Suffolk's Digital Literacy Progression Years 1 – 6

As a Year 1 ...	As a Year 2 ...	As a Year 3 ...	As a Year 4 ...	As a Year 5 ...	As a Year 6 ...
Objective #1: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.		*Objective #1: Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.*			
		Objective #2: select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.			
Planning Projects					
		Design a range of programs, systems and content that accomplish given goals.	Design a range of programs, systems and content that accomplish given goals.	Design a range of programs, systems and content that accomplish given goals.	Design a range of programs, systems and content that accomplish given goals.
		• I plan how I will use digital technologies to accomplish a given goal. • I can identify the information required to solve a problem.	• I plan how I will use a range of digital technologies to accomplish a given goal. • I can identify the information required to solve a problem.	• I can select and plan how to use digital technologies to accomplish a given goal. • I can identify user needs and the resulting information required to solve a problem.	• I can select and plan how to use digital technologies to accomplish a given goal. • I can identify user needs and the resulting information required to solve a problem.
Understand that information has a purpose and audience.	Understand that information has a purpose and audience.	Understand that projects need to take account of audience and purpose.	Understand that projects need to take account of audience and purpose.	Understand that projects need to take account of audience and purpose.	Understand that projects need to take account of audience and purpose.
• I can present information for a given purpose.	• I can present information for a given purpose.	• I can create information for specific purposes and audiences.	• I can create information for specific purposes and audiences using a variety of digital technologies.	• I can present my ideas in a variety of ways and show a clear sense of audience and purpose.	• I can work independently to create good quality presentations that are sensitive to the needs of familiar audiences and purposes.
Searching for Information					
I can explore information	I can find information	Understand how to search for information effectively	Understand how to search for information effectively	Understand how to search for information effectively	Understand how to search for information effectively
• I explore information from different sources and know it exists in different forms.	• I know different sources where information can be found, e.g. books, Internet, TV, newspaper, people.	• I can use the search tool on a device to find a file. • I can use a search engine to locate information on the internet. • I can use navigation to find information, e.g. click on a link on a web page.	• I am beginning to frame questions when searching for information.	• I can frame questions carefully when searching for information.	• I can use key words to create a more effective search.
		Understand how results are selected and ranked.	Understand how results are selected and ranked.	Understand how results are selected and ranked.	Understand how results are selected and ranked.
		• I can describe and explain what a search engine is.	• I am learning about how search engines select and rank results.	• I can explain how search engine select and rank results	• I understand the different ways search engines work and how this can affect the quality of the search results
Evaluating and Selecting Information					
Distinguish between truth and lies.	Distinguish between fact and fiction.	Distinguish between accurate and inaccurate information and select information for a task.	Distinguish between primary and secondary sources of information and select information for a task.	Use and evaluate a variety of information sources and understand that information can be manipulated for a given purpose.	Use and evaluate a variety of information sources, considering how bias can influence and audience.

As a Year 1 ...	As a Year 2 ...	As a Year 3 ...	As a Year 4 ...	As a Year 5 ...	As a Year 6 ...
• I understand that not all information is true.	• I understand that not all information is true.	• I understand that not all the information is factual or correct, • I can select information from my search results for a task.	• I can distinguish between primary and secondary sources. • I can discuss the relative strengths and weaknesses of sources of information. • I can select relevant information from my search for a task from a range of sources.	• I can use a variety of primary and secondary sources and evaluate their accuracy and reliability. • I understand that the content and style of presentation can influence the audience. • I can give examples of how data can be distorted or misused. • I recognise that websites contain a mix of fact and opinion and may sometimes mislead me. • I can select relevant information from my search for a task from a range of sources.	• I can use several sources of information to check the accuracy and reliability of information, identifying potential bias. • I can identify implausible, inaccurate or unreliable information. • I can select relevant information from my search for a task from a range of sources.
Creating and Manipulating Digital Content					
Create and manipulate digital content.	Create and manipulate digital content.	Select, use and combine a variety of software to create digital content.	Select, use and combine a variety of software to create digital content.	Select, use and combine a variety of software to create digital content.	Select, use and combine a variety of software to create digital content.
• I can use digital technologies to work with text, images and sound to help me share my ideas.	• I can use digital technologies to work with text, images and sound to help me share my ideas in different ways.	• I can use software to create digital content with increasing independence.	• I can combine different software to create digital content.	• I can select and combine the correct software to create digital content for a given task. • I understand and apply common forms and conventions to my own work and compare my work to professionally produced materials.	• I can use a range of software to structure, refine and present information in different styles and forms for specific audiences and purposes. • I recognise how different media and presentation techniques convey information in ways that have different impacts on my audience.
Organising Digital Files					
Understand how to save and retrieve digital content.	Understand how to save and retrieve digital content.	Understand how to organise digital files and folders.	Understand how to organise digital files and folders.	Understand how to organise digital files and folders.	Understand how to organise digital files and folders.

As a Year 1 ...	As a Year 2 ...	As a Year 3 ...	As a Year 4 ...	As a Year 5 ...	As a Year 6 ...
• I can save my work (with support). • I can find and open my work (with support).	• I can save work into folder. • I can find and open work from a folder.	• I can save files with a sensible name so that I can find it. • I can create, rename and delete my own folder. • I can navigate through a hierarchy of folders to retrieve my files.	• I know how to name a file so that it describes the content. • I can create, rename and delete my own folders on a range of digital devices.	• I understand why people use version control to return to earlier versions of work. • I can create an ordered hierarchical folder structure that someone else an navigate.	• I can save files following a naming convention, e.g. using hyphens for spaces. • I can use the file properties to understand more about the file, e.g. author, date of creation, modification, file format. • I can choose an appropriate format for a file dependent on the purpose. • I use version control so I can return to earlier versions of my work. • I understand why it is important to back up my work up at regular intervals.
Communicating					
Use technology to communicate with others.	Use technology to communicate with others.	Use a variety of software to communicate and collaborate with others.	Select and use a variety of software to communicate and collaborate with others.	Select and use a variety of software to communicate and collaborate with others.	Select and use a variety of software to communicate and collaborate with others.
• I can use given methods to share information with others.	• I can use given methods to share information with others.	• I can use a variety of given methods to share information or collaborate with others. • I know a range of different ways of using digital technologies to communicate information.	• I can exchange information with others in a variety of ways. • I can select a method to share information or collaborate with others, e.g. posting and retrieving on a discussion forum.	• I can use digital technologies to communicate and collaborate. • I can select and use an appropriate method to share information or collaborate with others for a purpose, e.g. photo sharing website, blog, shared network folder.	• I can use digital communication to share information and collaborate with others for a purpose, e.g. e-mail groups, wikis, forums. • I can select the most of appropriate methods to share information or collaborate with others for a variety of purposes.
		Automate simple processes by harnessing software tools.	Automate simple processes by harnessing software tools.	Automate simple processes by harnessing software tools.	Automate simple processes by harnessing software tools.
		• I can use automated features, templates, masters and wizards to create simple documents e.g. slide transitions, spell checks, graphs.	• I can use styles sheets to support consistency of style and presentation.	• I understand the benefits to style and consistency of 'master' pages and use them in my work.	• I can automate frequently used processes by using inbuilt features in software, e.g. master slides, templates, slide sheets, macros.
Handling Data and Information					
	Understand how to collect simple data.	Understand how to collect data.	Understand how to collect data.	Understand how to collect data.	Understand how to collect data.

As a Year 1 ...	As a Year 2 ...	As a Year 3 ...	As a Year 4 ...	As a Year 5 ...	As a Year 6 ...
	• I can use a data collection sheet to collect data to answer a simple question.	• I can use a questionnaire to collect data.	• I can use a questionnaire or data collection sheet to collect relevant data.	• I can design a questionnaire or data collection sheet to collect data, e.g. multiple choice. • I can write questions to yield both quantitative and qualitative data. • I understand that I need to take care in framing questions to collect data.	• I can design a questionnaire or data collection sheet to collect relevant data. • I can recognise open and closed questions and understand when they are useful. • I obtain and use feedback on my questionnaire and data collection sheet design.
	Produce or adapt data structures.	Produce or adapt data structures.	Organise information by using appropriate data types and data structures.	Organise information by using appropriate data types and data structures.	Organise information by using appropriate data types and data structures.
	• I can enter data into a database structure.	• I understand how information can be classified. • I can check data visually for errors.	• I can identify the fields necessary for a basic data structure. • I know what the main data types are (e.g., text; number; yes/no; date). • I can identify errors in data structures.	• I can import and export data in appropriate formats. • I can demonstrate methods to reduce data entry errors (e.g., use a number field to prevent text being entered into a database).	• I can develop a simple data structure using appropriate fields and data types so that information can be processed. • I can identify the key differences between a spreadsheet and a flat-file database (e.g., list the advantages and limitations of processing numerical and textual data in each application). • I can apply data validation or conditional formatting to reject or highlight unsuitable data.
Understand how to sort simple data sets.	Understand how to sort and filter simple data sets.	Understand how to query and interpret data.	Understand how to query and interpret data.	Understand how to query and interpret data.	Understand how to query and interpret data.
• I can sort simple data sets.	• I can sort and filter simple data sets.	• I can use straightforward queries to find information. • I can inspect a data set to find information.	• I can write queries using AND, OR operators. • I can interrogate data in order to extract information.	• I can write queries using AND, OR, NOT. • I can interrogate data in order to draw a conclusion.	• I can use two or more fields or criteria to sort, query and filter data. • I can interpret my findings, question plausibility and recognise that poor-quality information leads to unreliable results.
		Present data in appropriate ways.	Present data in appropriate ways.	Present data in appropriate ways.	Present data in appropriate ways.
		• I can use software to present information as graphs, charts and tables.	• I can use a graph to represent information and show all the key features.	• I can explain why I have chosen a graph, chart or table to present information.	• I can represent information in graphs, charts or tables, and justify the form of representation and check the plausibility of my conclusions.

Modelling and Simulation

As a Year 1 ...	As a Year 2 ...	As a Year 3 ...	As a Year 4 ...	As a Year 5 ...	As a Year 6 ...
Use digital technologies to explore real and imaginary situations.	**Use digital technologies to explore and describe real and imaginary situations.**	**Make appropriate choices when using digital models or simulations.**	**Make predictions about the consequences of their decisions when using digital models or simulations.**	**Use simulations and models in order to answer questions.**	**Use simulations and models in order to answer questions.**
• I can use digital technologies to explore what happens in real and imaginary situations.	• I can explore a simulation and talk about what happens as a result of decisions made.	• I can explore a simulation and begin to make choices that affect the outcome.	• I can predict the effect my choices will have.	• I can develop a given model by adding or changing a simple formula. • I can identify the inputs and outputs in a model.	• I can develop a model by incorporating a variable and changing a rule. • I can identify the inputs and outputs in a model and explain how the model works. • I can check and explain the plausibility of my model's outcomes.
Testing and Evaluating					
To test and evaluate the use of digital technologies against given success criteria.	To test and evaluate the use of digital technologies against given success criteria.	To test and evaluate the use of digital technologies against outcomes and success criteria.	To test and evaluate the use of digital technologies against outcomes, success criteria and feedback.	To test and evaluate the use of digital technologies against outcomes, success criteria and feedback.	To test and evaluate the use of digital technologies against outcomes, success criteria and feedback.
• I can say what is good and what I can improve about someone else's work against given success criteria. • I can say what I found easy or difficult about my work.	• I can respond to feedback from my peers about my work. • I can say what I found easy or difficult about my work and how it meets the success criteria.	• I can use a list of success criteria to check my work and make changes. • I can give feedback about a peer's work. • I can check my work for accuracy and meaning, e.g. spellings and calculations. • I can compare my work with an intended outcome.	• I can agree and use simple criteria and understand how to use them to improve my work. • I can give feedback about a peer's work including suggesting improvements. • I can evaluate my work against its purpose.	• I can improve my work based on user feedback. • I can draft, refine and structure my work, using a combination of digital technologies tools to convey meaning more effectively. • I can identify successes and difficulties in my own use of digital technologies. • I understand when to use and when not to use digital technologies to solve a problem. • I can evaluate the outcome of my work against success criteria.	• I apply prior learning to my work. • I can evaluate the outcome of my work against my own success criteria. • I can create and refine approaches to my work based on user feedback. • I can record my work logically and say what has been successful. • I assess the use of digital technologies in my work and can reflect critically in order to make improvements.

In this progression you will see repeated statements across the key stages. This reflects the increasingly complexities of the problems and range of software children are expected to encounter. Differentiation will come from the complexity of the problem set.