**Aberdeenshire**

**Progression Framework**

**Literacy and English**

INTERIM V4 December 2015

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1. **List of Key Documents**

**Aberdeenshire**

**Progression Framework**

**Literacy and English**

**Section 1 Guidance**

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**INTRODUCTION**

The ***Aberdeenshire Progression Framework for Literacy and English*** sets out a clear progression for knowledge and understanding and related skills, from the Curriculum for Excellence and associated significant aspects of learning which are:

* **Listening and Talking**
* **Reading**
* **Writing**

The progression framework sets out a continuum of learning through CfE Early Level to the end of the Broad General Education (Third/Fourth Levels). The progression framework is intended to assist teachers in their learning and teaching approaches as they plan the curriculum and assess evidence of learning.

It is necessary to have a coherent approach to planning the curriculum, learning, teaching and assessment in which teachers’ practice embraces the following:

**Seven design principles**

* Challenge and enjoyment
* Breadth
* Progression
* Depth
* Personalisation and choice
* Coherence
* Relevance

**Four capacities**

* Successful learners
* Confident individuals
* Effective contributors
* Responsible citizens

**Four contexts**

* Ethos and life of the school
* Curriculum areas and subjects
* IDL
* Opportunities for personal achievement

The aims of the framework are to:

* support and enhance planning and assessment, based on skills, knowledge and understanding;
* provide staff with a structured progression for learning and teaching;
* enable the sharing of standards within schools, clusters and across Aberdeenshire;
* enable the development of skills for learning, life and work;
* facilitate the process of monitoring learners’ progress and achievement.

**CONTEXT**

Within Curriculum for Excellence, literacy is defined as:

*The set of skills which allow an individual to engage fully in society and in learning, through the different forms of language, and the range of texts, which society values and finds useful*

***Literacy and English: principles and practice***paper

Language and literacy skills have a key role in gaining access to all learning and should be developed across all contexts and by every teacher in each curriculum area.

Furthermore, the ***Literacy and English: principles and practice*** paper outlines the importance of literacy:

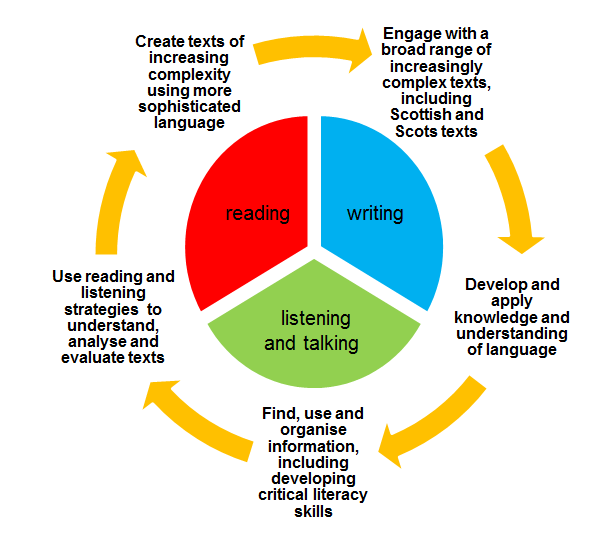
*Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of Curriculum for Excellence.*

All staff have a responsibility to support the development of critical and creative thinking as well as competence in listening and talking, reading and writing. In addition to personal, interpersonal and team-working skills, literacy is important in developing learners’ educational, emotional and social skills. These are fundamental skills for learning, life and work.

Although teaching and learning will often take place across more than one significant aspect of learning in Literacy and English, a learner may achieve a level in Listening and Talking or Reading or Writing. Progress and achievement within in these three significant aspects of learning in Literacy and English will be evidenced as children and young people achieve across the following key themes:

* engage with a broad range of increasingly complex texts, including Scottish and Scots
* develop and apply knowledge and understanding of language
* find, use and organise information, including critical literacy skills
* use reading and listening strategies to understand, analyse and evaluate texts
* create texts of increasing complexity using more sophisticated language

Children and young people will increasingly develop advanced literacy skills as they develop and use higher-order thinking skills within and across these key themes. Creating texts will include engaging effectively with others in different contexts demonstrating a range of verbal and non-verbal communication skills and writing with increasing accuracy, making effective use of spelling, grammar and punctuation.



Although the experiences and outcomes embody appropriate levels of proficiency at each level, they do not place a ceiling on achievement. The range of experiences allows for different rates of progression and for additional depth or breadth of study through the use of different contexts for learning. Progression within and across levels will take place in a range of ways, including:

* continuing development and consolidation of the range of skills;
* increasing independence in applying these skills, and the ability to use them across a widening range of contexts in learning and life;
* gradually decreasing levels of support used by the learner;
* the ability to participate in discussions without teacher intervention;
* in reading, the increasing length and complexity of text;
* in talking and writing, the increasing length, complexity and accuracy of response.

At all levels, teachers will plan to enable learners to develop their skills with increasing depth over a range of contexts. This will be especially important at early level for those young people who may require additional support.

**SKILLS FOR LEARNING, LIFE AND WORK**

All of our young people from the early stages onwards in schools are entitled to opportunities to develop their skills in learning, life and work. The development of these skills is essential to life-long learning. This will enable young people to become flexible and adaptable as they progress into adulthood. Furthermore, this will enhance the development of resilience, self-esteem and confidence that they will require to flourish in the future.

**EFFECTIVE LEARNING AND TEACHING**

The focus for schools will be on the core business of improving the learning experience and pedagogy. The Journey to Excellence, HGIOS and Child at the Centre quality indicators will be used to promote reflection, self-evaluation and planning.

Throughout their education, children and young people should experience an environment which is rich in language and which sets high expectations for literacy and the use of language. Children and young people need to spend time with stories, literature and other texts which will enrich their learning, develop their language skills and enable them to find enjoyment. Spoken language has particular importance in the early years. Teachers will balance play-based learning with more systematic development and learning of skills and techniques for reading, including phonics.

Well-planned learning, teaching and assessment provides opportunities for learners to experience breadth, challenge and application across the significant aspects of Literacy and English.

Learners should take an active part in planning, managing and assessing relevant and challenging learning experiences across the curriculum which will support them in developing the understanding and skills which are embedded in the significant aspects of learning.

This will involve a skilful mix of appropriate approaches including:

* teaching for effective learning strategies
* learning through play
* interdisciplinary learning
* Storyline approach
* contextualised, cognitive and active learning
* problem solving approaches
* active and creative use of ICT / digital technologies
* active learning in a context and
* Assessment is for Learning principles

These approaches should be:

* focused on learner engagement;
* well planned, considering outcomes, learner’s interests and prior knowledge;
* enjoyable, relevant and inclusive – enhancing the experience, achievement and attainment of our most vulnerable children and young people;
* active and fun, allowing young people to become problem solvers in a supportive and stimulating atmosphere;
* flexible and creative, allowing for personalisation of learning;
* designed to allow for choice, challenge and chances;
* collaborative and co-operative, promoting quality social interaction between children and young people;
* making effective use of a range of resources, including digital technologies, to provide appropriate support and challenge for learners,
* based on up to date educational research.

The balance between these approaches will vary at different stages and across different sectors and according to each of the significant aspects of Literacy and English. Continuing dialogue about learning and teaching approaches within and across sectors will help to ensure continuity and progression.

Curriculum for Excellence offers an opportunity to further develop learning and teaching experiences that are relevant and enjoyable. This includes making effective use of information and communication technology to enhance teaching and learning, and to provide real-life contexts that motivate children and young people and help them to see a purpose to their language learning. Technology can be used to enhance the development of listening ad talking skills, foster learner independence and develop cultural awareness and understanding. Online research by teachers and learners alike will help them to develop their knowledge, understanding and appreciation of the culture surrounding the language which they are learning, and the use of ICT can bring them directly into contact with people from around the world.

In Aberdeenshire, we endorse Co-operative Learning and Philosophy for Children as research based approaches which have a positive impact on learning.

Co-operative Learning

Research has shown that co-operative learning provides a rich context for learners to develop personal and social interaction in reaching learning goals and in nurturing personal confidence. For co-operative learning to take place there requires to be:

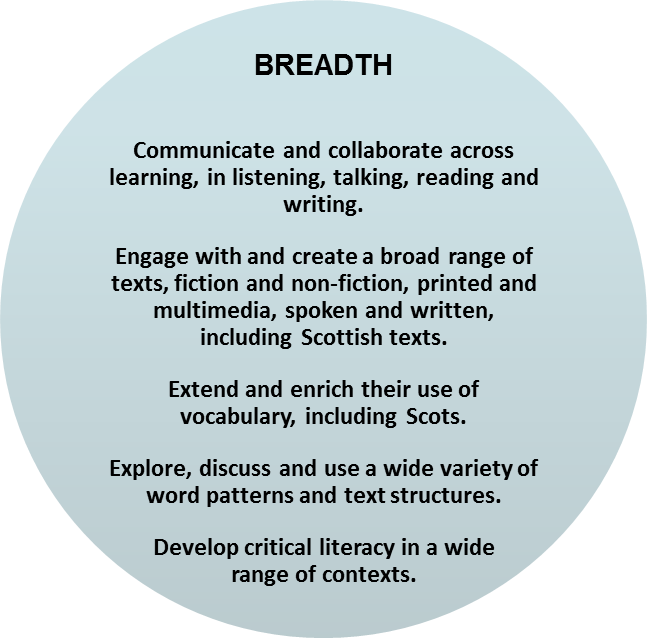
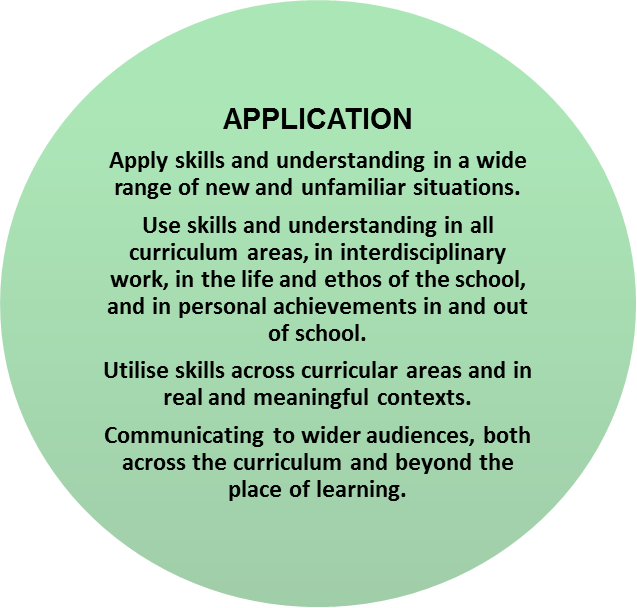
* Positive Interdependence
* Individual Accountability
* Social skills
* Face to Face Interactions
* Group Processing

The context of a co-operative learning task sets a core learning goal together with a social goal to allow young people not only to know when they are succeeding in their learning but also how their contribution has helped the group reach their goal. Co-operative learning has shown to be an effective tool in supporting the delivery of many aspects of literacy and English.

Philosophy for Children (P4C)

Philosophical enquiry is an approach where young people work together as a group to collectively articulate their thoughts and reasoning about a given topic. Though this may be a vehicle used for specific subjects e.g. Religious and Moral Education, this approach can be used in other areas of the curriculum particularly literacy. Children’s books / literature often raise deep philosophical issues which will stimulate discussions and support the development of verbal and listening skills. It aids young people in developing confidence and self-esteem as they articulate their thoughts and understanding about given subjects or the world around them. Often young people, who in other contexts find contributing to the class challenging, use this opportunity to express themselves and their thinking, building their confidence and wellbeing. This collective responsibility also builds opportunities for young people to complement and support each other’s thinking.

Well planned learning, teaching and assessment provide opportunities for learners to experience breadth, challenge and application across the significant aspects of Literacy and English.



When teaching for effective learning, reference should be made to Aberdeenshire’s *Learning Teaching and Assessment: Professional Curriculum Tool* which outlines guidance for teachers in supporting the principles of ‘Assessment is for Learning’. (Section 3)

**Success Criteria**

**Learning Intentions**

**The Learner**

***Clear, relevan*t and measurable definitions of *success criteria.* *Learners involved in creating them in pupil language.***

**Planning together for**

**learning, teaching and assessment**

***Standards and expectations for***

***planned learning***

**Key**

**Professional Practice**

*features of effective professional practice*

**Learning Experiences**

**Evidence**

***Rich experiences planned to take account of the Es and Os and the design principles***

***A range of appropriate evidence***

**The Learner**

**Professional Action**

*professional actions for improvement*

**Assessment Approaches**

**Feedback and Next Steps**

***Timely and effective feedback supports the planning of pupils’ next steps in learning***

***Assess: Progress***

***Assess: Breadth, challenge, application***

***Collaborative approaches to evaluate the evidence of learning***

**Evaluate Learning**

***Learning Teaching and Assessment: Professional Curriculum Tool***

**This tool can be used**

* to provide an opportunity to reflect on effective practice in learning, teaching and assessment in the context of Aberdeenshire’s progression frameworks.
* to allow practitioners to ‘dip into’ aspects of the learning, teaching and assessment process in order to reflect on their practice
* to inform planning for learning, teaching, moderation and assessment
* to support professional learning and/or moderation activities within a school or cluster

**Key references used in this resource**

* ***Taking a Closer Look at the National Assessment Resource*** (Education Scotland 2013)
* ***The Learning Set*** (Learning Unlimited 2000

**MONITORING PROGRESS AND ACHIEVEMENT**

Assessment of progress in Literacy and English will focus on judgements about the success of children and young people in:

* developing key Literacy and English language skills;
* applying their skills in their learning, in their daily lives and in preparing for the world of work.

Evidence of progress in literacy should be gathered as part of day-to-day learning as well as across the curriculum and it should complement the evidence gathered in discrete literacy or English lessons. To achieve this, a shared understanding of expectations in literacy across all curriculum areas is essential. This will ensure consistency of approach in sharing standards.

Learners’ progress should be defined in terms of breadth and depth of achievement. Emphasis should be placed not just on how much, but *how well* they learn.

**Benchmarks**

The benchmarks which accompany this framework outline the standards and expectations which will enable schools to identify how their learners are performing at each year stage. In other words, the benchmarks for literacy and English set out what can reasonably be expected of most pupils by the end of each year of schooling.

Effective benchmarking of standards and expectations for literacy and English needs to be a systematic and rigorous process which:

* starts with the identification of benchmark measures that define the “good standard” against which comparison can be made;
* involves some investigation and/or analysis of the processes and practices that underlie that good performance;
* identifies and/or shares good or excellent practice that school(s) can learn from and use to drive improvement.

By specifying the essential indicators of “good” performance, the benchmarks for literacy and English which accompany this framework will enable schools to:

* indicate how their learners are performing;
* understand how they and their learners perform in comparison to other learners;
* compare performance across schools and year-on-year.

**Benchmarking for Improvement**

The purposes of the benchmarks for literacy and English are to:

* promote quality teaching and learning in the classroom;
* nurture success for all students;
* assist teachers and schools in monitoring and tracking student progress;
* evaluate the success of teaching and learning programmes;
* inform next steps for learners and their learning;
* target/identify students who need additional support;
* report to pupils and families;
* identify appropriate professional development for staff.

**SSLN**

The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which monitors national performance in literacy and numeracy in alternate years, for school children at P4, P7 and S2. The focus of SSLN will be Literacy on alternate, even years.

Findings from the survey are also used to inform resources for practitioners to facilitate improvements in learning, teaching and assessment at classroom level. They are designed to assess the wide range of knowledge, skills, capabilities and attitudes across learning which is identified in the Curriculum for Excellence experiences and outcomes. Assessments are also designed to reflect the Curriculum for Excellence requirements that pupils have achieved breadth, challenge and application of learning.

**SSLN Professional Learning Resource**

Education Scotland has created professional workshop materials to support practitioners with areas for development identified in the results of the Scottish Survey of Literacy and Numeracy (Literacy). The workshops feature various professional learning activities focussed on the learning, teaching and assessment of skills in listening and talking, reading and writing.

<http://www.educationscotland.gov.uk/learningandteaching/assessment/ssln/resources/literacyprofessionallearningresource/index.asp>

**TEXTS**

*a text is the medium through which ideas, experiences, opinions and information can be communicated*

***Literacy and English: principles and practice***paper

The literacy and English experiences and outcomes reflect the increased use of multimodal texts, digital communication, social networking and the other forms of electronic communication encountered by children and young people in their daily lives.

**Texts for Learning, Life and Work**

multimodal

digital online

emails

social media/

networking

text messaging

web pages

blogs vlogs

gaming

advertisements

TV programmes

animation

novels short stories plays poems

reference texts

charts maps graphs timetables

advertisements promotional leaflets

comics newspapers magazines

CVs letters emails

labels signs posters

recipes manuals instructions

reports reviews

catalogues directories

In planning for learning in any curriculum area it is important for practitioners to ensure that children and young people encounter a wide range of different types of text in different media.

**Scots and Scottish texts**

The languages, dialects and literature of Scotland provide a rich resource for children and young people to learn about Scotland’s culture, identity and language. Through engaging with a wide range of texts they will develop an appreciation of Scotland’s vibrant literary and linguistic heritage and its indigenous languages and dialects. It is expected that practitioners will build upon the diversity of language represented within the communities of Scotland, valuing the languages which children and young people bring to school.

**Aberdeenshire**

**Progression Framework**

**Literacy and English**

**Section 2**

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**GUIDELINES FOR USING THE PROGRESSION FRAMEWORK**

This framework sets out a clear progression for skills, knowledge and understanding from the following Curriculum for Excellence Literacy and English ***Significant Aspects of Learning:***

The purpose of this document is to offer a continuum of learning through to the end of the Broad General Education (CfE Early – Third/Fourth Levels). The progression is intended to assist teachers as they plan their literacy curriculum and assess evidence of learning.

|  |  |
| --- | --- |
| **Level** | **Stage** |
| **Early** | The pre-school years and P1, or later for some. |
| **First** | To the end of P4, but earlier or later for some. |
| **Second** | To the end of P7, but earlier or later for some. |
| **Third and Fourth** | S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice. Young people's programmes will not include all of the fourth level outcomes. |

**The aims of the Progression are to:**

* ***enhance planning and assessment;***
* ***provide staff with a framework to promote progression in learning and teaching;***
* ***enable the sharing of standards within schools and across school clusters.***

The document is structured using each of the Literacy and English significant aspects of learning. These are then sub-divided further using Curriculum levels and the CfE Experiences and Outcomes. The document details the learner’s progression within and through each of the Levels.

Reading

Writing

Listening and Talking

**LITERACY AND ENGLISH**

**Significant Aspects of Learning**

**(SALs)**

**Listening**

**and Talking**

**Writing**

**Reading**

* Enjoyment and choice
* Tools for listening and talking
* Finding and using information
* Understanding, analysing and evaluating
* Creating texts
* Enjoyment and choice
* Tools for writing
* Organising and using information
* Creating texts
* Enjoyment and choice
* Tools for reading
* Finding and using information
* Understanding, analysing and evaluating

**Sub-divisions**

Within the “***Professional learning paper: Significant Aspects of Learning Assessing progress and achievement in Literacy and English Draft Aug 15”***  5 key themes are identified which broadly equate to the sub-divisions in the Literacy and English experiences and outcomes.

Although learning and teaching will often take place across more than one significant aspect of learning, a learner may achieve a level in listening and talking or reading or writing. Progress and achievement within these three significant aspects of learning in Literacy can be evidenced as children and young people achieve across these key themes:

* engage with a broad range of increasingly complex texts, including Scottish and Scots texts
* develop and apply knowledge and understanding of language
* find, use and organise information, including developing critical literacy
* use reading and listening strategies to understand, analyse and evaluate texts
* create texts of increasing complexity using more sophisticated language

Children and young people will increasingly develop advanced literacy skills as they develop and use higher-order thinking skills within and across key themes. Creating texts will include engaging effectively with others in different contexts demonstrating a range of verbal and non-verbal communication skills and writing with increasing accuracy, making effective use of spelling, grammar and punctuation.

**Listening and Talking**

**Progression**

|  |  |  |  |
| --- | --- | --- | --- |
| **Enjoyment and Choice -**  *Within a motivating and challenging environment, developing an awareness of the relevance of texts in my life.* | | | |
|  | | **Early Level** | |
| *I enjoy exploring and playing with patterns and sounds of language and can use what I learn.*  ***LIT 0-01a / LIT 0-11a / LIT 0-20a***  *I enjoy exploring and choosing stories and other texts to watch, read or listen to and share my likes and dislikes.*  ***LIT 0-01b / LIT 0-11b***  *I enjoy exploring events and character in stories and other texts, sharing my thoughts in different ways.* ***LIT 0-01c*** | | * With support I play with patterns and sound. * I can respond to the rhythmic patterns in songs and music. * I can anticipate and complete lines in familiar nursery rhymes / stories. * With support, I can choose stories and other texts to watch, read or listen to, and can share my likes and dislikes. * I can share my ideas with friends. * I have favourite stories and can give a simple outline of what happened. * I can name characters in familiar stories. * I can guess what might happen next. | * I can use sounds of speech to communicate effectively. * I can identify sounds and blend them together to make words. * I can link patterns and sounds to my reading and writing. * I can listen and learn new words and use them in my stories. * I use available information to make decisions about choosing texts. * I actively explore stories and other texts, I choose to listen in order to give a response and can explain my choice. * I enjoy listening and responding to stories, events and characters and can explain why. * I can suggest an alternative ending to a familiar story. * I am beginning to understand some of the underlying themes in a story. * I can share my ideas with a wider audience (group, class etc) |
|  | | **First Level** | |
| *I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources.*  *I regularly select subject, purpose, format and resources to create texts of my choice.*  ***LIT 1-01a / LIT 2-01a*** | | * I am beginning to select texts / topics that I want to talk about and can use props to enhance my presentation. * I can share my thoughts on what I have seen or heard. * I can use what I have learned from listening / watching when making up my own stories. | * I can develop my reasons for likes and dislikes. * I can choose a selection of evidence to express a preference to a source. * I can share and justify my opinions on what I have watched or listened to.   I can use what I have learned from listening / watching to create a range of texts. |
|  | | **Second Level** | |
| *I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources.*  *I regularly select subject, purpose, format and resources to create texts of my choice.*  ***LIT 1-01a / LIT 2-01a*** | | * I can regularly select texts I enjoy and explain why I chose them. * I can justify my reasons for likes and dislikes of a text. * I can give a clear account or explanation in response to range of topics.   I can explore a variety of sources to enable me to create a text. | * I can justify my choice when selecting texts to listen to or watch. * I can share and justify my opinion relating to texts I have listened to or watched. * I can justify the use of a particular format and resources when creating a text. * I can choose an appropriate format and resources for the texts I create. |
|  | | **Third / Fourth Level** | |
| *I regularly select and listen to or watch texts for enjoyment and interest, and I can express how well they meet the needs and expectations, and I can give reasons, with evidence, for my personal response. I can regularly select subject, purpose, format and resources to create texts of my choice and am developing my own style.*  ***LIT 3-01a / LIT 4-01a*** | | * I select and listen to or watch a range of texts for enjoyment and interest. * I can with some depth and confidence express how selected texts meet my needs and expectations. * I can select subject, purpose, format and resources when creating different texts. * I can give some evidence for my personal response. * I am developing my own voice and style. | * I select and watch an increasing range of texts for enjoyment and interest. * I can clearly and confidently express how selected texts meet my needs and expectations. * I can choose and create particular types of text for a variety of purposes using own format, style and resources. * I can articulate clearly, with evidence for my personal response to texts. * I am further developing my own voice and style. |
| **Tools for Listening and Talking -**  *To help me when interacting or presenting within and beyond my place of learning* | | | |
|  | | **Early Level** | |
| *As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.*  ***LIT 0-02a / ENG 0-03a*** | | * With support I know when it is my turn to talk or listen. * With support I respond to facial expression, gesture, intonation and gesture when listening. | * I can take turns when listening and talking in conversations. * I can listen to and responds to others. * I understand the protocols of conversation and discussion. * I use appropriate body language / facial expression when listening and talking. |
|  | | **First Level** | |
| *When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect.*  ***LIT 1-02a***  *I am exploring how pace, gesture, emphasis and choice of words are used to engage others, and I can use what I learn.*  ***ENG 1-03a*** | | * I can listen for instructions and directions. * I can show I have listened through asking and responding to questions and retelling information. * I can show respect to others by listening to their response. * I can use appropriate gestures and expression when engaging with others. * With support I can use an appropriate volume of voice depending on the situation. * I can use some topic vocabulary appropriate for my audience. | * I can listen to new information and use this information effectively in carrying out tasks. * I can demonstrate I have listened to and understood information through retelling it in my own words. * I can respond with respect when questioned about my own contribution. * I can use appropriate pace, gesture, expression and tone when engaging with others. * I can use an appropriate tone and change the volume of my voice as necessary. * I can select appropriate topic vocabulary according to the needs of my audience. |
|  | | **Second Level** | |
| *When I engage with others, I can respond in ways appropriate to my role, show that I value others’ contributions and use these to build on thinking.*  ***LIT 2-02a***  *I can recognise how features of spoken language can help in communication, and I can use what I learn.*  *I can recognise different features of my own and others’ spoken language.* ***ENG 2-03a*** | | * I can listen to new information and take the appropriate action. * I am aware of and can respond to different roles within a group. * I can develop my ideas, opinions, and understanding through listening to others. * I can show respect for the views of others by responding positively. * I can use a range of tools for speaking such as language, gesture and tone to engage with others. * I can identify effective techniques and strategies speakers use. | * I can listen to new information and take the appropriate action. * I can respond appropriately according to the role when engaging and talking with others. * I can use what others’ say to extend thinking and build upon ideas. * I can show respect for the views of others by responding positively and developing ideas. * I can use an increasing variety of tools such as gesture, expression and emphasis to engage with others. * I can give appropriate feedback to speakers based on the techniques and strategies they have used. |
|  | | **Third / Fourth Level** | |
| *When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.*  *I can respond in ways appropriate to my role and use contributions to reflect on, clarify*  *or adapt thinking.*  ***LIT 3-02a***  *Having explored and analysed the features of spoken language, I can use these, adopting an appropriate register to suit my purpose and audience.*  ***ENG 3-03a*** | *When I engage with others, I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others’ points of view or alternative solutions.*  *I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify*  *or adapt thinking.*  ***LIT 4-02a***  *Having explored and analyses the features of spoken language, I can use these independently, adopting and sustaining an appropriate register to suit my purpose and audience.* ***ENG 4-03a*** | * I can contribute meaningfully when working with others in a variety of roles to clarify / adapt thinking and extend learning. * I can encourage others to participate in discussions / conversations etc. * I can listen to and respect the contributions of others and am open to changing my opinion. * I can acknowledge that different opinions are valid. * I can use a range of features (gesture, expression, tone) including register to suit my audience and purpose. | * I can adapt my thinking and make meaningful contributions when working with others in a variety of roles. * I can in a variety of ways encourage participation from all. * I can explore, expand and reflect on the contributions of others. * I can use features (gesture, expression, tone, register / intonation) of spoken language with some skill, adopting and sustaining an appropriate register to suit my purpose and audience. |
| **Finding and Using Information –**  *When listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary* | | | |
|  | | **Early Level** | |
| *I listen or watch for useful or interesting information and I use this to make choices and learn new things.* ***LIT 0-04a*** | | * I can listen and learn new things. * With support I can make choices based on what I have heard or seen to learn new things. | * I can use what I learn in different ways. * I can recognise and use useful or interesting information. |
|  | | **First Level** | |
| *As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for specific purpose.*  ***LIT 1-04a***  *As I listen or watch, I am learning to make notes under given headings and use these to understand what I have listened to or watched and create new texts.* ***LIT 1-05a***  *I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and /or useful for others.* ***LIT 1-06a*** | | * I can talk about what I have learned from listening / watching. * I can listen to and identify the main events from a story. * With support, I can make simple notes as I watch or listen. * With support as I listen / watch I can identify the main ideas. * With support I can learn interesting and technical vocabulary. | * I can identify and discuss the main ideas. * I can retell events from a story in the correct order and in my own words. * I can use information I have gathered for a particular reason. * I can make notes under given headings as I watch or listen. * I can use notes to create a new text with a specific purpose. * As I listen and watch I can select arrange and express relevant information and ideas. * I can use vocabulary I have learned in context. |
|  | | **Second Level** | |
| *As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.*  ***LIT 2-04a***  *As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate.*  ***LIT 2-05a***  *I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.* ***LIT2-06a*** | | * I can identify and discuss the purpose and main ideas of a text. * I can use information gathered for a given purpose. * I can identify similarities and differences in texts. * I know about different ways to make notes. * I can organise notes under suitable headings. * I can listen for information and share what I have learned in my own words. * I can select and organise relevant information and ideas for a purpose. * I can select and use vocabulary that is suitable for that audience and purpose. | * I can identify, discuss and justify with evidence the purpose and main ideas of a text. * I can make connections between main ideas and themes. * I can use information I have gathered for a variety of purposes. * I can make detailed notes and use them appropriately. * I can share my understanding by explaining my notes to others. * I can create a new text using my own words. * I can organise information I have gathered in a range of ways. |
|  | | **Third / Fourth Level** | |
| *As I listen or watch, I can:*  *- identify and give an accurate account of the purpose and main concerns of the text, and can make inferences from key statements*  *- identify and discuss similarities and differences between different types of text*  *- use this information for different purposes.*  ***LIT 3-04a*** | *As I listen and or watch, I can:*  *- clearly state the purpose and main concerns of a text and make inferences from key statements*  *- compare and contrast different types of text*  *- gather, link and use information from different sources and use this for different purposes.*  ***LIT 4-04a*** | * I can identify and give an accurate account of the main purpose and concerns of the text. * I can make inferences from key questions. * I can compare and contrast different texts and discuss similarities and differences. * I can use information from a range of sources to meet audience needs. | * I can clearly state the main purpose and concerns of a text. * I can make inferences from key statements and texts. * I can compare and contrast different texts and analyse a range of genre. * I can gather, link and use information from different sources and use this for a range of purposes. |
| *As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.*  ***LIT 3-05a / LIT 4-05a***  *I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience.* ***LIT 3-06a / LIT 4-06a*** | | * I can make and structure notes independently to develop my thinking, retain / recall information and explore issues. * I can use my notes effectively to explore ideas and create new texts. * I can create texts using my own words as appropriate. * I can select ideas and relevant information for different purposes. * I can organise key information logically and include supporting detail. * I can select and use vocabulary to create an impact on my audience. | |
| **Understanding, analysing and evaluating –**  *Investigating and / or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes* | | | |
|  | | **Early Level** | |
| *To help me understand stories and other texts, I ask questions and link what I’m learning with what I already know.*  ***LIT 0-07a / LIT 0-16a / ENG 0-17a*** | | * I can ask questions to help me learn. * I can share my thoughts and feelings. * I am beginning to make connections between new and familiar experiences or stories. | * I can use what I have experienced or already know to make connections and help me understand what I am learning about. * I can share my thoughts and feelings in a way that others can understand. * I can make connections between a range of texts and my life. |
|  | | **First Level** | |
| *I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.* ***LIT 1-07a***  *To help me develop an informed view, I am learning to recognise the difference between fact and fiction.* ***LIT 1-08a*** | | * I can ask a variety of simple questions and respond to questions to clarify understanding. * I am beginning to understand the purpose of different texts. * I can give an opinion to a variety of texts that I have listened to or watched. * I am aware of the difference between fact and opinion. | * I can demonstrate I have listened by asking interesting questions. * I can use questions to find out more detail about different types of text. * I accept that others have different opinions to my own. * I can talk about the differences between fact and opinion. |
|  | | **Second Level** | |
| *I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own.*  ***LIT 2-07a***  *To help me develop an informed view I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are.*  ***LIT 2-08a*** | | * I can comment on the usefulness of a text. * I can show my understanding of a text by asking and responding to a variety of questions. * I am beginning to understand the importance of giving evidence for my opinions. * I can participate in a debate given a subject. * I can make connections between ideas drawing from different viewpoints and use them within a talk. * I can identify when I am being persuaded.   I can identify how useful a source is for a given task. | * I can comment on the usefulness of a text and justify my opinion using evidence. * I can show my understanding of a text by asking and responding to a range of complex literal, inferential and evaluative questions. * I can understand the importance of giving evidence for my opinions and demonstrate this as appropriate. * I can participate in a debate clearly giving my opinion. * I can make connections between ideas drawing from different viewpoints and use them within a talk or debate. * I can recognise when a source is trying to influence me and explain this to others. * I can evaluate the reliability of my sources. |
|  | | **Third / Fourth Level** | |
| *I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts.* ***LIT 3-07a***  *To help me develop an informed view, I am learning techniques used to influence opinion and how to assess the value of my sources, and I can recognise persuasion.*  ***LIT 3-08a*** | *I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, about the content and form of short and extend texts.* ***LIT 4-07a***  *To help me develop an informed view, I can identify some of the techniques used to influence or persuade and ca assess the value of my sources.*  ***LIT 4-08a*** | * I can comment on the content and structure of increasingly complex short and extended texts. * I can select the appropriate evidence from the text to show my understanding of what I listen to or watch. * I can identify and discuss similarities and differences between different types of text. * I can evaluate the reliability, validity and relevance of my sources. * I can recognise when I am being persuaded and am learning about the techniques used to influence opinion. | * I can evaluate effectively the content and structure of increasingly complex short and extended texts. * I can give detailed, evaluative comments, with evidence, about the content and form of short and extended texts. * I can compare and contrast different types of text. * I can evaluate the reliability, validity and relevance of a range of sources. * I can recognise when I am being persuaded and identify the techniques used to influence me. |
| **Creating Texts –**  *Applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary* | | | |
|  | | **Early Level** | |
| *Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.*  ***LIT 0-9a***  *I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.* ***LIT 0-09b / LIT 0-31a***  *As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings.* ***LIT 0-10a*** | | * I can retell experiences, sharing what I have been doing. * I can share information based on real life or imaginary events as I play. * I can tell others how I feel. * I can talk about the main events and characters in a story or text. * I can explore characters and tell stories based on real life or from familiar stories. * I show an interest in learning new words and ask what unfamiliar words mean. * With support I can use new vocabulary I have learned to express ideas and feelings. | * I can talk about experiences and events recounting in a logical sequence. * I can use a range of words to express my feelings or understanding of the feelings of others or imaginary characters. * I can retell a story with a clear structure and sequence. * I can use my own words to make up stories or recount events. * I use new words I have learned in context to enliven what I am saying. * I am extending my awareness of words and phrases to describe my ideas and feelings. |
|  | | **First level** | |
| *When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more.* ***LIT 1-9a***  *I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required.* ***LIT 1-10a*** | | * I can share information, experiences, ideas and opinions. * I can ask questions to show my understanding. * I am beginning to respond to the opinions of others. * I can talk with a clear voice at an appropriate volume. * I am beginning to select resources to enhance my communication. | * I can talk about things that happen in my life and the wider world and share how I feel. * I can show I have listened by asking and answering questions. * I can respond appropriately to the opinions of others and offer my own opinion. * I can talk with a clear and loud voice so that I am understood. * I can select and use resources to engage with others. |
|  | | **Second Level** | |
| *When listening and talking with others for different purposes I can:*  *-share information, experiences and opinions*  *- explain processes and ideas*  *-I identify issues raised and*  *- clarify points by asking questions or by asking others to say more.* ***LIT 2-09a***  *I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and am learning to select and organise resources independently.* ***LIT 2-10a / LIT 3-10a*** | | * I can share information, experiences and opinions in a variety of situations. * I can explain some processes and ideas. * I am beginning to summarise main points when listening and talking. * I can clarify points by asking questions. * I can offer opinions and make contributions on the pros and cons of a topic. * I can speak clearly and audibly and select relevant resources to help me when giving a talk. | * I can explain more complex processes and ideas so that others can understand. * I can identify issues and summarise main points when listening and talking. * I can ask others to say more by asking questions. * I can share my opinion, justifying my reasons for feeling this way. * I can give a structured talk ensuring the pace and volume are appropriate for the audience. * I can convey more complex information from a range of sources. |
|  | | **Third / Fourth Level** | |
| *When listening and talking with others for different purposes, I can:*  *- communicate information, ideas or opinions*  *- explain processes, concepts or ideas*  *- identify issues raised, summarise findings or draw conclusions.*  ***LIT 3-09a***  *I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and am learning to select and organise resources independently.*  ***LIT 2-10a / LIT 3-10a*** | *When listening and talking with others for different purposes, I can:*  *- communicate detailed information, ideas or opinions*  *- explain processes, concepts or ideas with some relevant supporting detail*  *- sum up ideas, issues, findings or conclusions.*  ***LIT 4-09a***  *I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required.*  ***LIT 04-10a*** | * I can communicate information, ideas and opinions clearly. * I can explain processes, concepts and ideas. * I can identify issues, summarise findings or draw conclusions. * I can engage with others within and beyond my place of learning. * I can communicate in a clear and expressive manner as appropriate to purpose. * I can select and organise a range of appropriate resources to enhance discussion. | * I can convey detailed information, ideas and opinions. * I can clarify processes, concepts and ideas effectively using supporting evidence. * I can sum up ideas, issues, findings or conclusions. * I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning. * I can independently select and organise a range of resources to enhance discussion. |

**Listening and Talking**

**Core Learning and Benchmarks**

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| **Significant aspect of learning: Listening and Talking** | | | | |
| **Engage with a broad range of increasingly complex texts, including Scottish and Scots texts**  **Develop and apply knowledge and understanding of language**  **Find, use and organise information, including developing critical literacy skills**  **Use reading and listening strategies to understand, analyse and evaluate texts**  **Create texts of increasing complexity using more sophisticated language** | | | | |
| Early | First | Second | Third | Fourth |
| *Selects and discusses a range of texts and describes likes and dislikes.* | *Selects and discusses a range of texts giving a personal response.* | *Selects and discusses a range of texts giving an increasingly detailed personal response.* | *Selects and discusses a range of texts, justifying personal preference.* | *Selects and discusses a range of texts, justifying personal preference and evidencing personal response.* |
| *Uses new words and phrases to express ideas thoughts and feelings.* | *Demonstrates knowledge and understanding of a range of verbal and non-verbal communication skills and is beginning to apply them when interacting with or presenting to others. For example, uses eye contact, body language, pace, gesture, emphasis and choice of words.* | *Demonstrates knowledge and understanding of a range of verbal and non-verbal communication skills and applies them appropriately adapting to the needs of a range of audiences. For example, uses eye contact, body language, pace, gesture, emphasis, choice of words, tone and some rhetorical devices.* | *Demonstrates knowledge and understanding of a range of verbal and non-verbal communication skills and applies them when interacting with or presenting to others as appropriate to purpose and audience. For example, uses eye contact, body language, pace, gesture, emphasis, choice of words, tone, register, rhetorical devices.* | *Demonstrates knowledge and understanding of a wide range of verbal and non-verbal communication skills and applies them independently and in a sustained way as appropriate to purpose and audience. For example, uses eye contact, body language, pace, gesture, emphasis, choice of words, tone, register, rhetorical devices.* |
| *Listens for information to learn new things.* | *Identifies and discusses the purpose and main ideas of spoken texts.* | *Identifies and discusses the purpose, main ideas and supporting detail of spoken texts.* | *Identifies and discusses the purpose, main ideas and supporting detail of increasingly complex spoken texts.*  *Compares a variety of texts identifying similarities and differences in the content and form.* | *Compares and contrasts a variety of complex texts, gathering, linking and using information from different sources.* |
|  | *Recognises the difference between fact and opinion and is developing an informed view.* | *Can distinguish between fact and opinion, recognises persuasive language and is starting to question the reliability and relevance of sources.* | *Recognises persuasive techniques and evaluates the reliability and relevance of sources with increasing independence.* | *Identifies persuasive techniques and evaluates sources independently.* |
|  | *Makes notes under given headings and uses these to create texts.* | *Makes and organises notes using own words and headings to develop own thinking and create new texts.* | *Makes and organises notes using own words and uses these to develop thinking, explore issues and create new texts.* | *Makes and organises notes using own words and uses these to develop thinking, synthesise ideas and create new texts.* |
| *Asks and answers questions to help understanding.* | *Asks and answers a range of questions to inform critical understanding of a variety of texts.* | *Asks and answers a range of questions to inform critical understanding of texts including literal, inferential and evaluative questions.* | *Asks and answers a range of questions to inform critical understanding of texts, commenting with evidence on the content, form and language of spoken texts.* | *Asks and answers a range of questions to demonstrate critical understanding of texts, giving detail, evaluative comments, with evidence about the content, form and language of spoken texts.* |
|  | *Plans and creates spoken texts and delivery to a variety of audiences.* | *Plans and creates spoken texts with increasing confidence and delivers to a variety of audiences.* | *Plans and creates increasingly detailed spoken texts with confidence and delivers to a variety of audiences in a clear and expressive way.* | *Confidently and independently plans and creates detailed spoken texts as appropriate to the purpose and delivers to a variety of audiences.* |
| *Shares experiences, information and stories with others.* | *Engages respectfully with others in different contexts in different contexts. Contributes some relevant ideas, knowledge and opinions, communicating clearly.* | *Engages respectfully with others in different contexts showing increasing confidence.*  *Contributes a number of relevant ideas, knowledge and opinions, communicating clearly, using appropriate vocabulary and offering some supporting detail.* | *Engages respectfully and confidently with others in different contexts. Contributes relevant ideas, knowledge and opinions, communicating clearly, using appropriate vocabulary and offering supporting evidence.* | *Engages respectfully and confidently with others in different contexts. Contributes relevant ideas, knowledge and opinions, communicating clearly in a consistent and sustained way throughout the discussion, supporting and justifying points with evidence or detail.* |
| *Communicates with others and is beginning to take turn and know when to talk and when to listen. Responds and contributes ideas, thoughts and feelings.* | *Listens to the responses of others with respect. Responds appropriately for example, by nodding or agreeing, asking and answering questions.* | *Takes account of the views of others to build on thinking. Responds appropriately for example, by asking and answering questions, clarifying points and building on ideas.* | *Takes account of the views of others and uses these to clarify or adapt thinking. Responds appropriately for example by asking and answering questions, clarifying or summarising points, building on ideas challenging opinions and ideas.* | *Takes account of the views of others exploring and expanding on contributions and using these to clarify or adapt thinking. Responds appropriately for example by asking and answering questions clarifying or summarising points, building on ideas, challenging opinions and encouraging others to explore / expand upon these ideas.* |

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| **What are the essential indicators of “good” … LISTENING AND TALKING** | |
| **What are the essential indicators of “good” …** | **P1 Benchmarks**  **By the end of P1 …** |
| **Enjoyment and choice**  **Learners should be able to …** | * identify/recognise and play with the sounds of language * show independent, spontaneous interest in listening to stories and other texts * say why they like or dislike different texts * talk about events and characters in real life and in stories in different ways |
| **Tools for Listening and Talking**  **Learners should be able to …** | * take it in turns to speak some of the time * listen some of the time when others are talking * wait until the speaker has finished before asking questions or making a comment * sometimes demonstrate an awareness of personal space, keep eye-contact and show an appropriate facial expression when listening and talking * use an appropriate volume of voice |
| **Finding and using information**  **Learners should be able to …** | * listen and watch for some pieces of useful and interesting information * retell some pieces of useful and interesting information they have learned |
| **Understanding, analysing and evaluating**  **Learners should be able to …** | * recognise and understand the difference between different types of text e.g. stories, information, instructions, poems (rhymes), songs * answer simple questions * make links from what they have heard or watched to their own experiences |
| **Creating texts**  **Learners should be able to …** | * share some experiences and feelings when listening and talking to others * share some ideas and information when listening and talking to others * tell the main events of a story in sequence * share thoughts about characters and events * ask simple questions * use new words and phrases |

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| **What are the essential indicators of “good” … LISTENING AND TALKING** | | | |
| **What are the essential indicators of “good” …** | **P2 Benchmarks**  **By the end of P2 …** | **P3 Benchmarks**  **By the end of P3 …** | **P4 Benchmarks**  **By the end of P4 …** |
| **Enjoyment and choice**  **Learners should be able to …** | * give relevant reasons for text preferences * use learning when creating stories | * give a personal response to explain their text preferences * use learning when creating simple texts | * share and justify opinions * identify appropriate sources of evidence to support text preferences * use what I have learned when creating a range of texts |
| **Tools for Listening and Talking**  **Learners should be able to …** | * listen most of the time when others are talking * understand when it is an appropriate time to speak * use an appropriate volume of voice * speak clearly and audibly | * respond to and ask appropriate questions * show respect most of the time when talking with others * use appropriate gestures and expression | * understand there are different ways of talking to people in different situations * show confidence when listening and talking with others * use new information effectively to carry out tasks * show understanding through retelling in their own words * show respect when ideas / opinions are challenged * use an appropriate pace, tone and emphasis |
| **Finding and using information**  **Learners should be able to …** | * identify and talk about key points * make simple notes as they watch or listen * recall some interesting and technical vocabulary | * identify and talk about the purpose * make notes under given headings as they watch or listen * use interesting and technical vocabulary | * identify and discuss main ideas * make notes under headings from a variety of texts they have listened to or watched * organise information from notes to help understanding * use interesting and technical vocabulary in context |
| **Understanding, analysing and evaluating**  **Learners should be able to …** | * answer questions to show understanding (prediction / literal) * ask a variety of simple questions * give an opinion on a text I have listened to or watched * show an awareness of the difference between fact and opinion | * use questions to find out more detail * respond appropriately to the opinions of others * identify the differences between fact and opinion | * answer questions to show understanding (extension) * construct different types of questions suitable for different purposes * accept that others have different opinion * talk about the differences between fact and opinion |
| **Creating texts**  **Learners should be able to …** | * share information, experiences ideas and opinions * ask questions to show understanding * plan and deliver spoken texts to a group * use props to enhance / support a presentation | * talk about things that happen in my life and community and share how I feel * show understanding by asking and answering questions * plan and deliver spoke texts to the class * select and use relevant resources to enhance presentation | * talk about things that happen in the wider world share how I feel * ask relevant questions including encouraging others to say more * plan and deliver spoken texts to a range of audiences * use a wide range of resources to effectively enhance presentation |

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| **What are the essential indicators of “good” … LISTENING AND TALKING** | | | |
| **What are the essential indicators of “good” …** | **P5 Benchmarks**  **By the end of P5 …** | **P6 Benchmarks**  **By the end of P6 …** | **P7 Benchmarks**  **By the end of P7 …** |
| **Enjoyment and choice**  **Learners should be able to …** | * regularly choose a wide range of texts * with supporting detail explain preferences * use a variety of sources to create a text | * using information from text make informed decisions * confidently explain preferences * choose appropriate formats and resources for creating text | * confidently and with increasing independence access a wider range of texts * regularly create different types texts on subjects of their choice for different purposes |
| **Tools for Listening and Talking**  **Learners should be able to …** | * listen to new information and take appropriate action * respond to questions from others in group discussions e.g. giving further information, rephrasing for clarity * show they value others’ contributions by responding positively * use non-verbal skills when engaging with others | * listen actively almost all the time when others are talking * respond in ways appropriate to role (e.g. interview, debate, meeting) * show they value others’ contributions by responding positively and developing ideas * use a range of verbal and non-verbal skills when engaging with others * identify effective techniques and strategies speakers use | * listen when others are talking throughout the discussion * make relevant contributions throughout most of the discussion * show they value others’ contributions almost all the time * frequently use a range of verbal and non-verbal skills when engaging with others * give appropriate feedback to speakers based on the techniques and strategies they have used |
| **Finding and using information**  **Learners should be able to …** | * identify similarities and differences in texts * make and organise notes under own choice of headings * select relevant information appropriate to purpose and audience * select and use vocabulary suitable for purpose and audience | * make connections across main idea within texts * make and organise notes under appropriate headings * organise selected information in a logical sequence | * justify with evidence the purpose and main ideas of a text * make detailed notes and use them appropriately * organise information gathered in a range of ways |
| **Understanding, analysing and evaluating**  **Learners should be able to …** | * show understanding by summarising the main points * recognise when others are trying to persuade or influence * comment on the usefulness of a text | * show understanding by asking and responding to a variety of questions (literal, inferential, extension, prediction, analytical, and evaluative) * recognise and comment on persuasive and how it influences them * question the reliability of sources some of the time | * respond to questions from others in group discussions e.g. giving further information, rephrasing * recognise how speakers use language to suit their purpose * assess the reliability and relevance of different sources with increasing independence * identify issues and draw conclusions |
| **Creating texts**  **Learners should be able to …** | * make a number of relevant contributions * share a number of pieces of information and experiences while listening and talking * clarify points by asking questions * explain some processes and ideas | * offer opinions and make contributions on the pros and cons of a topic / issue * share a number of ideas and experiences giving some supporting detail * select and organise a range of resources to enhance discussion * explain more complex processes and ideas | * build on the contributions of others at various time e.g to reflect on, clarify or adapt thinking * challenge the ideas of others * ask relevant questions to support understanding, seek further information and ask others to clarify / extend |

**Reading Progression**

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| **Enjoyment and Choice -**  *Within a motivating and challenging environment, developing an awareness of the relevance of texts in my life.* | | | | | |
|  | | **Early Level** | | | |
| *I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.*  ***LIT 0-01a / LIT 0-11a / LIT 0-20a***  *I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.*  ***LIT 0-01b / LIT 0-11b*** | | * I can play with and use simple patterns in words. * I can recognise that some words rhyme. * I can choose a text from a range of genres. * I can display reading behaviour (correct orientation, turn pages, look at words and pictures etc). * Using pictures for support I can talk about characters in stories. * Using pictures for support I can talk about likes and dislikes. * I can anticipate and predict what is going to happen. | | * I use patterns / sounds in words through rhythm, repetition, onset and rhyme. * I can identify rhyming words confidently. * I can select a book for enjoyment. * With support I can recognise the difference in genre. * I can discuss characters, events, likes and dislikes. * I can respond to texts in different ways. * I can anticipate and predict what is going to happen and give reasons. * I can read some words in books. * I like to read. | |
|  | | **First Level** | | | |
| *I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors.*  ***LIT 1-11a / LIT 2-11a*** | | * I can choose from a range of genre and explain my preference. * I am beginning to choose a text based on title, author or cover illustration. * I talk about what I am reading to others. * I can retell stories in my own words. | * I can make reading choices based on what I have read, watched or listened to. * I can use the title, author, illustration and synopsis to help me choose a text. * I can discuss and justify my favourite reading materials and recommend books that I have enjoyed. | | * I can choose a text from a range of genres to read independently. * I can recommend texts I have enjoyed to others. * I can explain why I like a particular text / author. |
|  | | **Second Level** | | | |
| *I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors.*  ***LIT 1-11a / LIT 2-11a*** | | * I make informed choices about what I read, listen to and watch and explain my reasons. * I can discuss the impact of words and phrases on the reader. * I can discuss my favourite reading materials and explain why I like them. * I can make recommendations based on others’ reading interest. | * I can select and read more complex material independently. * I can explain / justify my preferences using evidence from what I have read, listened to or watched. * I can appreciate text and discuss how it makes me feel. * I can recommend texts based on reflection and evaluation. | | * I can select and read increasingly challenging material for a sustained period. * I can confidently express thoughts, and opinions and ideas on authors I have read. * I can explain my preferences clearly using evidence. * I can read, listen to or watch a range of texts and explore the impact on the reader. |
|  | | **Third / Fourth Level** | | | |
| *I regularly select and read, listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations and give reasons, with evidence, for my personal response.*  *I can identify sources to develop the range of my reading.*  ***LIT 3-11a*** | *I regularly select and read, listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations and give reasons, with evidence, for my personal response.*  *I can independently identify sources to develop the range of my reading.*  ***LIT 4-11a*** | * For enjoyment and interest, I can regularly select increasingly complex texts, including Scottish texts, which are appropriate to my reading/listening ability. * I can read regularly for sustained periods and, with longer texts, sustain my understanding over time. * I can express clearly how well a text I choose to read, listen to or watch meets my needs and expectations. * I can give reasons, with evidence, for my personal response to a text and I can justify my views. I can explain my preferences clearly using evidence from the text. * I can identify sources to develop the range of my reading such as newspapers, magazines, library and digital media. * I can broaden my reading experiences using resources recommended by my peers, teachers, librarian and digital media. * I can read, listen to or watch a range of texts exploring how text can be presented in a wide range of media and analysing the impact on the reader. * I can discuss the similarities and differences between the style and content of different authors. * I can interrogate a text, articulating problems and forming relevant questions. * I can identify my strengths, next steps and put strategies in place to achieve these. | | * For enjoyment and interest, I can regularly and independently select increasingly complex texts, including Scottish texts, which are appropriate to my reading/listening ability. * I can read regularly and independently for sustained periods and, with longer texts, sustain my understanding over time. * I can express clearly and confidently how well a text I choose to read, listen to or watch meets my needs and expectations. * I can give reasons, with evidence, for my personal response to a text and I can justify my views. I can explain my preferences clearly using evidence from the text. I can explain my preferences clearly and accurately using evidence from the text. * I can independently and accurately identify sources to develop the range of my reading such as newspapers, magazines, library and digital media. * I can broaden my reading experiences using resources recommended by my peers, teachers, librarian and digital media. * I can read, listen to or watch a range of texts exploring how text can be presented in a wide range of media and analysing the impact on the reader. * I can evaluate the similarities and differences between the style and content of different authors. * I can interrogate a text, articulating problems and forming relevant questions. * I can identify my strengths, next steps and put strategies in place to achieve these. | |
| **Tools for Reading –**  *To help me use texts with increasingly complex or unfamiliar* | | | | | |
|  | | **Early Level** | | | |
| *I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write.*  ***ENG 0-12a / LIT 0-13a /***  ***LIT 0-21a*** | | * I can play with and use simple sounds in words. * I am learning that text is read from left to right and top to bottom. * I know that texts and illustrations are related. | | * I know some letter sounds and names. * I recognise my own name. * I can match and object to a given initial sound. * I can provide a word with the same initial sound as a given word. * I know that texts and illustrations are related. * I have an awareness of the purpose of capital letters, full stops and question marks in texts. | |
|  | | **First Level** | | | |
| I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression.  ***ENG 1-12a***  *I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear.*  ***LIT 1-13a*** | | * I can use pictures and words to help me understand what I read. * I can talk about the text I have read. * I am beginning to read aloud to my partner or within a group (choral reading) using expression. * I can identify nouns, verbs and adjectives in text. * I identify joining words in a sentence. * I use my knowledge of sounds to read words. * I can use word attack skills and strategies to decode unknown words. * I can read some common words in context. | * I am beginning to use context clues to help me understand what I read. * I can talk about what I have read showing some understanding. * I can read aloud to my partner or within a group (choral reading) using expression. * I can read and respond to capital letters, full stops, and questions marks. * I can recognise nouns, verbs, adjectives and connectives in text. * I use my knowledge of spelling and phonics to read unfamiliar words. * I can read common words with increasing accuracy. | | * I can use context clues to help me understand what I read. * I can read aloud to my partner or within a group using expression and responding to punctuation appropriately. * I can recognise pronouns and adverbs in text. * I use my knowledge of word families, prefixes and suffixes to read unfamiliar words. * I can read an increasing number of common words and wider range of vocabulary accurately. * I am aware of similes and onomatopoeia. * I am beginning to understand the meaning of Metacognition (prior knowledge) in relation to texts. * I am beginning to understand the meaning of Metalinguistics (words and phrases) in relation to texts * I am beginning to understand the meaning of Visualisations (sensory images) in relation to texts. * With support I am beginning to summarise the main points of the text. |
|  | | **Second Level** | | | |
| *Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.*  ***ENG 2-12a / ENG 3-12a / ENG 4-12a***  *I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection.*  ***LIT 2-13a*** | | * With support I can begin to apply strategies to help me understand text. * With support I can increase my vocabulary by using a dictionary / thesaurus. * I can use contextual and grammatical cues to decode and infer meaning of new words from surrounding text. * I can read aloud with fluency, understanding and expression. * I can identify, use and understand nouns, verbs, adjectives, connective, pronouns, adverbs, proper nouns and plurals. * I can recognise and understand similes, metaphors and alliteration. * In texts I can identify and discuss a range of punctuation. * I understand the meaning of Metacognition (prior knowledge) in relation to texts. * I understand the meaning of Metalinguistics (words and phrases) in relation to texts * I understand the meaning of Visualisation (sensory images) in relation to texts. * I independently answer inferential questions about a text. * I identify the main ideas of the text using the Who, When, Where, Why and How strategies. * I can summarise the main points of the text. | * I can use the strategies and resources I know to help develop my understanding of text. * I can use a dictionary / thesaurus to find meaning. * I can recognise, understand and use similes, metaphors and alliteration. * I can identify and discuss the use of a range of punctuation in a variety of texts. * I can independently use the term Metacognition (prior knowledge) in relation to texts. * I can independently use the term Metalinguistics (words and phrases) in relation to texts. * I can independently use the term Visualisation (sensory images) in relation to texts. * I can independently answer and create inferential questions about a text. * I can independently identify the main ideas of the text. * I understand the meaning of paraphrasing. | | * I can use a dictionary / thesaurus and can confidently select the correct meaning. * I can use contextual cues to read and understand unfamiliar words and expressions independently. * I can read aloud with fluency, understanding and expression using the right pace and tone to enhance meaning. * I can recognise, understand, use and evaluate the effect of similes, metaphors and alliteration. * In a variety of texts I can identify and discuss the impact of a range punctuation. * I can independently use the term Metacognition (prior knowledge) in relation to texts. * I can independently use the term Metalinguistics (words and phrases) in relation to texts * I can independently use the term Visualisation (sensory images) in relation to texts. * I can independently identify the main ideas of the text (character relationships and themes within a text.) * I can paraphrase independently |
|  | | **Third / Fourth Level** | | | |
| *Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.*  ***ENG 2-12a / ENG 3-12a / ENG 4-12a*** | | * With increasing independence, I can combine my knowledge of context, punctuation, grammar and layout in order to read and understand an unfamiliar word or text. * I can read with fluency, understanding and expression, using the right pace and tone to enhance meaning. * I can read ahead and understand how punctuation is used to add intonation. * I can use a wide range of reading skills and strategies confidently and independently to self-monitor and self-correct. * I can apply spelling strategies (e.g. phonological knowledge, word patterns, and syllabification) to help me read and understand challenging words. * I can use contextual clues to read and understand unfamiliar words and expressions independently. * In a range of texts, I can identify and discuss the impact of punctuation including: capital letters, full stops, question marks, exclamation marks, speech marks, commas, paragraphs, inverted commas, apostrophes, ellipsis, brackets, colon and semi-colon. * I can identify, use and understand the function and position in a sentence of: connectives, verbs, adverbs, nouns, pronouns, adjectives and plurals. | | | |
| *Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.*  ***ENG 2-12a / ENG 3-12a / ENG 4-12a*** | | * I can identify and comment on the position of words within a sentence. * I can recognise, understand, use and evaluate the effect of similes, metaphors, personification, word choice, alliteration and onomatopoeia. * I can identify the connotations and denotations in images and word choice. * I can read, listen to, appreciate and recognise the impact of specific words and phrases on the tone and message of the text e.g. dialogue to create effects, moods or atmosphere. | | * I can identify and comment on the position of words within a sentence and fully explain the effect this has on my reading of the passage and my understanding of the writer’s intention. * I can recognise, understand, use and evaluate the effect of imagery, including more complex devices like metonymy and symbolism, along with all sound techniques. * I can identify the connotations and denotations in images and word choice and comment fully on their effect. * I can confidently and independently identify tone through effective use of word choice and sentence structure and comment fully on the importance it has in relaying the writer’s message. | |
| *I can select and use the strategies and resources I find most useful before I read, and as I read, to monitor and check my understanding.*  ***LIT 3-13a*** | *Before and as I read, I can apply strategies and use resources independently to help me read a wide variety of texts and/or find the information I need.*  ***LIT 4-13a*** | Before reading:   * I can use the cover, title, author, genre, pictures, blurb, prior learning and personal experiences to help me develop an understanding of what I am about to read. * I can make appropriate predictions and justify them with evidence from the text. * During reading: * I can independently monitor my reading for accuracy and understanding and make adjustments as I read. * I can reread important information when encountering comprehension challenges. * I can use prior knowledge, context clues and other reading strategies to support my understanding. * I can make appropriate predictions and justify them with evidence from the text. * I can confidently use tools to help me read specialist words and apply this vocabulary in discussion and writing. * I can make appropriate predictions and justify them by using evidence from the text. * I can use contextual clues from the text to aid understanding of unfamiliar words and expressions. | | Before reading:   * I can independently use the cover, title, author, genre, pictures, blurb, prior learning and personal experiences to help me develop an understanding of what I am about to read. * I can make appropriate and mature predictions and justify them with evidence from the text. * During reading: * I can independently monitor my reading for accuracy and understanding of a wider variety of texts and make adjustments as I read. * I can confidently reread important information when encountering comprehension challenges. * I can independently use prior knowledge, context clues and other reading strategies to support my understanding. * I can make appropriate and mature predictions and justify them with evidence from the text. * I can confidently and independently use tools to help me read specialist words and apply this vocabulary in discussion and writing. * I can identify literary techniques (e.g. foreshadowing, pathetic fallacy tone and word choice) to make appropriate predictions and justify them by using evidence from the text. * I can use a variety of contextual clues from the text to aid understanding of unfamiliar words and expressions. | |
| **Finding and using information –**  *When reading and using fiction and non-fiction texts with increasingly complex* | | | | | |
|  | | **Early Level** | | | |
| *I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things.*  ***LIT 0-14a*** | | * I recognise signs, labels and logos in the environment. * I can identify print in the environment. * I am becoming familiar with book words (title, page, cover, author, and illustrator). * With support I can look at and talk about information from a variety of sources. * I can learn from texts. * I can read my own name. | | * I can read signs and labels. * I can read simple texts for information. * I can predict what the text may be about. * I can talk about what I have learned from texts. * I can talk about the differences between fiction and non-fiction texts. * I can explain book words (title, page, cover, author, and illustrator). * I can find and use information from a variety of sources. * I can use text to access classroom materials. * I can use information found in a text to plan and make choices about new things. | |
|  | | **First Level** | | | |
| *Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.*  ***LIT 1-14a***  *I am learning to make notes under given headings and use them to understand information, explore ideas and problems and create new texts.*  ***LIT 1-15a*** | | * I can identify the contents and index pages in references books. * I can identify the differences between fiction and non-fiction texts. * I can ask questions about a topic before I read. * I can identify key features of different types of fiction and non-fiction texts. * I can find specific information and keywords in a non-fiction text. * I am beginning to select relevant information and use it for a specific purpose. * I can record information I have found in written and pictorial forms. * I can make notes by organising information in a list or under headings. | * I can use the contents and index pages in references books. * I can ask questions about a topic before I read and scan for key words to help me locate answers. * I can recognise and discuss key features of different types of fiction and non-fiction texts. * I can find information from pictures diagrams and charts. * I can identify tricky words within non-fiction texts. * I can select relevant information. * I can make notes in a variety of forms. (lists, headings, mind map) | | * I can identify the key features of fiction and non-fiction. * I can ask questions about a topic and scan for the information I require. * I can identify and understand tricky words within non-fiction texts. * I can select relevant information and use it to create a new text. * I can make notes in my own words and use these to support my work. |
|  | | **Second Level** | | | |
| *Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes.*  ***LIT 2-14a***  *I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate.*  ***LIT 2-15a*** | | * I can identify different genres of text. * I can use what I know about the text structure to help me find information. * I am beginning to use a range of resources when gathering information. * I can use the information gathered to create my own text. * I can use the skills of skimming and scanning. * I can access information from search engines, contents and indexes. | * I can select and read from a range of genres. * I can explain the techniques the author has used to organise different types of text. * I can select information from more than one source. * I can use information gathered to create a detailed text. * I can use the skills skimming, scanning and text marking to identify information. * I can access information from a variety of search engines, contents and indexes. | | * I can read and understand a range of information texts. * I can compare and contrast the key features of a range of texts. * I can select the most relevant information from a range of sources. * I can use information gathered to create a range of texts. * I can use the skills skimming, scanning and text marking to identify information. * I can independently access information from a variety of search engines, contents and indexes. * I can appropriately reference where my information has been selected. |
|  | | **Third / Fourth Level** | | | |
| *Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.*  ***LIT 3-14a / LIT 4-14a*** | | * I can apply my knowledge and understanding of the features of different types of texts when finding and using information. * I can find information on a given topic from a variety of sources and select the most relevant points. * I can use reading strategies such as skimming and scanning to select relevant information. * I can summarise the information I find from more than one source using my own words. * I can use and link information from more than one source to create a new text. * I can acknowledge my use of all sources by creating a bibliography. | | * I can apply my knowledge and understanding of the features of different types of texts when finding and using information. * I can find accurate information on a wide range of topics from a variety of sources and select the most relevant points. * I can use reading strategies such as skimming and scanning to select relevant information. * I can summarise the information I find from more than one type of source using my own words. * I can use and link information from more than one source to create a new text. * I can acknowledge my use of all sources by creating footnotes and a bibliography. | |
| *I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.*  ***LIT 3-15a / LIT 4-15a*** | | * I can choose a suitable format for making notes. * I can paraphrase key points and ideas to develop my ideas and thinking. * I can organise my notes effectively to support my thinking and to help me recall/retain information, explore ideas and create a new text. * I can use my own notes from several sources in order to develop my thinking/recall and to help me retain information and explore ideas. * I can independently use my own notes to select and organise information and create a new text. * I can use my note-making skills to develop revision and recall strategies. * I can confidently use the skills of skimming, scanning and text-marking to identify the information I require. * I can use my own words as appropriate. * I can identify the main structural features of an increasing range of texts. * I can confidently draw detailed comparisons and connections between two texts of the same genre/different texts. * I can recognise and identify the purpose of bias, propaganda and stereotyping in texts. * I can recognise and use different types of questions and categorise these into literal, re-organisation, inference, evaluative and appreciative. | | * I can choose a suitable format for making notes. * I can paraphrase key points and ideas to develop my ideas and thinking. * I can organise my notes effectively to support my thinking and to help me recall/retain information, explore ideas and create a new text. * I can use my own notes from several sources in order to develop my thinking/recall and to help me apply information and explore new ideas. * I can independently use my own notes to select and organise information and create a variety of new texts. * I can use my note-making skills to develop revision and recall strategies. * I can independently use the skills of skimming, scanning and text-marking to identify the information I require from a more complex text. * I can find evidence and make notes in my own words from a wide variety of texts. * I can use my own words as appropriate. * I can identify the main structural features of an increasing range of texts. * I can independently draw detailed comparisons and connections between two texts of the same genre/different texts. * I can recognise and identify bias, propaganda and stereotyping in texts and evaluate the impact. * I can recognise and use different types of questions and categorise these into literal, re-organisation, inference, evaluative and appreciative, analysing their impact. | |
| **Understanding, analysing and evaluating –**  *Investigating and / or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes* | | | | | |
|  | | **Early level** | | | |
| *To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.*  ***LIT 0-07a / LIT 0-16a /* ENG 0-17a**  *I enjoy exploring events and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes*  ***LIT 0-19a*** | | * I can ask questions to help me learn. * I can share my thoughts and feelings. * I can say which characters I liked or disliked. * I can differentiate between a rhyme, a song and a story.   I am beginning to make connections between new and familiar experiences or stories. | | * I can use what I have experienced or already know to make connections and help me understand what I am learning about. * I can share my thoughts and feelings in a way that others can understand. * I can make meaningful predictions about events and characters in stories. * I can identify the beginning, middle and end of a story. * I can recognise some words in context. * I can make connections between a range of texts and my life. * I can find out more by asking questions. | |
|  | | **First level** | | | |
| *To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text*  ***LIT 01-16a***  *To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own*  ***ENG 1-17a***  *To help me develop an informed view, I can recognise the difference between fact and opinion*  ***LIT 1-18a***  *I can share my thoughts about structure, characters and / or setting, recognise the writer’s message and relate it to my own experiences, and comment on the effective choice of words and other features.*  ***ENG 1-19a*** | | * I can find information from, a variety of sources. * I am beginning to read for different purposes. (across learning) * I can identify different genres. * I can find the main ideas in a text. * I can summarise a short text in sequence. * I can discuss the main ideas, characters, why things have happened, setting and feelings. * I can make predictions and justify my thinking. * I can begin to talk about what I’ve read using the find it, prove it, talk about it approach. * I can answer literal questions about a text. * I can recognise some presentation features. (bold, italics, size, font) * I am becoming aware of the difference between fact and opinion. * I can use visual cues and headings to find the main ideas. * I can relate characters, settings and events to my own experiences. * I can discuss some of the vocabulary used within a text. | * I can identify the type of text to help me find information. * I can recognise the purpose of different genres. * I can identify the main ideas and summarise these in my own words. * I can discuss who is in the text, their emotions and behaviours, where and when the story took place. * I can make predictions and justify with evidence. * I can suggest words that have the same meaning as those in the text. * I can talk about what I’ve read using the find it, prove it, talk about it approach. * I can answer both literal and inferential questions about a text. * I can explain the difference between fact and opinion. * I can discuss the theme of the story. * I can relate the theme to my own experiences. * I can discuss what texts / authors I like / dislike and justify my reasons. * I can give / create a simple evaluation of a text. | | * I can use a variety of sources to gather information. * I am beginning to identify the main ideas of the text using the Who, When, Where, Why and How strategies. * I can independently answer and create inferential questions about a text. * I can identify features of the text with others. * I can identify the difference between fact and opinion. * I can identify fact and / or opinion within a text. * I can recognise the writer’s message and possible audience. * I can explain my views on actions and events and support these with evidence. |
|  | | **Second Level** | | | |
| *To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.*  ***LIT 2-16a***  *To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own.*  ***ENG 2-17a***  *I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own.*  ***LIT 2-07a***  *To help me develop an informed view I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are.*  ***LIT 2-08a*** | | I can talk about the issues and ideas in literature as well as the facts or story events.   * I can make connections to other authors, books and points of view. * I participate in small group literature discussions with help. * I can identify the main idea of a text and select some supporting detail. * I am beginning to discuss the style and structure of a text. * I can discuss how the author presents issues / points of view in texts. * I can find evidence to support my views. * With support I can identify views which are inferred. * I can use key words and ideas to help understanding. * I can ask and answer analysing and evaluative questions. * I can explain the difference between fact and opinion. * I am beginning to identify persuasive language in a text. * I can make judgements about reliable sources. * I can discuss structure characterisation and setting and offer a critical response. * I can talk about an author’s particular style. * I can summarise a text in my own words. | * I can share thoughtful responses when I talk and write about literature. * I can use new vocabulary when I write and talk about what I read. * I sometimes gain deeper meaning by “reading between the lines”. * I can discuss the style, detail and structure of a text. * I can use synonyms and / or antonyms to demonstrate my understanding of new vocabulary. * I can use evidence from the text to support my point of view. * I can identify points of view that are clearly stated or inferred. * I can read around key words to aid inference. * I can discuss feelings, moods and attitudes. * I can discuss, answer and create literal, inferential and evaluative questions. * I can discuss how authors present fact or opinion. * I can identify when and how I am being influenced or persuaded. * I can discuss how useful and reliable my sources are. * I can discuss structure characterisation and setting and offer a critical response using examples from the text/film. * I can suggest how the author has created themes, mood and feeling. * I can summarise the main events and important detail in my own words. | | * I sometimes generate in-depth written responses to literature. * I can identify similes, metaphors, personification, and foreshadowing (literary devices). * I discuss literature with reference to theme, author’s purpose, style, and author’s craft. * I use reasons and examples to support my ideas and conclusions. * I look for deeper meaning by “reading between the lines” in response to literature. * I can use detailed evidence to support my views. * I can use quotes to justify my opinion. * I can compare and contrast points of view that are openly stated or inferred. * I can discuss feelings, moods and attitudes and can make deductions. * I can discuss, answer and create more complex literal, inferential and evaluative questions. * I can identify language used to present fact or opinion and use this to support my writing. * I can identify when I am being influenced or persuaded and the techniques use. * I can assess sources and use them to support my point of view. * I can discuss structure, opening, ending, atmosphere, tension, characterisation and actions using examples from the text/film. * I can choose how to present a summary of the main points. |
|  | | **Third / Fourth Level** | | | |
| *To show my understanding across different areas of learning, I can:*   * *identify and consider the purpose, main concerns or concepts and use supporting detail* * *make inferences from key statements* * *identify and discuss similarities and differences between different types of text.*   ***LIT 3-16a*** | *To show my understanding across different areas of learning, I can:*   * *clearly state the purpose, main concerns, concepts or arguments and use supporting detail* * *make inferences from key statements and state these accurately in my own words* * *compare and contrast different types of text.*   ***LIT 4-16a*** | **Understanding**  When I read across my learning:   * I can identify and consider the purpose, main concerns and ideas of texts and use supporting detail to do this. * I can make connections between my prior knowledge of a text in order to understand abstract ideas. * I can make inferences from key statements. * I can identify and discuss similarities and/or differences between different types of texts. * I can consistently and confidently identify a single word as required by questions/oral prompt. * I can consistently and confidently identify a sentence type as required by questions/oral prompt. * I can identify the main ideas of a sentence/paragraph/text as required. * I can summarise information/main points in the correct sequence. * I can consistently and confidently identify a phrase/expression as required by questions/oral prompt (does not quote more than required). * I can consistently and confidently use my own words when specifically directed. * I can comment on characters and settings with supporting evidence. * I can choose another word/phrase with the same meaning. * I can refer to the context, when required, to show the meaning of a word/expression. * I can identify a connective/phrase/sentence which acts as a link.   **Analysis**   * I can comment on the function of different types of sentence. * I can attempt to comment on the purpose of the writer’s use of varying sentence lengths. * I can identify a change to the expected word order of a sentence (e.g. inversion). * I can attempt to comment on the effectiveness of the use of all types of punctuation. * I can attempt to comment on the effectiveness of a key word/phrase from the text. * I can identify the tone of a text (e.g. serious, humorous, sarcastic, ironic, formal, informal). * I can attempt to identify an example of simile, metaphor, personification, alliteration and onomatopoeia. * I can attempt to identify the literal root of an image. * I can identify other language techniques (e.g. hyperbole, irony, pun). * I can identify and explain the effectiveness of different ways of presenting text in print. * **Evaluation** * I can identify the target audience. * I can attempt to provide evidence to show why the text is appropriate for the intended reader (e.g. ideas and style). * I can identify the purpose of a text (e.g. to entertain, inform, persuade, describe a personal experience). * I can attempt to provide evidence to support how effective the writer is in achieving his/her purpose (e.g. ideas and style). * I can consistently and accurately justify with close reference my opinion on the success of a text. | | **Understanding**  When I read across learning:   * I can clearly state the purpose, main concerns, concepts or arguments of increasingly complex texts and use supporting detail to do this. * I can confidently make connections between my prior knowledge and the concrete examples in a text in order to understand abstract ideas. * I can make inferences from key statements and state these accurately in my own words. * I can confidently identify and discuss similarities and/or differences between different types of texts. * I can consistently and confidently identify a single word as required by questions/oral prompt. * I can consistently and confidently identify a sentence type as required by questions/oral prompt. * I can consistently and confidently identify the main ideas of a sentence/paragraph/text as required, with supporting evidence. * I can sort/select/reorganise/ summarise information/main points as required. * I can consistently and confidently identify a phrase/expression as required by questions/oral prompt (does not quote more than required). * I can consistently and confidently use my own words in all questions which do not require a quotation from the text. * I can consistently and accurately comment on the qualities of characters and can provide supporting evidence. * I can choose another word/phrase with the same meaning. * I can accurately refer to the context, when required, to show the meaning of a word/expression. * I can consistently and accurately explain how a connective/phrase/ sentence acts as a link, by quotation from/reference to the text.   **Analysis**   * I can consistently and accurately identify all types of sentence. * I can comment on the purpose of the writer’s use of varying sentence lengths. * I can identify and comment on a change to the expected word order of a sentence (e.g. inversion). * I can consistently and accurately identify and comment on the function of all types of punctuation. * I can consistently and accurately comment on the effectiveness of a key word/phrase from the text. * I can comment on how the tone of a text is created by the writer. * I can consistently and accurately identify and comment on examples of simile, metaphor/ personification, alliteration and onomatopoeia. * I can identify the root of an image and explain its effectiveness in the text. * I can identify, explain and comment on the effectiveness of different ways of presenting text in print. * I can identify examples of more sophisticated figures of speech (e.g. hyperbole, irony, pun, euphemism etc.). * I can identify, explain and comment on the effectiveness of different ways of presenting text in print. * **Evaluation** * I can consistently and accurately identify the target audience. * I can provide evidence to show why the text is appropriate for the intended audience (e.g. ideas and style). * I can consistently and accurately identify the purpose of a text. (e.g. to entertain, inform, persuade, describe a personal experience). * I can provide evidence to support how effective the writer is in achieving his/her purpose (e.g. ideas and style). * I can consistently and accurately give an opinion on the success of a text by providing evidence and justifying a personal response. | |
| *To show my understanding, I can comment, with evidence, on the content and form of short and extended texts, and respond to literal, inferential and evaluative questions and other types of close reading tasks.*  ***ENG 3-17a*** | *To show my understanding, I can give detailed, evaluative comments, with evidence, on the content and form of short and extended texts, and respond to different kinds of questions and other types of close reading tasks.*  ***ENG 4-17a*** | * I can provide evidence when required and write in my own words to answer questions about my understanding of a text. * I can identify and comment on the effect of language techniques when answering analytical questions. * I can provide a personal response with suitable evidence from the text to effectively answer evaluative questions. | | * I can provide evidence and always write in my own words to answer questions about my understanding of a text. * I can identify and provide detailed commentary on the effect of language techniques when answering analytical questions. * I can provide a detailed personal response with suitable evidence from the text to effectively answer evaluative questions. | |
| *To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources.*  ***LIT 3-18a*** | *To help me develop an informed view, I can recognise persuasion and bias, identify some of the techniques used to influence my opinion, and assess the reliability of information and credibility and value of my sources.*  ***LIT 4-18a*** | * I can evaluate the reliability of information in texts. * I can assess the validity and value of primary and secondary sources of information. * I can recognise the techniques a writer uses to influence my views. * I can recognise when I am being persuaded. * I can identify whose views are not represented in texts and explore the impact. | | * I can independently evaluate the reliability of information in texts. * I can confidently assess the validity and value of sources of information. * I can identify and discuss the techniques a writer uses to influence my views. * I can recognise bias and when I am being persuaded. * I can identify and evaluate whose views are not represented in texts and explore the impact. | |
| *I can:*   * *discuss and evaluate the structure, characterisation and/or setting using some supporting evidence* * *identify the main theme of the text and recognise the relevance this has to my own and others’ experiences* * *identify and comment on aspects of the writer’s style and other features appropriate to genre using some relevant evidence.*   ***ENG 3-19a*** | *I can:*   * *discuss and evaluate the effectiveness of structure, characterisation and/or setting using some supporting evidence* * *identify how the writer’s main theme or central concerns are revealed and can recognise how they relate to my own and others’ experiences* * *identify and make a personal evaluation of the effect of aspects of the writer’s style and other features appropriate to genre using some relevant evidence and terminology.*   ***ENG 4-19a*** | * I can confidently discuss and evaluate structure, characterisation, narration, language, setting and theme using quotations from the text. * I can identify the main theme of the text and recognise the relevance this has to my own and others’ experiences. * I can analyse how the author has created different themes, moods, feelings and attitudes through different aspects of language, using examples from the text. * I can compare, contrast and explore the styles of different writers and provide relevant evidence from the text to back up my views. * I can identify and articulate my responses about the effect of figurative and descriptive language. * I can recognise and discuss irony and how it affects the text. * I can locate and discuss the author’s structures and devices within a range of different texts: opening, ending, atmosphere, tension, actions, twists, turns. * I can identify and summarise in my own words the main events and the important details in any text. I can discuss and present these orally and in written form. * I can read about the same events from different sources, explain and highlight the differences in the text. * I can explain how the difference in texts influences the reader and how the author uses bias. | | * I can confidently and independently discuss and evaluate the effectiveness of structure, characterisation, narration, language, setting and theme at length using quotations from the text. * I can identify the main theme and central concerns of the text and recognise the relevance this has to my own and others’ experiences. * I can analyse how the author has created different themes, moods, feelings and attitudes through different aspects of language, using examples from the text. * I can compare, contrast and provide personal evaluation on the styles of different writers appropriate to genre with relevant evidence and terminology to back up my views. * I can identify and articulate my responses about the effect of figurative and descriptive language. * I can recognise and discuss irony and satire and effectively evaluate their impact on the text. * I can locate and discuss in texts the author’s structures and devices within a range of different texts: opening, ending, atmosphere, tension, actions, twists, turns. * I can identify and summarise in my own words the main events and the important details in any text. I can fully evaluate the impact that one event can have on another. I can discuss and present these orally and in written form. * I can read about the same events from different sources, explain and highlight the differences in the text. * I can explain how the difference in texts influences the reader and how the author uses bias. | |

**Reading**

**Core Learning and Benchmarks**

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| **Significant aspect of learning: Reading** | | | | |
| **Engage with a broad range of increasingly complex texts, including Scottish and Scots texts**  **Develop and apply knowledge and understanding of language**  **Find, use and organise information, including developing critical literacy skills**  **Use reading and listening strategies to understand, analyse and evaluate texts**  **Create texts of increasing complexity using more sophisticated language** | | | | |
| **Early** | **First** | **Second** | **Third** | **Fourth** |
| *Enjoys choosing stories and other texts and sharing likes and dislikes.* | *Selects and discusses a range of texts, giving a personal response.* | *Selects and discusses a range of texts, giving a personal response and increasingly justifying and evidencing opinion.* | *Selects and discusses a range of increasingly complex texts, justifying personal preference and evidencing personal response.* | Independently selects and discusses a range of increasingly complex texts, justifying personal preference and evidencing personal response. |
| *Enjoys exploring and playing with patterns and sounds.* | *Learning to select and use reading strategies to monitor and check understanding.* | *Selects appropriate reading strategies to monitor and check understanding.* | *Independently selects appropriate reading strategies to read confidently with understanding.* | *Independently applies appropriate reading strategies to read a wide variety of increasingly complex texts with confidence and understanding.* |
| *Recognises patterns in language and blends sounds to decode unfamiliar words.*  *Recognises common words and reads aloud simple texts.* | *Uses knowledge of language to read texts with understanding and expression for example, sight vocabulary, phonics, context clues, punctuation, grammar.* | *Uses knowledge of language to read unfamiliar texts with increasing fluency, understanding and expression for example, context clues, punctuation, grammar and layout.* | *Uses knowledge of language to read unfamiliar texts of increasing complexity with fluency, understanding and expression for example, content clues, punctuation, grammar and layout.* | *Uses knowledge of language to read a wide range of increasingly complex texts with fluency, understanding and expression.* |
| *Asks relevant questions about a text to help understanding and makes links with prior learning.* | *Asks and answers questions about the main ideas and purpose of texts.* | *Asks and answers a range of questions to inform critical understanding of texts including literal, inferential and evaluative questions. Uses supporting detail.* | *Responds to and creates a range of questions to inform critical understanding including literal, inferential and evaluative questions using evidence from the text.*  *Comments, with evidence on the content, form and language of texts.* | *Independently analyses texts in depth giving detailed evaluative comments, with evidence, on the content, form and language.* |
| Shares thoughts about events and characters in different ways. | Shares thoughts about the structure, characters and setting.  Recognises the writer’s message and links to own experiences. | Discusses structure, characterisation and setting.  Recognises the relevance of the theme and links to own and others experiences. | Discusses and evaluates structure, characterisation and setting, using some supporting evidence. Understands the writer’s theme and links it to own and others’ experiences. | Discusses and evaluates the effectiveness of structure, characterisation, and setting using supporting evidence.  Understands how the theme is developed and recognises how it relates to own and others’ experiences/the writer’s purpose / the central concerns of the text. |
| Knows that sound, rhyme and word choice can enhance enjoyment of a text. | Comments on the writer’s use of language for example, word choice, and the effect it has on the reader. | Identifies and discusses the writer’s style, use language, and the effect this has on the reader. Discusses other features appropriate to genre. | Identifies and comments, with some relevant evidence, on the writer’s style, use of language and other features appropriate to genre and the effect they have on the reader. | Identifies and makes personal evaluation of the effect of the writer’s style and other features appropriate to genre using some relevant evidence and terminology. |
|  |  |  | *Identifies and discusses similarities and differences between different types of text.* | *Compares and contrasts different types of texts.* |
| *Finds and uses information to learn new things.* | *Finds, selects, sorts and uses information from a variety of texts for a specific purpose. Identifies main ideas.* | *Finds, selects, sorts and uses information from a variety of sources for a range of purposes texts for a range purposes. Identifies and selects key ideas and supporting detail from a text, sorts information linking similar ideas and organising thinking.* | *Finds, selects, sorts, summarises, links and uses information from a variety of sources for a range of purposes. Understands the purpose, main concerns or concepts and uses supporting detail.* | *Independently finds, selects, sorts, summarises, links and uses information from a variety of sources for a range of purposes. Clearly states the purpose main concerns, concepts or arguments and uses supporting detail.* |
|  | *Recognises the difference between fact and opinion and uses this to develop an informed view.* | *Can distinguish between fact and opinion, recognises persuasive language and is starting to question the reliability and relevance of sources.* | *Recognises persuasive techniques and evaluates the reliability and credibility of sources with increasing independence.* | *Evaluates the use of persuasive techniques, including bias, and the evidence and reliability of sources.* |
|  | *Makes notes under given headings and uses notes to create texts.* | *Makes and organises notes using own words an headings to solve problems, develop own thinking and create new text* | *Makes and organises notes using own words and uses these to develop thinking, retain and recall information, explores issues and create new texts.* | *Makes and organises notes using own words and uses these to develop thinking, retain and recall information, explore issues, synthesise ideas and create new texts.* |

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| **What are the essential indicators of “good” … READING** | |
| **What are the essential indicators of “good” …** | **P1 Benchmarks**  **By the end of P1 …** |
| **Enjoyment and choice**  **Learners should be able to …** | * enjoy selecting texts and books * describe likes and dislikes about characters and events * identify letters by name and sound * recite the alphabet * recognise and play with rhyme, rhythm and repetition |
| **Tools for reading**  **Learners should be able to …** | * knows how a sentence starts and ends * read 50 common words * recognise simple punctuation marks – full stop, capital letters, question marks and spaces * read simple sentences with understanding and expression * use context clues i.e. looking at words before and after/ picture/diagram clues * recognise own name * blend groups of phonemes to read words |
| **Finding and using information**  **Learners should be able to …** | * recognise different kinds of texts as sources of information * identify signs, symbols labels and logos * explain terms such as author, title, illustrator, cover * read simple text features to find useful and interesting information * ask a question about something of interest to them |
| **Understanding, analysing and evaluating**  **Learners should be able to …** | * talk about the differences between fiction and non-fiction texts * retell the main events of a story in sequence * share thoughts about characters and events * make predictions about what might happen next * answer simple questions about a text * create and ask questions relevant to different texts * make links from what they have read to personal experience |

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| **What are the essential indicators of “good” … READING** | | | |
| **What are the essential indicators of “good” …** | **P2 Benchmarks**  **By the end of P2…** | **P3 Benchmarks**  **By the end of P3 …** | **P4 Benchmarks**  **By the end of P4 …** |
| **Enjoyment and choice**  **Learners should be able to …** | * explain their preference for a choice of text * talk about what they are reading to others in order to give a personal response retell stories using own words | * use the title, author, illustration and synopsis to select a text * discuss and justify my choice of texts | * choose a text from a range of genres and read independently * recommend texts to others |
| **Tools for Reading**  **Learners should be able to …** | * use pictures and words to support understanding * identify conjunctions in a sentence * apply word attack skills and strategies to decode familiar and unfamiliar words | * read aloud to an audience using expression * while reading, respond to capital letters, full stops, and question marks * recognise nouns, verbs, adjectives and conjunctions in text * apply knowledge of spelling and phonics to read familiar and unfamiliar words * read common words with accuracy | * use context clues to support understanding * read aloud to an audience using expression and respond to punctuation appropriately including speech marks and italics * recognise pronouns and adverbs in text * understand and use prefixes and suffixes to read unfamiliar words * read a wider range of vocabulary accurately |
| **Finding and using information**  **Learners should be able to …** | * recognise the contents and index pages in references books * recognise the differences between fiction and non-fiction texts * ask relevant questions about a topic prior to reading * organise information in a list or under headings | * use the contents and index pages in references book * scan for key words to answer questions about texts * discuss key features of different types of fiction and non-fiction texts * find relevant information from pictures, diagrams and charts * make notes in a variety of forms (lists, headings, mind map) | * scan for information I require * select relevant information and use it to create a new text * make notes in their own words |
| **Understanding, analysing and evaluating**  **Learners should be able to …** | * recognise different genres * find the main ideas and summarise a short text in sequence * find and discuss main ideas, characters and setting * answer literal questions about a text * use visual cues and headings to find the main ideas * relate characters, settings and events to personal experience | * recognise the purpose of different genres * make predictions and justify with evidence * answer both literal and inferential questions about a text * explain the difference between fact and opinion * discuss the theme of a story * relate the theme of a story to personal experience * create a simple evaluation of a text | * create inferential questions about a text * identify fact and/or opinion within a text * recognise the writer’s message and possible audience * explain my views on actions and events and support these with evidence |

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| **What are the essential indicators of “good” … READING** | | | |
| **What are the essential indicators of “good” …** | **P5 Benchmarks**  **By the end of P5 …** | **P6 Benchmarks**  **By the end of P6 …** | **P7 Benchmarks**  **By the end of P7 …** |
| **Enjoyment and choice**  **Learners should be able to …** | * make informed choices about chosen text and explain reasons * comment on the writer’s style and choice of language * make recommendations based on others’ reading interest | * select and read more complex material * explain my preferences using evidence * appreciate text and discuss the feelings it evokes | * select and read increasingly challenging material for a sustained period * express thoughts, opinions and ideas on authors * explore the impact on a reader from a range of texts |
| **Tools for Reading**  **Learners should be able to …** | * select independently from a range of reading strategies to extract meaning: *decoding/sight vocabulary/context cues/pictures/ diagrams/dictionaries* * use contextual and grammatical cues to decode and infer meaning of new words from surrounding text * read aloud with fluency, understanding and expression * understand and use nouns, verbs, adjectives, conjunctions, pronouns, adverbs, proper nouns and plurals * recognise and understand similes, metaphors and alliteration * use new vocabulary in context * answer inferential questions about a text * summarise the main points of the text | * use the strategies and resources to help understanding * use a dictionary/thesaurus to find meaning * recognise, understand and use similes, metaphors and alliteration * in a variety of texts, identify and discuss the use of a range of punctuation * answer and create inferential questions about a text * understand the meaning of paraphrasing | * use contextual cues to read and understand unfamiliar words and expressions * read aloud with expression using the right pace and tone to enhance meaning * recognise, understand, use and evaluate the effect of similes, metaphors and alliteration * identify and discuss the impact of a range punctuation * identify the main character relationships and themes within a text * summarise the main points of the text and paraphrase |
| **Finding and using information**  **Learners should be able to …** | * identify different genres of text * use a range of resources, including accessing information from search engines, contents and indexes to create a text | * use the skills of skimming, scanning and text marking to identify information | * compare and contrast the key features of a range of texts * appropriately reference where information has been selected |

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| **What are the essential indicators of “good” …** | **P5 Benchmarks**  **By the end of P5 …** | **P6 Benchmarks**  **By the end of P6 …** | **P7 Benchmarks**  **By the end of P7 …** |
| **Understanding, analysing and evaluating**  **Learners should be able to …** | * make connections to other authors, books and points of view * use key words and ideas to help understanding * make judgements about reliable sources * through discussion of structure, characterisation and setting, offer a critical response * recognise and talk about an author’s particular style * summarise a text in own words | * use new vocabulary in context * discuss the style, detail and structure of a text * use synonyms and/or antonyms * use evidence from the text to support a point of view * identify points of view that are clearly stated or inferred * discuss feelings, moods and attitudes * answer and create literal, inferential and evaluative questions * discuss how authors present fact or opinion * identify when and how I am being influenced or persuaded * through discussion of structure, characterisation and setting offer a critical response giving supporting examples * suggest how the author has created themes, mood and feeling * summarise the main events and important detail in own words | * generate in-depth written responses to literature * discuss literature with reference to theme, author’s purpose, style, and author’s craft * use quotes to support/justify opinion * compare and contrast points of view that are openly stated or inferred * discuss feelings, moods and attitudes and make deductions * discuss, answer and create more complex literal, inferential and evaluative questions * assess sources and use them to support point of view * discuss structure, opening, ending, atmosphere, tension, characterisation and actions using examples from text/film * choose how to present a summary of the main points |

**Writing Progression**

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| **Enjoyment and Choice -**  *Within a motivating and challenging environment, developing an awareness of the relevance of texts in my life.* | | | | | |
|  | | **Early Level** | | | |
| *I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.*  ***LIT 0-01a / LIT 0-11a / LIT 0-20a*** | | * I can explore sounds, rhymes and letters. * I can identify some sounds and objects that begin with that sound. * I can tell stories about my drawings / mark making. * I know people write for different reasons and can demonstrate this in my play. (imaginary notes, lists, letters, cards in the writing formation box). | | * I can identify missing rhyming words. * I can identify sounds and where the sound is in a word. * I can write to convey meaning. * I can talk about my writing. * I write daily for a range of purposes | |
|  | | **First Level** | | | |
| *I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.*  ***LIT 1-20a*** | | * I am beginning to understand and use the term ‘planning’. * I am beginning to make choices about my writing. * I am beginning to experiment with words that I have encountered in my reading and talking. * I can share my ideas with others. | * I can understand and use the term’ planning’ and ‘purpose’. * I can make choices about content, publishing and formats. * I can create texts using an appropriate format, on an agreed topic. * I can experiment with word and language structures that I have encountered in my reading and talking. | | * I can understand and use the terms ‘planning’, ‘purpose’ and ‘audience’. * I can make decisions about my writing and am able to justify what I have done. * I can experiment with word and language structures that I have encountered in my reading and talking and explain why I have chosen them. |
|  | | **Second Level** | | | |
| *I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.*  ***LIT 2-20a*** | | * I can make choices for planning and publishing in a range of media, including digital and visual. * When creating text I am beginning to be aware of my audience. * I seek feedback on my writing. * I can use word and language structures that I have encountered in my reading and talking with some regularity and explain why I have chosen them. | * I am discovering the impact of the choices I have made for planning and publishing in a range of media, including digital and visual. * When creating text I can select appropriate techniques and resources appropriate to the needs of my audience. * I can improve my writing by incorporating feedback. * I can regularly use word and language structures that I have encountered in my reading and talking and explain why I have chosen them. | | * I can independently make choices for planning and publishing in a range of media, including digital and visual, and understand the impact these have. * When creating texts I can select format and resources to suit their purpose, taking into account the needs of my audience. * I can consistently act upon feedback. * I can choose word and language structures which I have encountered in my reading which show some development of awareness of style. |
|  | | **Third / Fourth Level** | | | |
| *I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience.*  ***LIT 3-20a / LIT 4-20a*** | | * I take pleasure creating a wide range of my own original texts using a variety of different formats that demonstrate I am developing my own individual style and voice. * I can make independent choices for planning and writing texts in a variety of formats and using a wide selection of techniques. * I can make independent choices regularly when creating texts of different genres, choosing the most appropriate subject, purpose, format and resources, and taking into account the needs of my audience. | | | |
| **Tools for Writing –**  Using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning | | | | | |
|  | | **Early Level** | | | |
| *I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write.*  ***ENG 0-12a / LIT 0-13a / LIT 0-21a***  *As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information.*  ***LIT 0-21b*** | | * I am learning that symbols and letters can convey meaning. * I am exploring sounds and words. * I am beginning to link sounds to letters. * I can recognise some symbols and icons in the environment. * I can make marks other than drawing. * I can begin to form my name using letters. * I can draw to create a text and talk about it. | | * I understand that words are written from left to right and top to bottom. * I am beginning to order the alphabet using the letter names. * I can print using both upper and lowercase correctly and legibly. * I understand the relationship between lowercase and uppercase letters * I use say, make/break, blend, read and write to help my understanding of how words are made. * I use the sounds / phonemes I hear in words to spell. * I am aware that some common words do not look how they sound and I can read and write some of these words. * I am beginning to use strategies (Elkonin boxes, word shape, syllabification, tricky letters, and compound words) to help me to remember how to recognise and spell common words. * I can space out my words when I am writing. * I am beginning to write sentences while creating text. * I can start sentences using capital letters * I can finish sentences with a full stop * I can join simple sentences with simple connectives e.g. and, but, because * I can record knowledge, experiences and feelings in different written forms. | |
|  | | **First Level** | | | |
| *I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words.*  ***LIT 1-21a***  *I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense.*  ***LIT 1-22a***  *Throughout the writing process, I can check that my writing makes sense*  ***LIT 1-23a***  *I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features.*  ***LIT 1-24a*** | | * I continue to use say, make/break, blend, read and write to help my understanding of how words are made. * With support, I can select strategies to use to help me to remember how to spell new and common words. (Elkonin boxes, word shape, syllabification, tricky letters, compound words, mnemonics, using analogy) * I can order the alphabet using the letter names. * I am beginning to use a word bank or simple dictionary to help my spelling. * I can write sentences using capital letters and full stops correctly. * I can use connectives to link ideas. * I can add simple diagrams to my writing. * I am beginning to use commas in a list. * With support I can read over what I have written to check that it makes sense. * My writing is easy for others to read. * I am beginning to use joined handwriting. * I can space out my words when writing. * I can display my writing attractively and illustrate it appropriately. * I am aware that different types of writing have different formats. | * I can select and apply strategies to help me remember how to spell new and common words. (Elkonin boxes, word shape, syllabification, tricky letters, compound words, mnemonics, using analogy) * I am beginning to use my knowledge of the alphabet to locate words in a dictionary. * I can use a capital letter, full stop or question mark to punctuate sentences accurately. * I can use a range of connectives to join sentences. * I am learning how to use speech marks to show direct speech. * I can write a number of sentences that are linked and make sense. * I can use nouns, verbs, adjectives and adverbs in my writing. * I am using commas in a list. * I am learning to read over what I have written to check that the meaning is clear. * I am beginning to edit my work and make improvements based on formative feedback. * I can form my letters correctly using an appropriate pace and style. * I can display my writing attractively using appropriate images. * I can use word processing to present writing tasks. | | * I can independently apply strategies to help me remember how to spell new words. * I am beginning to explore phonemes and their different representations. * I use the LOOK, THINK and INVESTIGATE strategy to help me spell new and common words. * I can use diacritical marking to investigate words, and identify which phonemes are contained within each word. * I am beginning to develop my understanding of spelling rules * I am using my knowledge of the alphabet to locate words in a dictionary or other reference source to help my spelling. * I can use a thesaurus to find appropriate and interesting words. * I can use a capital letter, full stop, question mark and exclamation mark to punctuate sentences accurately. * I can consistently use connectives to join sentences. * I can use speech marks to show direct speech. * I am beginning to organise my writing into simple paragraphs. * I can recognise commas used more widely in the text I read. * I can proof read my work and check for some errors using teacher directed strategies to correct them. * I can display my writing attractively, using appropriate images and other features. * I can consistently use joined handwriting. * I can use word processing to re-draft and present writing in combination with a range of appropriate features and images. |
|  | | **Second Level** | | | |
| *I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources.* ***LIT 2-21a***  *In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader.*  ***LIT 2-22a***  *Throughout the writing process, I can check that my writing makes sense and meets its purpose.*  ***LIT 2-23a***  *I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.*  ***LIT 2-24a*** | | * I can apply my knowledge of patterns, word structure and simple rules and strategies when spelling unknown words. * I continue to explore phonemes and their different representations. * I use the LOOK, THINK and INVESTIGATE strategy to help me spell new and common words * I can use diacritical marking to investigate words, and identify which phonemes are contained within each word. * I continue to develop my understanding of spelling rules * I am beginning to challenge myself to spell words that are less familiar. * I can use a dictionary or other relevant resource to support spelling*.* * I can use a thesaurus to find appropriate and interesting words. * I can use common punctuation appropriately. * I can use a variety of sentence structures as appropriate to task and audience. * I can recognise the key features and layout of a paragraph. * I can organise my writing in paragraphs. * I am beginning to proof read and collaborate with peers to edit my own work. * I am developing techniques to present and display my work effectively to engage my reader. * I can use word processing to plan, draft and present my writing in a way that will engage my reader. | * I can apply knowledge of visual patterns, word structure and simple rules and strategies when spelling unknown words with some consistency. * I am building on my knowledge of phoneme families * I can use syllabification for the spelling of multi-syllabic words * I understand and consolidate the conventions of adding suffixes * I can investigate root words and add prefixes to these, recognising the new words made by doing this and how their meaning changes. * I can investigate homophones and distinguish between the different word meanings. * I can use spelling strategies previously learned, and am beginning to seek my own successful strategies. * I regularly challenge myself to spell words that are less familiar. * I can use a dictionary or other relevant resource to improve and check spelling. * I can use a thesaurus to find interesting and alternative words. * I can experiment with a range of punctuation. (colons, quotation marks and semi-colons) * I can use a variety of sentence structures and layout and adapt my writing for purpose and audience. * I can use paragraphs in extended pieces of writing. * I am beginning to use direct speech accurately. * I am beginning to use appropriate topic sentences for my paragraphs. * I can work independently and collaboratively using a variety of strategies to edit my work. * I can use a variety of self-correction techniques, with support, to check my writing makes sense and meets its purpose. * I can select appropriate techniques to present and display my work effectively by choosing appropriate forms of layout to engage my reader. * I can publish and display completed work using IT when appropriate. | | * I can consistently and independently apply knowledge of visual patterns, word structure, rules and strategies when spelling unknown words. * I can confidently spell challenging words in my writing. * I can independently use my knowledge of phoneme families * I can independently use syllabification for the spelling of multi-syllabic words * I understand and consolidate the conventions of adding suffixes * I can investigate root words and add prefixes to these, recognising the new words made by doing this and how their meaning changes. * I can investigate homophones and distinguish between the different word meanings. * I can independently and accurately use a more complex dictionary or other relevant resource to support spelling. * I can independently use a thesaurus to enhance my writing. * I can use a wide range of punctuation accurately and effectively. * I can use complex sentence structures and layout as appropriate to purpose and audience. * I can use paragraphs of differing lengths in extended pieces of writing. * I can accurately use punctuation for direct speech. * I can use appropriate topic and linking sentences in my paragraphs. * I can independently and collaboratively proof read my writing and use a wide variety of strategies to edit and ensure that it addresses purpose. * I can independently use a variety of self-correction techniques to check my writing makes sense and meets its purpose. * I can present my work effectively by selecting appropriate forms of layout for the purpose and audience. * I can select the most appropriate method to publish and display completed work. |
|  | | **Third / Fourth Level** | | | |
| *I can use a range of strategies and resources and spell most of the words I need to use, including specialist vocabulary, and ensure that my spelling is accurate.*  ***LIT 3-21a*** | *I can use a range of strategies and resources independently and ensure that my spelling, including specialist vocabulary, is accurate.*  ***LIT 4-21a*** | * I can spell accurately most of the words I need to use, including complex and specialist vocabulary. * I can use a range of resources to expand my vocabulary and to ensure my spelling is accurate. I can correct my own spelling using a wide variety of strategies and resources. | | * I can select and use complex and specialist vocabulary in my writing. * I can expand my vocabulary independently and use a wide range of strategies and resources to ensure my spelling, including less familiar words is accurate. | |
| *As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs.*  ***LIT 3-22a / LIT 4-22a*** | | *As appropriate to my purpose and type of text:*   * I can use accurately a wide and increasingly sophisticated range of punctuation. * I can use a wide range of sentence structures as appropriate to task. * I can accurately structure my ideas in paragraphs using topic sentences where appropriate. * I can link sections of my writing/paragraphs effectively so that my argument is developed and my meaning is clear. | | *As appropriate to my purpose and type of text, at a more complex level:*   * I can use a wide variety of punctuation in an accurate and sophisticated manner. * I can use an extensive range of sentence structures to create impact in my writing. * I can accurately structure my ideas in paragraphs using topic sentences where appropriate. * I can link sections of my writing/paragraphs effectively so that my argument is developed and my meaning is clear. | |
| *Throughout the writing process, I can review and edit my writing to ensure that it meets its purpose and communicates meaning at first reading.*  ***LIT 3-23a***  *I can consider the impact that layout and presentation will have on my reader, selecting and using a variety of features appropriate to purpose and audience.*  ***LIT 3-24a*** | *Throughout the writing process, I can review and edit my writing independently to ensure that it meets its purpose and communicates meaning clearly at first reading.*  ***LIT 4-23a***  *I can justify my choice and use of layout and presentation in terms of the intended impact on my reader.*  ***LIT 4-24a*** | *Throughout the writing process*:   * I can use a range of proof reading strategies to correct my writing so that it communicates meaning at first reading. * I can use feedback to edit and enhance my writing. * I can, through discussion, use self and peer assessment strategies to identify the strengths and aspects for development in my/others’ writing. * I can understand the impact my choice of layout and presentation will have on my audience. * I can use neat, legible handwriting or suitable font as required to present my work appropriately. * I can use aspects of ICT when appropriate to present my work. | | *Throughout the writing process, at a more complex level:*   * I can use a range of proof reading strategies independently to correct my writing so that it communicates meaning clearly at first reading. * I can use feedback from different readers to edit and enhance my writing. * I can use self and peer assessment strategies to identify the strengths and aspects for development in my/others’ writing. * I can explain and justify my choice and use of layout and presentation in terms of the intended impact on my reader. * I can choose an appropriate style of handwriting or font to enhance the quality of my work. * When presenting my work, I am aware of the impact which some elements of ICT can have on my audience. | |
| **Organising and using information –**  *Considering texts to help create short and extended texts for different purposes* | | | | | |
|  | | **Early Level** | | | |
| *Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.*  ***LIT 0-26a*** | | * I can make marks during play and talk about them to convey information, thoughts, ideas and feelings. * I can use talk, pictures or role-play to explore my ideas for creating text. * I am beginning to label or add words to my pictures. * I can write my name. | | * I am beginning to write to convey messages or information during play. * I can use talk, pictures or role-play to develop my ideas for writing. * I am beginning to write sentences using some of my ideas. * I can talk about the text I have created. * I can write for different purposes (Narrative, Reports, Recounts, Instructions/directions, Persuasive writing). | |
|  | | **First Level** | | | |
| *By considering the type of texts I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others.*  ***LIT 1-26a*** | | * I can write about a given topic. * I can write for different purposes (Narrative, Reports, Recounts, Instructions/directions, Persuasive writing, Explanation). * I can write my ideas in a logical sequence. * I can include one or two details which are linked and relevant to the task. * I can use some interesting and ambitious words in context. * I can use labels and words to organise my thinking. | * I can write facts about a topic. * I can write for different purposes (Narrative, Reports, Recounts, Instructions/directions, Persuasive writing, Explanation). * I can include detail in writing to make the meaning clear. * I can organise information in a logical sequence. * I can take simple notes. * I am beginning to use interesting and ambitious words in context which are specific to the task and which interest the reader. * I can select ideas and relevant information by collaborating with others. | | * I can write for different purposes (Narrative, Reports, Recounts, Instructions/directions, Persuasive writing, Explanation). * I can include more detail in my writing to make the meaning clear. * I can include relevant information appropriate to the purpose (fiction and non-fiction) of my writing which is organised in a logical sequence. * I can organise information in my own words under heading. * I can select and use a range of interesting and ambitious words which are specific to the task and which interest the reader. * I can select relevant ideas alone and by collaborating with others and present them appropriately. |
|  | | **Second Level** | | | |
| I can use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text.  I recognise the need to acknowledge my sources and can do this appropriately.  ***LIT 2-25a***  By considering the type of texts I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.  ***LIT 2-26a*** | | * I can write for different purposes (Narrative, Reports, Recounts, Instructions/directions, Persuasive writing, Explanation, Discursive). * I can organise my notes under simple headings. * I can use my simple notes to organise my ideas and show my understanding of the information collected. * I can use my notes to help create a new text in my own words. * I can begin to acknowledge sources by naming the titles of texts I have used in my research task. * I can understand the terms ‘planning, purpose and audience’. * I am beginning to choose relevant forms of layout appropriate for the purpose and audience. * I can include appropriate topic vocabulary in my text. * I am beginning to use suitable introductions and conclusions. | * I can write for different purposes (Narrative, Reports, Recounts, Instructions/directions, Persuasive writing, Explanation, Discursive). * I can use headings, sub-headings and key words to organise my notes. * I can use my notes to show my understanding of the information collected. * I can gather notes from more than one source. * I am learning how to acknowledge my sources by recording the titles and authors of texts I have used. * I can choose relevant forms of layout appropriate for the purpose and audience. * I can create a detailed text that gives clear and logically sequenced information. * I can include reasons and examples in a text. * I can vary the structure of my writing by using paragraphs and experimenting with sentence length. * I can create a text that has appropriate topic vocabulary, illustrations and diagrams. * I can use suitable introductions and conclusions. | | * I can write for different purposes (Narrative, Reports, Recounts, Instructions/directions, Persuasive writing, Explanation, Discursive). * I can organise different forms of notes including mind-maps. * I can collect and organise key ideas from a range of sources. * I can use my notes to create a range of texts for a variety of purposes and audiences. * I can reference my sources appropriately. * I can understand and use the terms ‘planning, purpose and audience’ appropriately. * I can vary the structure of my writing. * I can independently choose a relevant layout appropriate for the purpose and audience. * I can create a more detailed text that gives clear, logically sequenced information. * I can create a text that has appropriate topic vocabulary, illustrations, diagrams and/or charts. * I can use suitable introduction, topic sentences in my paragraphs and conclusions. |
|  | | **Third / Fourth Level** | | | |
| *I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, generate and develop ideas or create original text. I recognise when it is appropriate to quote from sources and when I should put points into my own words. I can acknowledge my sources appropriately.*  ***LIT 3-25a*** | *I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, or create original text. I can make appropriate and responsible use of sources and acknowledge these appropriately.*  ***LIT 4-25a*** | * I can make and use my notes effectively to create different texts for different purposes. * I can make and use notes to help me to retain and recall information, to develop and generate ideas, explore issues and make decisions. * I can use my own words to create an original text based on my notes. * I can recognise when it is appropriate to use quotations from sources within my new text. * I can reference my sources correctly e.g. in a bibliography, using footnotes, where appropriate. | | * I can make and use my notes to create different texts which effectively communicate and develop my ideas for different purposes. * I can make and use notes to help me to retain and recall information, to develop and generate ideas, explore issues and make decisions. * I can use my own words to create an original text derived from my notes. * I can evaluate different sources and choose the most appropriate one/ones to support my writing. * I can make accurate and appropriate use of quotations from sources within my new text. * I can acknowledge my sources correctly according to appropriate conventions. | |
| *By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience.*  ***LIT 3-26a / LIT 4-26a*** | | * I can create texts in a range of genres, appropriate to purpose and audience. * I can recognise and use effectively the key features of a wide variety of genres. * I can select ideas and information which are completely relevant to the purpose of my writing. * I can assess whether I have included essential information and supporting detail to make my meaning clear. * I can structure and link ideas/information and supporting detail following a clear line of thought or argument. * I can use a wide variety of suitable vocabulary to communicate effectively with my audience. | | | |
| **Creating Texts -**  *Applying the elements which writers use to create different types of short and extended \*texts with increasingly complex ideas, structures and vocabulary* | | | | | |
|  | | **Early level** | | | |
| *I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.*  ***LIT 0-09b / LIT 0-31a*** | | * I can describe an event / character from a story. * I can tell a story about a character or picture I have created. * I can create a story by drawing pictures and add some letters / words. | | * I can share my feelings and ideas in pictures and print. * I can create a story by drawing pictures and can add some simple text. * I am beginning to write about characters I have created and can share my ideas. | |
|  | | **First level** | | | |
| *I can convey information, describe events or processes, share my opinions or persuade my reader in different ways.*  ***LIT 1-28a*** */* ***LIT1 -29a***  *I can describe and share my experiences and how they made me feel.*  ***ENG 1-30a***  *Having explored the elements which writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and / or settings.*  ***ENG 1 – 31a*** | | * I can write using a variety of genres (Narrative, Reports, Recounts, Instructions/directions, Persuasive writing, Explanation). * I am learning about different genres. (functional, personal, imaginative) * I can describe events that have happened to me. * I can include my opinion in writing. * I can write a personal experience. * I can write a story giving some detail about character and setting. * With support I can develop the use of ideas and word choice. | * I can write using a variety of genres (Narrative, Reports, Recounts, Instructions/directions, Persuasive writing, Explanation). * I recognise some of the features of different types of writing and am beginning to use these in creating my own texts. * I can describe events using supporting detail. * I can give a reason for my opinion in my writing. * I can write about a personal experience using some appropriate words to describe my feelings. * I can write a story including time, place, setting and characters. * I can develop the use of ideas, word choice, organisation and presentation. | | * I can write using a variety of genres (Narrative, Reports, Recounts, Instructions/directions, Persuasive writing, Explanation). * I can create a range of texts. * I can describe events and share my opinion about them. * I can write about a personal experience using appropriate words to describe my feelings and thoughts. * I can develop the use of ideas, word choice, organisation, presentation and sentence structure. |
|  | | **Second Level** | | | |
| *I am learning to use language and style in a way which engages and / or influences my reader.*  ***ENG 2-27a***  *I can convey information, describe events, explain processes or combine ideas in different ways.*  ***LIT 2-28a***  *I can persuade, argue, explore issues or express an opinion using relevant supporting detail and / or evidence.*  ***LIT 2-29a***  *As I write for different purposes and readers, I can describe and share my experiences, expressing what they made me think about and how they made me feel.*  ***ENG 2-30a*** | | * I am beginning to use interesting introductions, appropriate settings and vocabulary to engage the audience. * I am beginning choose an appropriate format in which to convey information. * I can express thoughts and opinions in my writing using some supporting detail. * I can offer a personal response to a range of texts. * I am beginning to recognise elements of different genres when writing texts. * I can write using a variety of genres (Narrative, Reports, Recounts, Instructions/directions, Persuasive writing, Explanation, Discursive). * I am beginning to use descriptive language when creating a setting. * I can use different sentence structures to create effects. | * I can use interesting introductions, appropriate settings and vocabulary to engage the audience. * I can choose an appropriate format in which to convey information. * I can express thoughts and opinions in my writing using some supporting detail and evidence. * I can explain my personal response to texts. * I can use some key elements of different genres when structuring texts. * I can write using a variety of genres (Narrative, Reports, Recounts, Instructions/directions, Persuasive writing, Explanation, Discursive). * I can develop characters through actions and dialogue. * I can use descriptive language to create setting. * I can vary sentence structure and length to create atmosphere. | | * I can use interesting introductions and conclusions, appropriate settings and vocabulary to engage and / or influence the audience. * I can choose an appropriate format in which to convey information and justify my choice. * I can express thoughts and opinions in my writing using some supporting detail and evidence to persuade the reader. * I can explain my personal response providing some evidence and / or explanation. * I can independently use key elements of different genres in my writing. * I can write using a variety of genres (Narrative, Reports, Recounts, Instructions/directions, Persuasive writing, Explanation, Discursive). * I can use descriptive and interesting vocabulary to develop character, setting mood and atmosphere. * I can vary sentence structure and length to create atmosphere and tension. |
|  | | **Third / Fourth Level** | | | |
| *I can engage and/or influence readers through my use of language, style and tone as appropriate to genre.*  ***ENG 3-27a / ENG 4-27a*** | | * I can select and employ techniques as appropriate to genre in order to engage the reader. * I can use appropriate and skilful descriptive language and imagery to influence the reader. * I can experiment with the tone and style of my writing to engage and influence readers. | | * I can use linguistic and literary techniques and rhetorical devices to present my point of view, to engage the reader and to manipulate/persuade my audience. * I can use appropriate descriptive language and imagery skilfully to influence the reader. * I can vary the tone and style of my writing to engage and influence readers. | |
| *I can convey information, describe events, explain processes or concepts, and combine ideas in different ways.*  ***LIT 3-28a*** | *I can convey information and describe events, explain processes or concepts, providing substantiating evidence, and synthesise ideas or opinions in different ways.*  ***LIT 4-28a*** | * I can identify and use a range of key features of genre to create a variety of non-fiction texts such as descriptive accounts, explanations, instructions, diagrams and flowcharts. * I am beginning to experiment with genre conventions in my writing. | | At a more complex level:   * I understand the importance of key features of genre and use them in my writing to create a variety of non-fiction texts. * I understand the impact of employing genre conventions when I create texts. * I am able to provide substantiating evidence and combine ideas or opinions in a variety of ways when I create texts. | |
| *I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence.*  ***LIT 3-29a*** | *I can persuade, argue, evaluate, explore issues or express and justify opinions within a convincing line of thought, using relevant supporting detail and/or evidence.*  ***LIT 4-29a*** | * I am beginning to experiment with the conventions of persuasive writing when creating texts. * I can develop my own opinions/views in my writing, using supporting evidence. * I can argue a point of view and develop a clear line of thought using relevant supporting detail and/or evidence. * I can explore issues in some depth. | | * I can use a variety of persuasive writing conventions when creating texts. * I can develop my own opinion or view in my writing, providing a range of substantiating evidence to support my line of argument. * I can develop an argument or sustain a point of view using relevant supporting detail and/or evidence within a convincing line of thought. * I can explore complex issues in depth. | |
| *I can recreate a convincing impression of a personal experience for my reader, sharing my feelings and reactions to the changing circumstances with some attempt at reflection.*  ***ENG 3-30a*** | *I can create a convincing impression of my personal experience and reflect on my response to the changing circumstances to engage my reader.*  ***ENG 4-30a*** | * I can use language effectively to describe my thoughts/feelings/experiences. * I am beginning to experiment with the conventions of reflective writing when creating texts. * I am beginning to experiment with narrative structures and styles to convey my personal experiences and reflections. * I am beginning to reflect on my feelings and reactions to the changing circumstances in my life. | | * I can use language effectively to describe my thoughts/feelings/experiences and engage my reader. * I can use a variety of the conventions of personal/reflective writing when creating texts. * I can use narrative structures and styles to convey my personal experiences and reflections. * I can reflect on my experiences, considering how my responses to changing circumstances have shaped my outlook and character. | |
| *Having explored the elements which writers use, I can create texts in different genres by:*   * *integrating the conventions of my chosen genre successfully and/or* * *using convincing and appropriate structures and/or* * *creating interesting and convincing characters and/or* * *building convincing settings which come to life.*   ***ENG 3-31*** | *Having explored and experimented with the narrative structures which writers use to create texts in different genres, I can:*   * *use the conventions of my chosen genre successfully and/or* * *create an appropriate mood or atmosphere and/or* * *create convincing relationships, actions and dialogue for my characters.*   ***ENG 4-31a*** | * I have explored a range of writing in a variety of genres. * I can successfully integrate the conventions of a range of different genres when creating texts. * I can create texts in different genres using convincing and appropriate structures. * In imaginative writing, I can create interesting and convincing characters which entertain and engage the reader. * I can use literary and linguistic devices to create a convincing and vivid setting. | | * I have explored and experimented with a range of narrative structures used by writers in different genres. * I can successfully integrate the conventions of a range of genres when creating texts. * In a range of genres, I can create relationships, actions and dialogue for my characters which the reader will find convincing. * I can create mood and atmosphere in different genres. | |

**Writing**

**Core Learning and Benchmarks**

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| **Significant aspect of learning: Writing** | | | | |
| **Engage with a broad range of increasingly complex texts, including Scottish and Scots texts**  **Develop and apply knowledge and understanding of language**  **Find, use and organise information, including developing critical literacy skills**  **Use reading and listening strategies to understand, analyse and evaluate texts**  **Create texts of increasing complexity using more sophisticated language** | | | | |
| **Early** | **First** | **Second** | **Third** | **Fourth** |
| *Explores writing through a range of stimulated and real opportunities. Using existing knowledge of texts, expressing ideas, feelings and experiences in a variety of ways.* | *Writes independently for a range of purposes and audiences, using knowledge of genre conventions and language appropriate to purpose and audience.* | *Writes independently for a range of purposes and audiences, using knowledge of conventions of genre, form, structure and style. Uses language to suit purpose and engage the audience.* | *Writes independently in a variety of genres and forms, demonstrating a clear understanding of genre conventions. Uses increasingly sophisticated language to address purpose and engage the audience effectively.* | *Writes independently to create increasingly complex texts in a variety of genres and forms, demonstrating a clear understanding of genre conventions. Uses more sophisticated language to address purpose and engage the audience effectively.* |
| *Explores patterns and sounds of language and uses them to express ideas, thoughts and feelings.* | *Orders and links sentences in a way that makes sense.* | *Uses paragraphs to organise writing.* | *Structures writing effectively linking paragraphs.* | *Structures writing effectively linking paragraphs to make meaning clear and show straightforward relationships between paragraphs.* |
| *Is confident in forming letters and can use sounds and letters to construct words.* | *Uses simple punctuation appropriately.* | *Uses more complex punctuation appropriately.* | *Uses a variety of punctuation, including complex punctuation, to convey meaning and enhance writing.* | *Confidently uses a wide variety of punctuation and sentence structure to clearly convey meaning and enhance writing.* |
| *Uses common words to create simple sentences.* | *Uses common conjunctions to link some sentences.* | *Uses a variety of sentence structure as appropriate to purpose.* | *Uses varied and complex sentence structure appropriately.* |  |
| *Uses sounds, letters and words to read and write.* | *Spells most high frequency words correctly and uses strategies to spell familiar and unfamiliar words.* | *Spells most words correctly, using a range of spelling strategies to ensure writing is mainly accurate.* | *Spells almost all words correctly including complex and specialist vocabulary, using a range of spelling strategies to ensure technical accuracy.* | *Uses a range of spelling strategies and resources to ensure technical accuracy.* |
| *Understands that writing conveys meaning.* | *Presents work legibly to engage the reader.* | *Uses layout and presentation to engage the reader.* | *Uses layout and presentation appropriate to the purpose and audience.* | *Justifies choice of layout and presentation in terms of impart on purpose and audience.* |
|  | *Checks and edits work throughout the writing process.* | *Checks and edits work throughout the writing process, taking account of purpose.* | *Reviews and edits work throughout the writing process to ensure meaning and purpose.* | *Reviews and edits work throughout the writing process to ensure clarity meaning and purpose.* |
|  |  | Beginning to use language and style in a way which engages and / or influences the reader. | Engages and / or influences the reader through use of language, style and tone as appropriate to genre. | Uses language, style, tone, to engage and / or influence the reader in a confident and sustained way. |
|  | *Uses texts, including own notes, to generate ideas and understand information in order to create new texts.* | *Uses texts, including own notes, to evaluate and organise ideas and information in order to create new texts. Appropriately acknowledges sources.* | *Uses texts, including own notes, to analyse ideas and information and to create new texts. Acknowledges and references sources.* | Uses texts, including own notes, to analyse, evaluate and synthesise ideas and information, and to create new texts. Acknowledges and references sources accurately. |
|  | *Selects ideas relevant information, organises these in a logical sequence and uses words which will be interesting and / or useful for others.* | *Selects ideas and relevant information, organises these in an appropriate way for purpose and uses suitable vocabulary for audience.* | *Independently selects ideas and relevant information for different purposes. Organises essential information or ideas and any supporting detail in a logical order. Uses suitable vocabulary to communicate effectively.* | *Independently selects ideas and relevant information for different purposes. Organises essential information or ideas and any*  *supporting detail in a logical order. Uses suitable vocabulary to communicate effectively.* |

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| --- | --- |
| **What are the essential indicators of “good” … WRITING** | |
| **What are the essential indicators of “good” …** | **P1 Benchmarks**  **By the end of P1 …** |
| **Enjoyment and choice**  **Learners should be able to …** | * understand and demonstrate that there are different purposes for writing * choose to write / create text for pleasure |
| **Tools for Writing**  **Learners should be able to …** | * use and hold a pencil properly * form lower and upper case letters correctly * create words using knowledge of phonics / phonemes * spell some tricky / high frequency words accurately * use spaces to separate words * write sentences using capital letters and full stops * use simple connectives to link ideas * know that names start with a capital letter |
| **Organising and using information**  **Learners should be able to …** | * talk about the text created * write for different purposes * communicate who, where, when and what in a text * sequence pictures to tell a story / give a personal account / give instructions |
| **Creating texts**  **Learners should be able to …** | * share feelings and ideas in text * sequence sentences to make sense * write about characters |

|  |  |  |  |
| --- | --- | --- | --- |
| **What are the essential indicators of “good” … WRITING** | | | |
| **What are the essential indicators of “good” …** | **P2 Benchmarks**  **By the end of P2 …** | **P3 Benchmarks**  **By the end of P3 …** | **P4 Benchmarks**  **By the end of P4 …** |
| **Enjoyment and choice**  **Learners should be able to …** | * make choices about writing * use vocabulary from reading in writing * share ideas with others | * make choices about content, publishing and format * experiment with word and language structures encountered in reading | * justify decisions about word and language structures |
| **Tools for Writing**  **Learners should be able to …** | * spell new and common words using learned strategies * order alphabet using letter names * write at least 4 sentences using capital letters and full stops * use connectives to link ideas / join sentences | * use knowledge of the alphabet to find words in a simple dictionary * use question marks and exclamation marks in texts * use a range of connectives to link ideas / join sentences | * spell most common / high frequency words correctly * use knowledge of the alphabet to find words in a dictionary or other reference source * use adjectives and adverbs in descriptions * use pronouns * use present and past tense * use first and third person * use commas in lists * use speech marks in text * use bullets, numbers or language to sequence text |
| **Organising and using information**  **Learners should be able to …** | * write ideas in a logical sequence * include some details which are relevant to the task * use interesting / wow words in context * use labels on a picture / diagram | * include detail to make the meaning clear * make simple notes * write facts about a topic * use interesting and ambitious words to interest the reader * create a story / account with a beginning, middle and end | * organise information under headings * make notes using different formats and use them to create new texts in own words * order and link sentences, ideas and events * structure work into at least one paragraph |
| **Creating texts**  **Learners should be able to …** | * write using a range of genre including personal experience * describe events * include opinion in writing * write about character and setting | * recognise features of different genre and use these in creating texts * present work in an appropriate format for the task * describe events using supporting detail * give a reason for opinion in writing * describe feelings in personal writing * write a story using time, place, setting and character | * consider purpose audience, language and layout when planning * describe the appearance, thoughts and feelings of characters * include facts / opinions as appropriate to genre * check and edit work |

|  |  |  |  |
| --- | --- | --- | --- |
| **What are the essential indicators of “good” … WRITING** | | | |
| **What are the essential indicators of “good” …** | **P5 Benchmarks**  **By the end of P5 …** | **P6 Benchmarks**  **By the end of P6 …** | **P7 Benchmarks**  **By the end of P7 …** |
| **Enjoyment and choice**  **Learners should be able to …** | * make choices for planning and publishing including digital media * be aware of their audience * seek feedback | * identify and discuss the impact of choices for planning and publishing * select techniques and resources appropriate to the audience * improve writing based on feedback | * consistently act on feedback |
| **Tools for Writing**  **Learners should be able to …** | * challenge themselves to spell less familiar words * use alliteration and simple similes * use a dictionary and thesaurus effectively * use commas for pauses * vary sentence structures * recognise key features and layout of a paragraph * write in paragraphs * use second person * proof read for editing * join all letters accurately | * use direct and indirect speech * use onomatopoeia, complex similes and simple metaphors * paragraph whole text * use connectives to compare contrast and sequence * check and edit work for meaning punctuation and spelling * understand the convention of adding prefixes * experiment with apostrophe, colons, semi-colons and quotation marks * use direct speech | * understand the convention of adding suffixes * use paragraphs of different lengths in extended pieces of writing * accurately use punctuation for direct speech * use first, second and third person appropriately * use idioms |
| **Organising and using information**  **Learners should be able to …** | * make notes and summarise the most relevant information * use captions, subtitles, headlined and slogans in a text * create opening / introduction, ending / conclusion to texts | * use headings, sub-headings and key words to organise notes * gather notes from more than one source * acknowledge sources by recording title and author of texts used * include reasons and examples in a text | * organise different kinds of notes including mind maps * use notes to create a range of texts * reference sources appropriately |
| **Creating texts**  **Learners should be able to …** | * offer a personal response to a range of texts * use different sentence structures to create effects | * explain personal response to text * develop characters through actions and dialogue * create atmosphere using a variety of sentence structures | * express thoughts and opinions using supporting detail and evidence to persuade the reader * use turning points and cliff hangers effectively * use opening paragraph / introduction to make purpose clear * use formal and informal language appropriately |

**Aberdeenshire**

**Progression Framework**

**Literacy and English**

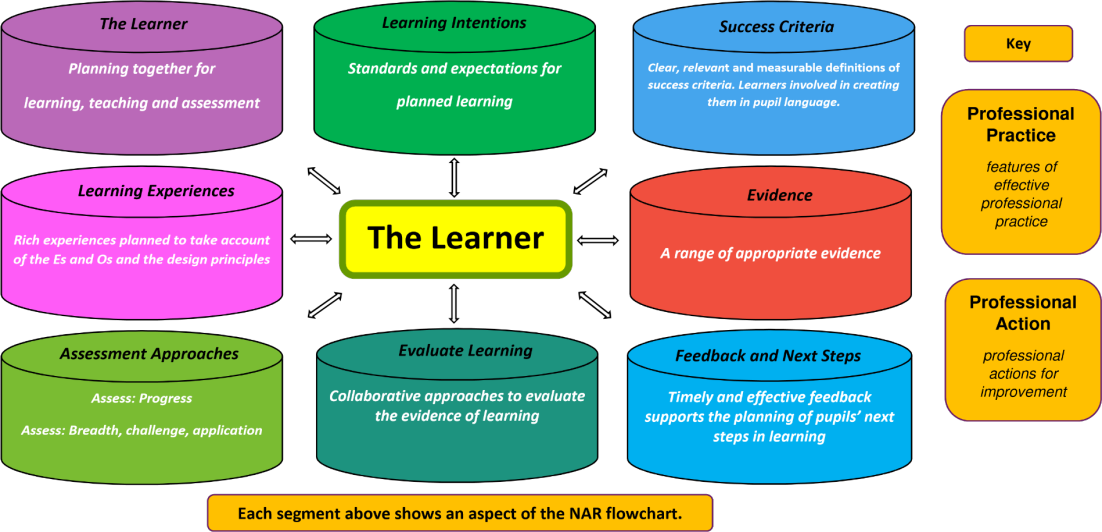
**Section 3**

**Learning, Teaching and Assessment:**

**Professional Curriculum Tool**

INTERIM V4 December 2015

Learning, Teaching and Assessment: Professional Curriculum Tool



This tool can be used

* to provide an opportunity to reflect on effective practice in learning, teaching and assessment in the context of Aberdeenshire’s progression frameworks
* to allow practitioners to ‘dip into’ aspects of the learning, teaching and assessment process in order to reflect on their practice
* to inform planning for learning, teaching, moderation and assessment
* to support professional learning and/or moderation activities within a school or cluster

Key references used in this resource

* ***Taking a Closer Look at the National Assessment Resource*** (Education Scotland 2013)
* ***The Learning Set*** (Learning Unlimited 2004)

**The Learner**

**Planning together for**

**learning, teaching and assessment**

Use the experiences and outcomes (Es and Os) to plan your learning, teaching, assessment and moderation approaches and allow you to consider your focus for learners’ experiences.

Professional **Action**

Professional **Practice**

**Learners setting goals**

* help your learners ‘engage’ with their goals
* help them understand the big picture of where they are going
* give learners a structure in which to work   
  i.e. *ask questions/try things out/make connections/ask why*
* use variety of planning techniques  
  i.e. *floor book planning/carousel/ cooperative learning group discussion/ mind maps/interactive wall displays/ KWL grids*
* set group/class goals

**Learner engagement**

* learner should be at centre of planning for learning, teaching and assessment
* quality dialogue with learners should be embedded in practice
* principles and practice papers outline the broad features of assessment

**Learning Intentions**

**Standards and expectations for**

**planned learning**

The learning intention is what learners should know, understand or be able to do by the end of a learning experience.

The focus should be on what is to be learned as opposed to the task, activity or context.

By teasing out the learning from your chosen experience(s) and outcome(s), you will be able to develop learning intentions that focus specifically on what has to be learned.

When clear about the learning intention, learners will be more focused and actively engaged in their own learning. Sharing the learning intention makes it easier to give quality feedback specifically on what has been learned.

Professional **Action**

Professional **Practice**

**Good learning intentions?**

* use SMART criteria
* focus on the specific
* not too broad - not too difficult – not too general
* child friendly, clear language
* skill or knowledge based - not concept
* use ‘learning’ words   
  *know/understand/learn/think/  
  use*
* consider phrasing and   
  tone

**Techniques to use**

* display the LI
* make LI accessible while children are working
* don’t confuse LI with activity
* build the LI into the lesson introduction
* signal the LI especially to younger children
* use examples
* involve pupils in setting SC

***“Research tells us that goals which are specific, clear, challenging but not outwith the student’s reach have the most effect on performance.”*** *Caroline Gipps*

**Success Criteria**

**Clear, relevant and measurable definitions of**

**success criteria.**

***Learners involved in creating them in pupil language.***

Success criteria are suggested ways to achieve the learning intention.

Sharing success criteria enables learners to feel confident about how to achieve success in a lesson.

As you plan and consider your success criteria you should ensure that they are directly linked to your learning intentions and the evidence of learning which you will be aiming to collect.

Professional **Action**

Professional **Practice**

**Techniques to use**

* link to Learning Intention – “How will you know that … (*link to LI*) ?
* signal the SC throughout the lesson
* use examples by matching SC with a good quality piece of work
* involve pupils in the process
* focus on observable behaviours when tasks are open-ended *i.e. ‘what will ‘good’ look like?’*
* create a SC checklist for pupil use
* create a scoring scale for pupil use

**Good success criteria?**

* closely linked to learning intentions
* clear, easy to understand
* focused on how learning can be identified
* good use of ‘learning’ words  
  *know/understand/learn/think/use*
* looking at the learning not the task

**Learning Experiences**

**Rich experiences planned to take account of the Es and Os and the design principles**

**challenge and enjoyment**

**breadth progression depth**

***personalisation and choice***

***coherence relevance***

Learning experiences planned with the experiences and outcomes and design principles in mind will be **rich** and **fulfilling**.

As you plan a variety of experiences you will consider what activities will engage the learners and allow them to develop and demonstrate their knowledge and understanding, skills, attributes and capabilities.

Professional **Practice**

Professional **Action**

**Setting Es and Os in context**

* know your children and your community – this will help engage them in their learning
* look at your plans and try to highlight the seven design principles
* refer to the **Aberdeenshire frameworks**
* read the **Assessing Progress and Achievement** curricular papers

**Collegiate discussions (moderation)**

* with a colleague, discuss examples of your practice where you have met any or all of the seven design principles
* with a colleague, and using an experience and outcome of your choice, have a go at planning a set of learning experiences which would develop the seven design principles

***A range of appropriate evidence***

**Evidence**

**Product – artwork, report, project**

**Learners’ Records of Assessment**

It is essential that staff use evidence of learning from a broad range of contexts to check how a learner is progressing and that learning is secure. The evidence will be different depending upon the kind of learning being assessed, the learning activity and learners’ preferences about how to show what they have learned.

Evidence will come from day-to-day learning as well as from specific assessment tasks. The National Assessment Resource can help practitioners when deciding on what learners would need to say, write, do or make to demonstrate success.

Consideration should be given on how to reflect, share, discuss and agree these expectations with learners and with colleagues.

**Written Responses**

**Observation**

**Dialogue**

Professional **Action**

Professional **Practice**

**Collegiate discussions (moderation)**

* with a colleague, look at evidence you have gathered for a learning experience and agree if it fits with the original planning outline
* discuss whether or not the evidence is valid, reliable and proportionate (balanced)
* with a colleague, plan a variety of possible evidence

**Evidence of learning**

* match planned evidence with kind of learning being assessed
* engage pupils with Es and Os
* pupils help identify learning focus
* pupils select appropriate methods of assessment to inform range of evidence: *make-say-write-do*
* evidence should match Es and Os

**Assessment Approaches**

***Assess: Progress***

***Assess: Breadth, challenge and application***

Teachers need a range of assessment approaches to assess the different types of achievement across the curriculum. This range allows learners to demonstrate what they know, understand and can do.

The range and variety of assessment approaches should take account of the relevance of contexts to learners’ prior experiences, interests and aspirations and should link across learning where possible.

Teachers need to consider learning in terms of breadth, challenge and application.

Professional **Practice**

Professional **Action**

**Assessment across learning**

Ensure your planning takes account of

* **Progression** across levels
* **Breadth**  
  the number and range of experiences and outcomes encountered by learners
* **Challenge**the attributes, capabilities and skills (including higher order thinking skills) which are embedded in learning and may be planned through personalisation and choice
* **Application**   
  application refers to how knowledge and understanding, attributes, capabilities and skills (including higher-order thinking skills) are used in new and unfamiliar contexts so that they become transferable and secure - it is about learners becoming flexible and adaptable in the way they apply their learning

**Using Assessment Approaches**

* with a colleague, look at assessment approaches you have used and identify how breadth, challenge and application have been taken into account
* with a colleague, plan for breadth, challenge and application for a group of experiences and outcomes you plan to teach
* when planning, devise LIs and SC that will span across a level(s) in order to allow for progression
* to support differentiation, provide learners with opportunities to express how challenged they feel in their learning and how they think they are progressing

***Collaborative approaches to evaluate   
the evidence of learning***

**Evaluate Learning**

Evaluating the learning involves you in both considering the progress of each learner and considering the impact of the learning on the whole class/group.

Consistent judgements are made when staff have been collaboratively planning at all of the steps in the process.

When learners reflect on their own learning, they come to understand what they have achieved, what they can do to improve and how to go about it.

Professional **Practice**

Professional **Action**

**Approaches to evaluating learning**

* use examples of completed (anonymous) work as a focus for group or class discussion
* train, support and encourage learners to develop the skills of **self-assessment**
* train, support and encourage learners to develop the skills of **peer-assessment**
* plan self/peer-assessment opportunities alongside the curriculum learning and teaching
* adapt teaching to take account of learner feedback
* ensure learning is evaluated effectively and collaboratively against SC

**Reflecting on learning**

* learners can be helped to reflect on what they have understood and where they still need help or further explanation
* learners should be helped and carefully monitored as they learn how to self-assess
* learner self-assessment should not be a ‘bolt-on’ activity
* learner feedback from self-assessment informs planning
* other people in the learning community should be involved in evaluating progress in learning

**Feedback and Next Steps**

**Timely and effective feedback is essential for effective learning and teaching because it helps the planning of pupils’ next steps in learning.**

The quality of dialogue in feedback is very important and oral feedback can be more effective than written feedback.

Written feedback is more helpful to learning if it is in the form of comments and not marks or grades.

Professional **Action**

Professional **Practice**

**Effective feedback**

* is part of a supportive ethos in which pupils ask for help when they feel they need it
* indicates positive aspects of work
* provides time to discuss with learners the links between their work and the LIs and SC
* helps learners to move on in their learning
* gives suggestions for improvement
* encourages learners to think things through for themselves

**Feeding back and next steps**

* with a colleague, discuss examples of your practice where learners were given time to reflect, use their feedback and identify next steps
* plan time for learners and peers to reflect on the advice and guidance received and identify next steps
* teach pupils how to be reflective   
  ~ use questions to focus feedback  
  ~ encourage rather than praise   
   e.g. *tell m*e *more/for instance?/so?  
  ~* prompt and probe to extend thinking  
  ~ keep comments positive and specific

**Appendix A**

**List of Key Documents Key Documents**

[Addressing Dyslexia Toolkit](http://www.addressingdyslexia.org/)

[Advice on Gaelic Education](http://www.educationscotland.gov.uk/resources/a/advicegaeliceducation.asp?strReferringChannel=newsandevents&strReferringPageID=tcm:4-854568-64&class=l1+d134624)

[Building the Curriculum 1](http://www.educationscotland.gov.uk/Images/building_curriculum1_tcm4-383389.pdf)

[Building the Curriculum 2](http://www.educationscotland.gov.uk/learningandteaching/thecurriculum/buildingyourcurriculum/curriculumplanning/whatisbuildingyourcurriculum/btc/btc2.asp)

[Building the Curriculum 3](http://www.educationscotland.gov.uk/Images/building_the_curriculum_3_jms3_tcm4-489454.pdf)

[Building the Curriculum 4](http://www.educationscotland.gov.uk/Images/BtC4_Skills_tcm4-569141.pdf)

[Building the Curriculum 5](http://www.educationscotland.gov.uk/learningandteaching/thecurriculum/buildingyourcurriculum/curriculumplanning/whatisbuildingyourcurriculum/btc/btc5.asp)

[Commission for Developing Scotland’s Young Workforce](http://www.gov.scot/Topics/Education/developingtheyoungworkforce)

[English – A Portrait of Current Practice in Scottish Schools and Pre-school Centres](http://www.educationscotland.gov.uk/Images/epcp_tcm4-712854.pdf)

[English Excellence Group Report](http://www.gov.scot/Resource/Doc/920/0115369.pdf)

[Evaluating and Improving our Curriculum – Primary](http://www.educationscotland.gov.uk/resources/e/evaluatingandimprovingourcurriculumprimary/introduction.asp)

[Evaluating and Improving our Curriculum S1-S3](http://www.educationscotland.gov.uk/resources/e/evaluatingandimprovingourcurriculum/introduction.asp)

[Literacy across Learning: principles and practice paper](http://www.educationscotland.gov.uk/Images/literacy_across_learning_principles_practice_tcm4-540108.pdf)

[Literacy and English: assessing progress and achievement professional learning resource](http://www.educationscotland.gov.uk/learningandteaching/assessment/progressandachievement/professionallearningresource/curriculum/languages/literacyandenglish/progress.asp)

[Literacy and English: principles and practice paper](https://www.educationscotland.gov.uk/Images/literacy_english_principles_practice_tcm4-540165.pdf)

[Literacy Progression framework](http://www.educationscotland.gov.uk/Images/LiteracyandEnglishGrid_tcm4-830976.pdf)

[Literacy and English Annotated exemplars](https://www.narscotland.org.uk/view/)

[Literacy SSLN professional learning resource](http://www.educationscotland.gov.uk/learningandteaching/assessment/ssln/resources/literacyprofessionallearningresource/index.asp)

[Making Sense: Education for Children and Young People with Dyslexia in Scotland](http://www.educationscotland.gov.uk/resources/m/genericresource_tcm4829766.asp)

[National Literacy Action Plan](http://www.gov.scot/resource/doc/328493/0106197.pdf)

[National Literacy Action Plan interim progress report](http://www.gov.scot/Resource/0040/00401535.pdf)

[Review of the literacy hub approach](http://www.gov.scot/resource/0044/00449063.pdf)

[Primary One Literacy Assessment and Action Resource](http://www.educationscotland.gov.uk/resources/p/polaar/introduction.asp)

[Programme for Government](http://www.gov.scot/Publications/2014/11/6336/0)

[Raising Attainment for All](http://www.gov.scot/Topics/Education/Schools/Raisingeducationalattainment/RAFA)

[Skills in practice learning resource](http://www.educationscotland.gov.uk/resources/s/skillsinpractice/introduction.asp?strReferringChannel=educationscotland&strReferringPageID=tcm:4-615801-64)

[3 – 18 Literacy and English Review (2015)](http://www.educationscotland.gov.uk/Images/3to18LiteracyandEnglishReview_tcm4-856583.pdf)

**Diagnostic Handbooks CEM**

**AfE(InCAS)**

P2-P7 Diagnosing & Remediating Literacy Problems Using AfE (InCAS)

P2-P7 Software