7, skipping 3. Total 30.

How many pupils chose drawing?



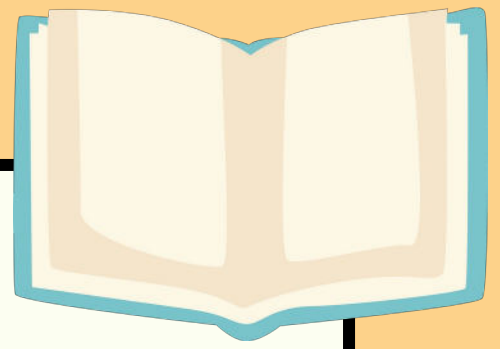


How many chose drawing? – answer

Eight pupils chose drawing.

Check the Drawing: show.





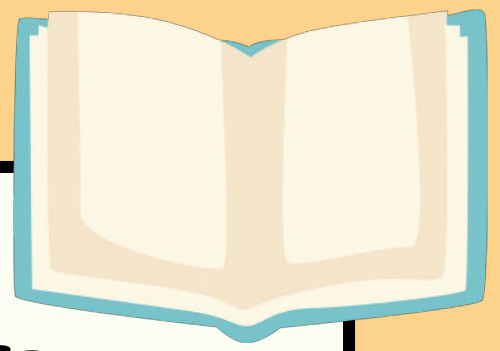
Which is a personal view?

A. I prefer drawing.

B. Eight pupils chose drawing.

Which sentence gives a personal view?





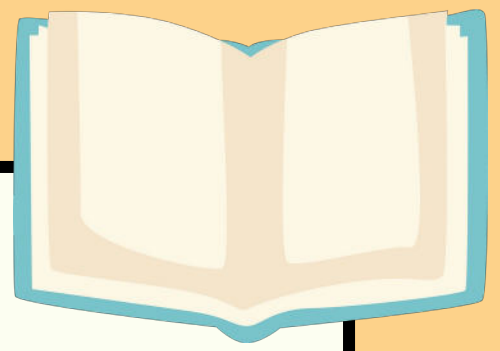
Which is a personal view? – answer

A. I prefer drawing.

Prefer shows the writer's own choice.

B is a finding that matches the tally.





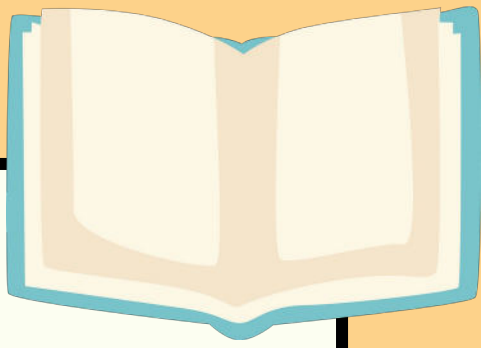
Is ten a majority?

Ten of thirty pupils chose reading.

A majority means more than half.

Half of thirty is fifteen. Is ten a majority?



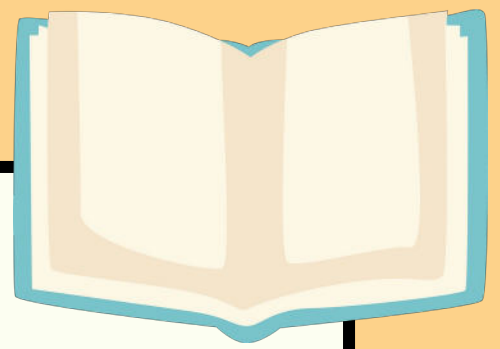


Is ten a majority? answer

No. Ten is fewer than fifteen.

Reading has the largest listed count,
but it was not chosen by a majority.





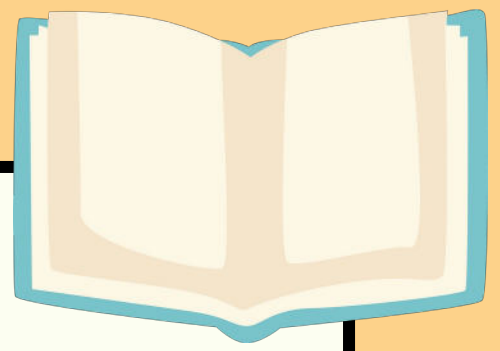
Complete a finding

Reading 10; Drawing 8; Listening 7; Skipping 5.

Complete: The tally shows

Use an accurate count.





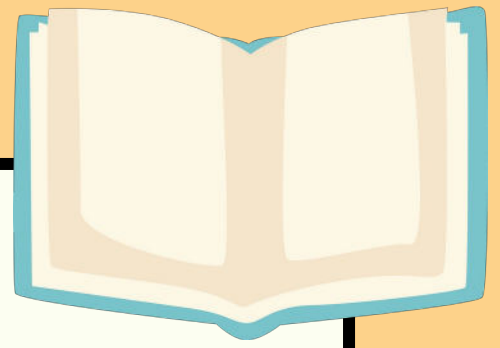
Complete a finding answer

One answer: The tally shows that exactly pupils chose drawing.

Any exact count from the source is valid.

Do not invent a reason for the choice.





Does concluded prove it?

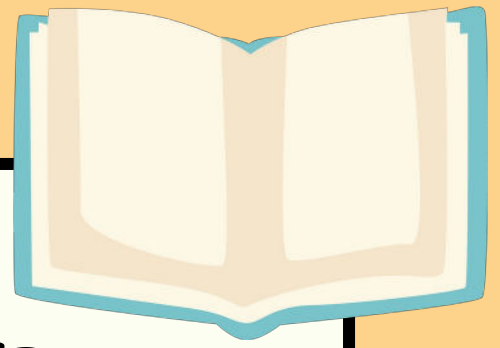
We concluded that everyone loves reading.

Only ten of thirty children reading. No love ratings were collected.

Does this evidence make this claim supported?



Does concluded prove it? – answer

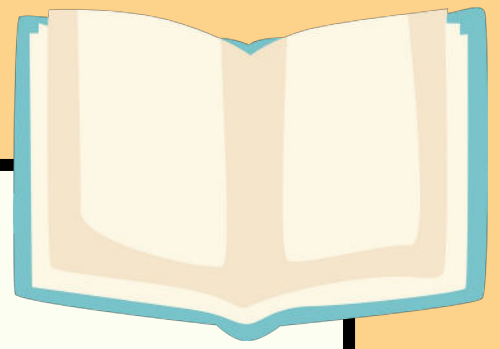


No. A reporting verb does not supply evidence.

The source records the recording choices,

not everyone's feelings.





Separate a mixed statement

Monday: nine of twelve checked seedlings

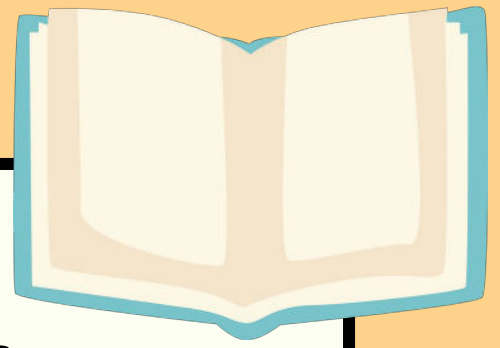
had two visible new leaves

Which part Nin seedlings have wonderful new leaves

is a firm and which part is a view?



Separate a mixed statement - answer

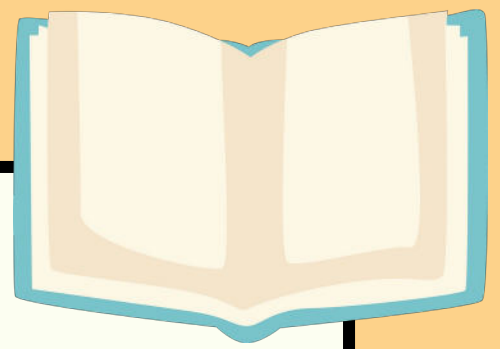


Finding: nine had two visible new leaves on Monday.

Wonderful is an evaluation.

The number does not prove the evaluation.





Can the log explain why?

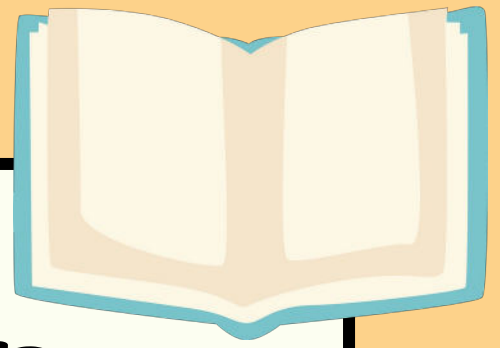
Monday: 9 with two visible new leaves; 3 with none.

Friday: 11 with two visible new leaves; 1 with none.

Twelve were checked each date. Can this prove why the count changes?



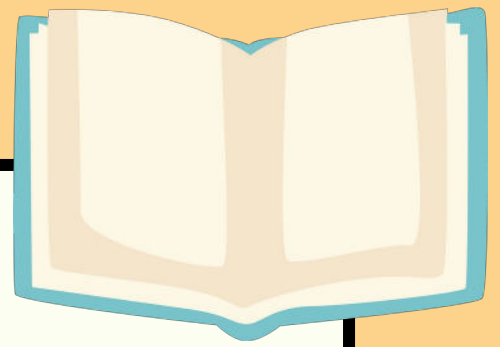
Can the log explain why? – answer



No. Reasons were not recorded.
The log describes visible leaves at two dates.
It cannot prove a cause.



Repair an overclaim.

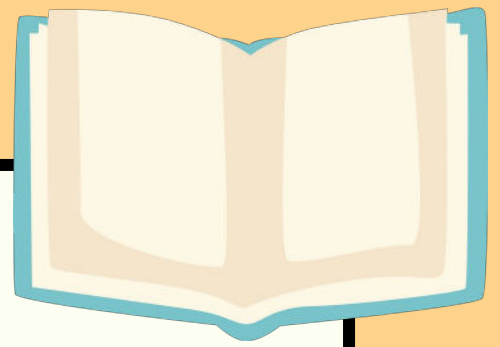


Skipping was unpopular with everyone.

The tally recorded five pupils choosing skipping
and no dislike ratings. Rewrite a supported finding.



Repair an overclaim – answer



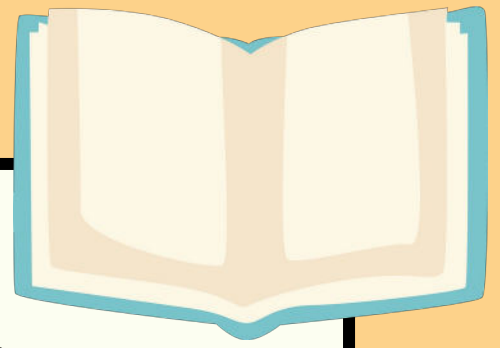
Five pupils chose skipping.

This reports the measured choice.

The source does not measure how everyone felt.



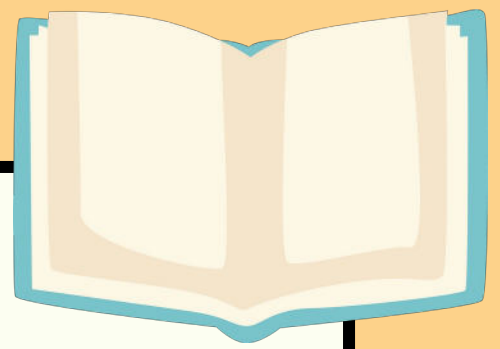
Finding and personal recommendation



Library trial: Animal books 9; Mysteries 8; Sports books 7;
total 24.

Write one supported finding and one labelled personal
recommendation.





Finding and personal recommendation answer

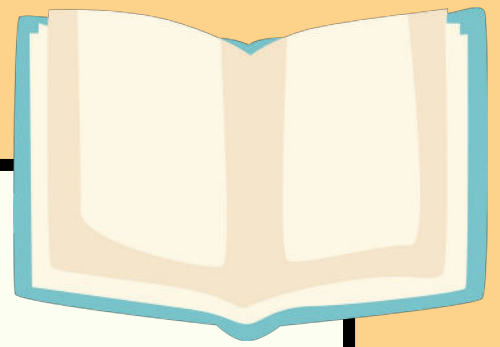
Finding: Nine pupils chose animal books first.

My recommendation would include mysteries because I enjoy puzzles.

Accurate findings and clearly labelled genuine view



Before you report a finding

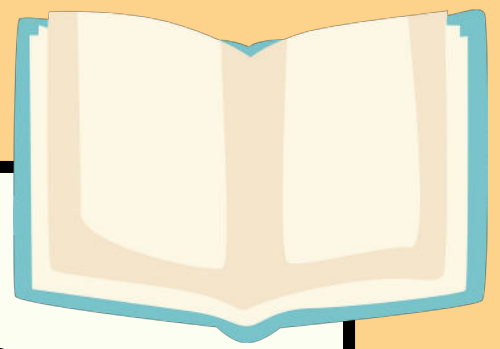


What should you check before reporting a finding?

Name one check about evidence and

one check about your own view.





Before you report a finding – answer

Match each detail to the source.

Keep your own view clearly labelled.

Do not add reasons or ratings that were not collected.





We'll do it!
Use evidence for your findings



PREVIEW