

These holistic assessment tasks have been created specifically for training purposes and are deliberately of varying quality.

Reflect on the key features of a holistic assessment task and discuss with colleagues which of these you feel are high quality examples, which clearly do not meet the standard of a good quality holistic assessment and those which 'could be improved'. Traffic light these accordingly, recording reasons for each response, and make suggestions for improvements for those you have labelled as 'amber'.

Writing Second Level

Experiences and Outcomes		Holistic Assessment Task	Benchmarks
<p><i>Reading</i></p> <p><i>Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.</i> ENG 2-12a / ENG 3-12a / ENG 4-12a</p> <p><i>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.</i> LIT 2-13a</p> <p><i>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.</i> LIT 2-14a</p> <p><i>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.</i> LIT 2-16a</p> <p><i>(Continued on next page)</i></p>	<p>1. We have been learning about our local tourist attractions. Choose one of these to research and prepare an information leaflet for visitors.</p>	<ul style="list-style-type: none"> • <i>Uses knowledge of context clues, word recognition texts, grammar, punctuation and layout to read unfamiliar texts with understanding.</i> • <i>Applies a range of reading skills and strategies to read and understand texts, for example, skimming, scanning, predicting and/or clarifying.</i> • <i>Uses strategies and resources to read and understand unfamiliar vocabulary.</i> • <i>Finds and selects relevant information from a range of sources.</i> • <i>Identifies the key ideas of a text with appropriate detail.</i> • <i>Creates texts for a range of purposes and audiences selecting appropriate genre, form, structure and style.</i> • <i>Uses resources, including dictionaries and digital technology, to support spelling.</i> • <i>Uses a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes. Punctuation is mainly accurate.</i> • <i>Writes most sentences in a grammatically accurate way.</i> • <i>Links sentences using a range of conjunctions.</i> 	

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<p>Writing</p>	<p><i>I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.</i> LIT 1-20a / LIT 2-20a</p> <p><i>I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources.</i> LIT 2-21a</p> <p><i>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.</i> LIT 2-22a</p> <p><i>I can consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.</i> LIT 2-24a</p> <p><i>By considering the type of text 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.</i> LIT 2-26a</p>		<ul style="list-style-type: none">• <i>Uses paragraphs to separate thoughts and ideas.</i>• <i>Writes in a fluent and legible way.</i>• <i>Reviews and corrects writing to ensure it makes sense, is technically accurate and meets its purpose.</i>• <i>Makes appropriate choices about layout and presentation, including in digital texts, for example, headings, bullet points, fonts, graphics and/or captions.</i>• <i>Organises information in an appropriate way.</i>• <i>Uses appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience.</i>
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Experiences and Outcomes	Holistic Assessment Task	Benchmarks
<p>Writing</p> <p>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</p> <p>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</p> <p>Throughout the writing process, I can check that my writing makes sense and meets its purpose. LIT 2-23a</p> <p>By considering the type of text 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</p> <p>I am learning to use language and style in a way which engages and/or influences my reader. ENG 2-27a</p> <p>(Continued on next page)</p>	<p>2. You have been paired up with a younger child. Write interview questions to find out key information about them and what they like. Conduct your interview and record their answers. Use this to write a biography about them. You will read your biography to them as part of their advent celebrations.</p>	<ul style="list-style-type: none"> • Uses a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes. Punctuation is mainly accurate. • Writes most sentences in a grammatically accurate way. • Links sentences using a range of conjunctions. • Writes in a fluent and legible way. • Reviews and corrects writing to ensure it makes sense, is technically accurate and meets its purpose. • Organises information in an appropriate way. • Attempts to engage and/or influence the reader through word choice and/or use of language. • Builds on the contributions of others, for example, by asking or answering questions, clarifying points or supporting others' opinions or ideas. • Applies verbal and non-verbal techniques in oral presentations and interactions clearly, for example, eye contact, body language, pace and/or tone. • Identifies the key ideas of spoken texts, with supporting detail, and uses the information gathered for a specific purpose. • Asks and responds to literal, inferential and evaluative questions to demonstrate understanding of spoken texts. • Uses appropriate vocabulary for purpose and audience.

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Listening and Talking	<p>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</p> <p>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</p> <p>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</p> <p>When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none">• share information, experiences and opinions• explain processes and ideas• identify issues raised and summarise main points or findings• clarify points by asking questions or by asking others to say more. LIT 2-09a		
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<p><i>Listening and Talking</i></p> <p>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</p> <p>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</p> <p>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</p> <p>When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none"> • share information, experiences and opinions • explain processes and ideas • identify issues raised and summarise main points or findings • clarify points by asking questions or by asking others to say more. LIT 2-09a 	<p>3. Today we will discuss a speech made by a key figure in history. Make notes of the kind of language used to persuade people to believe in what's being said and agree with the views being shared. Share this list with your partner.</p>	<ul style="list-style-type: none"> • Shows respect for the views of others and offers own viewpoint. • Builds on the contributions of others, for example, by asking or answering questions, clarifying points or supporting others' opinions or ideas. • Uses appropriate vocabulary for purpose & audience. • Identifies the purpose of spoken texts with appropriate explanation. • Identifies the key ideas of spoken texts, with supporting detail, and uses the information gathered for a specific purpose. • Makes relevant notes using own words/format and uses these to create new spoken texts for a range of purposes. • Uses notes and/or other sources to develop thinking and create new texts. • Uses a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes. Punctuation is mainly accurate. • Attempts to engage and/or influence the reader through word choice and/or use of language • Organises information in an appropriate way. • Uses appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience • When writing to persuade, evaluate, explore issues or express an opinion: Presents relevant ideas and information, including supporting detail, to convey view point.

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<p>Writing</p>	<p>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</p> <p>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</p> <p>I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text. LIT 2-25a</p> <p>I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. LIT 2-29a</p> <p>I am learning to use language and style in a way which engages and/or influences my reader. ENG 2-27a</p>		<ul style="list-style-type: none">• <i>Attempts to use language to influence or persuade the reader, for example, word choice, punctuation, repetition, rhetorical questions and/or emotive language.</i>
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<p><i>Listening and Talking</i></p> <p><i>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> <i>I regularly select subject, purpose, format and resources to create texts of my choice.</i> LIT 1-01a / LIT 2-01a</p> <p><i>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.</i> LIT 2-02a</p> <p><i>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.</i> LIT 2-04a</p> <p><i>When listening and talking with others for different purposes, I can:</i></p> <ul style="list-style-type: none"> • <i>share information, experiences and opinions</i> • <i>explain processes and ideas</i> • <i>identify issues raised and summarise main points or findings</i> • <i>clarify points by asking questions or by asking others to say more.</i> LIT 2-09a <p><i>(Continued on next page)</i></p>	<p>4. Write a review about your favourite television programme explaining why you like it. Share it with your learning partner.</p>	<ul style="list-style-type: none"> • <i>Gives a personal response to spoken texts with appropriate explanation.</i> • <i>Explains preferences for certain spoken texts or sources.</i> • <i>Shows respect for the views of others and offers own viewpoint.</i> • <i>Builds on the contributions of others, for example, by asking or answering questions, clarifying points or supporting others' opinions or ideas.</i> • <i>Uses appropriate vocabulary for purpose and audience.</i> • <i>Identifies the purpose of spoken texts with appropriate explanation.</i> • <i>Selects relevant ideas and information.</i> • <i>Uses a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes. Punctuation is mainly accurate.</i> • <i>Attempts to engage and/or influence the reader through word choice and/or use of language</i> • <i>Organises information in an appropriate way.</i> • <i>Uses appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience</i> <p><i>When writing to persuade, evaluate, explore issues or express an opinion:</i></p> <ul style="list-style-type: none"> • <i>Presents relevant ideas and information, including supporting detail, to convey view point.</i>

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<p>Writing</p>	<p><i>I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources.</i> LIT 2-21a</p> <p><i>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.</i> LIT 2-22a</p> <p><i>I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text.</i> LIT 2-25a</p> <p><i>I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence.</i> LIT 2-29a</p>		<ul style="list-style-type: none"><i>Attempts to use language to influence or persuade the reader, for example, word choice, punctuation, repetition, rhetorical questions and/or emotive language.</i>
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<p><i>Listening and Talking</i></p> <p>When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none"> • share information, experiences and opinions • explain processes and ideas • identify issues raised and summarise main points or findings • clarify points by asking questions or by asking others to say more. <p style="text-align: right;">LIT 2-09a</p> <p>I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.</p> <p style="text-align: right;">LIT 2-10a / LIT 3-10a</p> <p><i>(Continued on next page)</i></p>	<p>5. We have had complaints from parents about dog fouling in the pathways around the school. Find out the best person to contact to help us inform the local community of this problem and how to solve it. Write a letter to the parent council to outline the action you have taken.</p>	<ul style="list-style-type: none"> • Selects relevant ideas and information. • Communicates clearly, audibly and with expression in different contexts. • Plans and delivers an organised presentation/talk with appropriate content and structure. • Uses appropriate vocabulary for purpose and audience. • Uses a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes. Punctuation is mainly accurate. • Attempts to engage and/or influence the reader through word choice and/or use of language • Organises information in an appropriate way. • Uses appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience <p>When writing to persuade, evaluate, explore issues or express an opinion:</p>

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<p>Writing</p>	<p><i>I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources.</i></p> <p style="text-align: right;">LIT 2-21a</p> <p><i>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.</i></p> <p style="text-align: right;">LIT 2-22a</p> <p><i>I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence.</i></p> <p style="text-align: right;">LIT 2-29a</p>		<ul style="list-style-type: none"> • <i>Presents relevant ideas and information, including supporting detail, to convey view point.</i> • <i>Attempts to use language to influence or persuade the reader, for example, word choice, punctuation, repetition, rhetorical questions and/or emotive language.</i> <p><i>When writing to describe and share experiences:</i></p> <ul style="list-style-type: none"> • Applies key features of chosen genre appropriately.
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<p><i>Listening and Talking</i></p> <p><i>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.</i></p> <p style="text-align: right;">LIT 2-02a</p> <p><i>I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.</i></p> <p style="text-align: right;">LIT 2-06a</p> <p><i>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.</i></p> <p style="text-align: right;">LIT 2-07a</p> <p><i>When listening and talking with others for different purposes, I can:</i></p> <ul style="list-style-type: none"> • <i>share information, experiences and opinions</i> • <i>explain processes and ideas</i> • <i>identify issues raised and summarise main points or findings</i> • <i>clarify points by asking questions or by asking others to say more.</i> <p style="text-align: right;">LIT 2-09a</p> <p><i>I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive</i></p>	<p>6. We plan to turn our classroom into a museum to showcase our learning from our topic on World War 2. Working in your group, plan and prepare your section of the museum visit. You will need to create information sheets about your artefacts, prepare a presentation for visitors to your section and create a customer satisfaction evaluation question for them to complete after their visit.</p> <p style="text-align: center;">(Continued on next page)</p>	<ul style="list-style-type: none"> • <i>Shows respect for the views of others and offers own viewpoint.</i> • <i>Builds on the contributions of others, for example, by asking or answering questions, clarifying points or supporting others' opinions or ideas.</i> • <i>Uses appropriate vocabulary for purpose and audience.</i> • <i>Communicates clearly, audibly and with expression in different contexts.</i> • <i>Plans and delivers an organised presentation/talk with appropriate content and structure.</i> • <i>Applies verbal and non-verbal techniques to communicate clearly, for example, eye contact, body language, pace and/or tone.</i> • <i>Uses resources as appropriate to support communication.</i> • <i>Asks and responds to literal, inferential and evaluative questions to demonstrate understanding of spoken texts.</i> • <i>Skims texts to identify purpose and main ideas.</i> • <i>Scans texts to find key information.</i> • <i>Finds and selects relevant information from a range of sources.</i> • <i>Identifies the purpose of a text with appropriate explanation.</i> • <i>Identifies the key ideas of a text with appropriate detail</i> • <i>Attempts to engage and/or influence the reader through word choice and/or use of language</i> • <i>Organises information in an appropriate way.</i> • <i>Uses appropriate vocabulary, including</i>

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<p>Reading</p>	<p><i>way and I am learning to select and organise resources independently.</i> <i>LIT 2-10a / LIT 3-10a</i></p> <p><i>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.</i> <i>LIT 2-14a</i></p> <p><i>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.</i> <i>LIT 2-16a</i></p>		<p>subject-specific vocabulary, to suit purpose and audience</p> <p>When writing to describe and share experiences:</p> <ul style="list-style-type: none"> • Applies key features of chosen genre appropriately. • Makes appropriate choices about layout and presentation, including in digital texts, for example, headings, bullet points, fonts, graphics and/or captions.
<p>Writing</p>	<p><i>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.</i> <i>LIT 2-22a</i></p> <p><i>I can consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.</i> <i>LIT 2-24a</i></p>		

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<p><i>Writing</i></p> <p><i>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.</i></p> <p style="text-align: right;"><i>LIT 2-22a</i></p> <p>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.</p> <p style="text-align: right;">ENG 2-30a</p> <p>Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life.</p> <p style="text-align: right;">ENG 2-31a</p> <p><i>I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources.</i></p> <p style="text-align: right;"><i>LIT 2-21a</i></p>	<p>7. In role as an evacuee, write a letter home to your parents to let them know what life is like in your temporary home. Use the research you have undertaken about evacuees and World War 2 to help you with this task. You can research this further using I-pads.</p>	<ul style="list-style-type: none"> • Selects relevant ideas and information. • Uses a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes. Punctuation is mainly accurate. • Attempts to engage and/or influence the reader through word choice and/or use of language • Organises information in an appropriate way. • Uses appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience <p>When writing to describe and share experiences:</p> <ul style="list-style-type: none"> • Describes personal experiences, making context and events clear. • Uses appropriate vocabulary to convey thoughts and feelings. • Applies key features of chosen genre appropriately. <p>When writing imaginatively and creatively:</p> <ul style="list-style-type: none"> • Creates interesting characters through, for example, their feelings and actions, physical description and/or dialogue. • Creates a clear sense of setting/context with descriptive detail. • Uses resources, including dictionaries and digital technology, to support spelling. • Skims texts to identify purpose and main 	

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<p>Reading</p>	<p><i>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.</i></p> <p style="text-align: right;">LIT 2-14a</p> <p><i>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.</i></p> <p style="text-align: right;">LIT 2-16a</p>		<p>ideas.</p> <ul style="list-style-type: none">• Scans texts to find key information.• Finds and selects relevant information from a range of sources.• Identifies the purpose of a text with appropriate explanation.• Identifies the key ideas of a text with appropriate detail.• Makes appropriate choices about layout and presentation, including in digital texts, for example, headings, bullet points, fonts, graphics and/or captions.
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<p><i>Listening and Talking</i></p> <p>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. <i>LIT 2-04a</i></p> <p>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. <i>LIT 2-07a</i></p> <p>When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none"> • share information, experiences and opinions • explain processes and ideas • identify issues raised and summarise main points or findings • clarify points by asking questions or by asking others to say more. <p><i>LIT 2-09a</i></p> <p>I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. <i>LIT 2-10a / LIT 3-10</i></p> <p>(Continued on next page)</p>	<p>8. Write a letter inviting your parents to the Christmas Fair. You need to interview Mrs Secretary to find out the times, venues and what will be available to include in your letter.</p>	<ul style="list-style-type: none"> • Builds on the contributions of others, for example, by asking or answering questions, clarifying points or supporting others' opinions or ideas. • Communicates clearly, audibly and with expression in different contexts. • Applies verbal and non-verbal techniques to communicate clearly, for example, eye contact, body language, pace and/or tone. • Identifies the key ideas of spoken texts, with supporting detail, and uses the information gathered for a specific purpose • Attempts to engage and/or influence the reader through word choice and/or use of language • Uses appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience • Uses a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes. Punctuation is mainly accurate. • Writes most sentences in a grammatically accurate way. • Uses paragraphs to separate thoughts and ideas. • Writes in a fluent and legible way. • Reviews and corrects writing to ensure it makes sense, is technically accurate and meets its purpose. <p>When writing to convey information, describe events, explain processes or combine ideas in</p>

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<p>Writing</p>	<p><i>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.</i> LIT 2-22a</p> <p><i>By considering the type of text 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.</i> LIT 2-26a</p> <p><i>I can convey information, describe events, explain processes or combine ideas in different ways.</i> LIT 2-28a</p>		<p>different ways:</p> <ul style="list-style-type: none">• <i>Uses appropriate style and format to convey information applying key features of the chosen genre.</i>• <i>Includes relevant ideas, knowledge and information.</i>• <i>Organises and presents information in an appropriate way.</i>• <i>Uses tone and vocabulary appropriate to purpose.</i>
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<p><i>Writing</i></p> <p><i>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.</i> LIT 2-22a</p> <p><i>Throughout the writing process, I can check that my writing makes sense and meets its purpose.</i> LIT 2-23a</p> <p><i>I can convey information, describe events, explain processes or combine ideas in different ways.</i> LIT 2-28a</p>	<p>9. Create a job advert for the janitor's post in the school.</p>	<ul style="list-style-type: none"> • <i>Organises information in an appropriate way.</i> • <i>Uses appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience</i> • <i>Uses a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes. Punctuation is mainly accurate.</i> • <i>Writes most sentences in a grammatically accurate way.</i> • <i>Uses paragraphs to separate thoughts and ideas.</i> • <i>Writes in a fluent and legible way.</i> • <i>Reviews and corrects writing to ensure it makes sense, is technically accurate and meets its purpose.</i> <p><i>When writing to convey information, describe events, explain processes or combine ideas in different ways:</i></p> <ul style="list-style-type: none"> • <i>Uses appropriate style and format to convey information applying key features of the chosen genre.</i> • <i>Includes relevant ideas, knowledge and information.</i> • <i>Organises and presents information in an appropriate way.</i> • <i>Uses tone and vocabulary appropriate to purpose.</i>

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Experiences and Outcomes	Holistic Assessment Task	Benchmarks
<p><i>Writing</i></p> <p><i>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.</i> LIT 2-22a</p> <p><i>Throughout the writing process, I can check that my writing makes sense and meets its purpose.</i> LIT 2-23a</p> <p><i>I can convey information, describe events, explain processes or combine ideas in different ways.</i> LIT 2-28a</p>	<p>10. Choose one day from last week's residential trip and write an account of all the activities you took part in.</p>	<ul style="list-style-type: none"> • <i>Organises information in an appropriate way.</i> • <i>Uses appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience</i> • <i>Uses a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes. Punctuation is mainly accurate.</i> • <i>Writes most sentences in a grammatically accurate way.</i> • <i>Uses paragraphs to separate thoughts and ideas.</i> • <i>Writes in a fluent and legible way.</i> • <i>Links sentences using a range of conjunctions.</i> • <i>Reviews and corrects writing to ensure it makes sense, is technically accurate and meets its purpose.</i> <p><i>When writing to convey information, describe events, explain processes or combine ideas in different ways:</i></p> <ul style="list-style-type: none"> • <i>Uses appropriate style and format to convey information applying key features of the chosen genre.</i> • <i>Includes relevant ideas, knowledge and information.</i> • <i>Organises and presents information in an appropriate way.</i> • <i>Uses tone and vocabulary appropriate to purpose.</i>

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<p><i>Listening and Talking</i></p> <p>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</p> <p>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</p> <p>I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-06a</p> <p>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</p> <p>When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none"> • share information, experiences and opinions • explain processes and ideas • identify issues raised and summarise main points or findings • clarify points by asking questions or by asking others to say more. <p>LIT 2-09 (Continued on next page)</p>	<p>11. Your task is to create a digital text for nursery children to give to them just before they start P1. This text should make them familiar with the school building, staff, classroom and playground routines and school uniform. You will need to interview your P1 buddies to find out their views and experiences. Your P1 buddy should feature as the main guide in your digital text.</p>	<ul style="list-style-type: none"> • Shows respect for the views of others and offers own viewpoint. • Builds on the contributions of others, for example, by asking or answering questions, clarifying points or supporting others' opinions or ideas. • Applies verbal and non-verbal techniques to communicate clearly, for example, eye contact, body language, pace and/or tone. • Identifies the key ideas of spoken texts, with supporting detail, and uses the information gathered for a specific purpose. • <i>Attempts to engage and/or influence the reader through word choice and/or use of language</i> • Uses a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes. Punctuation is mainly accurate. • Writes most sentences in a grammatically accurate way. • Reviews and corrects writing to ensure it makes sense, is technically accurate and meets its purpose. • Uses resources, including dictionaries and digital technology, to support spelling. • Makes appropriate choices about layout and presentation, including in digital texts, for example, headings, bullet points, fonts, graphics and/or captions.

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	<p>I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.</p> <p style="text-align: right;">LIT 2-10a / LIT 3-10</p>		<p><i>When writing to convey information, describe events, explain processes or combine ideas in different ways:</i></p> <ul style="list-style-type: none"> • <i>Uses appropriate style and format to convey information applying key features of the chosen genre.</i> • <i>Includes relevant ideas, knowledge and information.</i> • <i>Organises and presents information in an appropriate way.</i> • <i>Uses tone and vocabulary appropriate to purpose.</i>
<p><i>Writing</i></p>	<p>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.</p> <p style="text-align: right;">LIT 2-22a</p> <p>I can consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.</p> <p style="text-align: right;">LIT 2-24a</p> <p>I can convey information, describe events, explain processes or combine ideas in different ways.</p> <p style="text-align: right;">LIT 2-28a</p>		

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Experiences and Outcomes	Holistic Assessment Task	Benchmarks
<p><i>Writing</i></p> <p><i>I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources.</i> LIT 2-21a</p> <p><i>Throughout the writing process, I can check that my writing makes sense and meets its purpose.</i> LIT 2-23a</p> <p><i>I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text.</i> LIT 2-25a</p> <p><i>I can convey information, describe events, explain processes or combine ideas in different ways.</i> LIT 2-28a</p> <p><i>I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence.</i> LIT 2-29a</p>	<p>12. We will be conducting a fair test Science investigation At the end of this investigation, you need to create a Scientific report using the appropriate vocabulary and structure. You will need to take notes during the investigation to help you complete this report. You also need to write an evaluative paragraph at the end to justify how valid the results were.</p>	<ul style="list-style-type: none"> • <i>Applies knowledge of spelling patterns, rules and strategies to spell most words correctly.</i> • <i>Links sentences using a range of conjunctions.</i> • <i>Uses paragraphs to separate thoughts and ideas.</i> • <i>Writes in a fluent and legible way.</i> • <i>Reviews and corrects writing to ensure it makes sense, is technically accurate and meets its purpose.</i> • <i>Uses notes and/or other sources to develop thinking and create new texts.</i> • <i>Selects relevant ideas and information.</i> • <i>Organises information in an appropriate way. Uses appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience.</i> <p><i>When writing to convey information, describe events, explain processes or combine ideas in different ways:</i></p> <ul style="list-style-type: none"> • <i>Uses appropriate style and format to convey information applying key features of the chosen genre.</i> • <i>Includes relevant ideas, knowledge and information.</i> <p><i>When writing to persuade, evaluate, explore issues or express an opinion:</i></p> <ul style="list-style-type: none"> • <i>Presents relevant ideas and information, including supporting detail, to convey view point.</i>