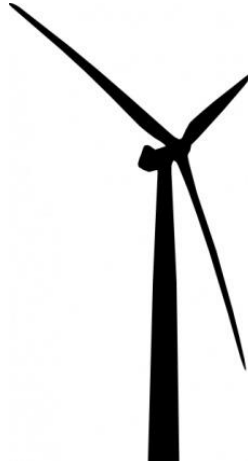


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**Writing First Level**

| Experiences and Outcomes   | Holistic Assessment Task  | Benchmarks  |
|--|---|---|
| <p><i>Writing</i></p> <p><b><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></b><br/> <b>LIT 1-20a / LIT 2-20a</b></p> <p><b><i>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.</i></b><br/> <b>LIT 1-21a</b></p> <p><b><i>I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense.</i></b><br/> <b>LIT 1-22a</b></p> <p><b><i>Throughout the writing process, I can check that my writing makes sense.</i></b><br/> <b>LIT 1-23a</b></p> <p><b><i>By considering the type of text 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.</i></b><br/> <b>LIT 1-26a</b></p> <p><b><i>I can convey information, describe events or processes, share my opinions or persuade my reader in different ways.</i></b><br/> <b>LIT 1-28a / LIT 1-29a</b></p> | <p>1. We have been learning about renewable energy. Write 5 facts that you have learned.</p>  | <ul style="list-style-type: none"> <li>• Creates texts for a range of purposes and audiences.</li> <li>• Uses knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words.</li> <li>• Writes independently, punctuating most sentences accurately using a capital letter, full stop, question mark or exclamation mark.</li> <li>• Plans and organises ideas and information using an appropriate format.</li> <li>• Includes relevant information in written texts.</li> <li>• Organises writing appropriate to audience and in a logical order.</li> <li>• Uses relevant and/or interesting vocabulary as appropriate for the context.</li> <li>• Selects, organises and conveys information in different ways.</li> <li>• Uses appropriate vocabulary and language for specific purposes.</li> <li>• Creates texts with evidence of structure.</li> <li>• Checks writing to ensure it makes sense.</li> </ul> |

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| Experiences and Outcomes  | Holistic Assessment Task  | Benchmarks   |
|---|---|--|
| <p><i>Listening and Talking</i></p> <p><i>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.</i></p> <p style="text-align: right;"><b>LIT 1-09a</b></p> <p><i>I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required.</i></p> <p style="text-align: right;"><b>LIT 1-10a</b></p> | <p>2. We have been learning about castles. Primary 3 are going to visit Doune Castle next week. Research Doune Castle using the information books and internet. Use what you have learned to create a leaflet providing Primary 3 with information about the castle. They will use this leaflet to help them choose which rooms to visit and exhibits to see.</p> <div style="text-align: center;">  </div> | <ul style="list-style-type: none"> <li>• Selects and shares ideas/information using appropriate vocabulary in a logical order.</li> <li>• Selects and uses with support appropriate resources to engage with others, for example, objects, pictures and/or photographs.</li> <li>• Reads an increasing number of common/high frequency words, key reading words, core topic words and words of personal significance.</li> <li>• Uses context clues to read and understand texts.</li> <li>• Finds key information from a text using different strategies.</li> <li>• Identifies the main ideas of texts.</li> <li>• Creates texts for a range of purposes and audiences.</li> <li>• Uses knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words.</li> <li>• Writes independently, punctuating most sentences accurately using a capital letter, full stop, question mark or exclamation mark.</li> <li>• Plans and organises ideas and information using an appropriate format.</li> <li>• Includes relevant information in written texts.</li> <li>• Organises writing appropriate to audience and in a logical order.</li> <li>• Uses relevant and/or interesting vocabulary as appropriate for the context.</li> <li>• Selects, organises and conveys information in different ways..</li> <li>• Creates texts with evidence of structure</li> <li>• Checks writing to ensure it makes sense.</li> </ul> |
| <p><i>Reading</i></p> <p><i>Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.</i></p> <p style="text-align: right;"><b>LIT 1-14a</b></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.</i></p> <p style="text-align: right;"><b>LIT 1-16a</b></p>   |   |  |
| <p><i>Writing</i></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></p> <p style="text-align: right;"><b>LIT 1-20a / LIT 2-20a</b></p> <p><b>(Continued on next page)</b></p>   |   |  |

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|  |  |  |  |
|--|--|--|--|
|  | <p><i>I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense.</i></p> <p><i>LIT 1-22a</i></p> <p><i>Throughout the writing process, I can check that my writing makes sense.</i></p> <p><i>LIT 1-23a</i></p> <p><i>I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features.</i></p> <p><i>LIT 1-24a</i></p> <p><i>By considering the type of text 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.</i></p> <p><i>LIT 1-26a</i></p> <p><i>I can convey information, describe events or processes, share my opinions or persuade my reader in different ways.</i></p> <p><i>LIT 1-28a / LIT 1-29a</i></p> |  |  |
|--|--|--|--|

For training purposes only

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| Experiences and Outcomes   | Holistic Assessment Task  | Benchmarks  |
|--|---|---|
| <p><i>Writing</i></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></p> <p style="text-align: right;"><i>LIT 1-20a / LIT 2-20a</i></p> <p><i>I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense.</i></p> <p style="text-align: right;"><i>LIT 1-22a</i></p> <p><i>Throughout the writing process, I can check that my writing makes sense.</i></p> <p style="text-align: right;"><i>LIT 1-23a</i></p> <p><i>I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features.</i></p> <p style="text-align: right;"><i>LIT 1-24a</i></p> <p><i>By considering the type of text 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.</i></p> <p style="text-align: right;"><i>LIT 1-26a</i></p> <p><i>I can convey information, describe events or processes, share my opinions or persuade my reader in different ways.</i></p> <p style="text-align: right;"><i>LIT 1-28a / LIT 1-29a</i></p> | <p>3. We are delighted that we now have gained our 4<sup>th</sup> green flag. However, the younger children in the school have been dropping their litter in the playground. Write them a letter to persuade them not to drop their litter.</p> <div style="text-align: center;">  </div> | <ul style="list-style-type: none"> <li>• Selects and shares ideas/information using appropriate vocabulary in a logical order.</li> <li>• Creates texts for a range of purposes and audiences.</li> <li>• Uses knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words.</li> <li>• Writes independently, punctuating most sentences accurately using a capital letter, full stop, question mark or exclamation mark.</li> <li>• Plans and organises ideas and information using an appropriate format.</li> <li>• Includes relevant information in written texts.</li> <li>• Organises writing appropriate to audience and in a logical order.</li> <li>• Uses relevant and/or interesting vocabulary as appropriate for the context.</li> <li>• Uses appropriate vocabulary and language for specific purposes.</li> <li>• Creates texts with evidence of structure</li> <li>• Checks writing to ensure it makes sense.</li> <li>• Shares own viewpoint and makes use of vocabulary and language to persuade the reader.</li> </ul> |

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| Experiences and Outcomes  | Holistic Assessment Task  | Benchmarks   |
|---|---|--|
| <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><br/> <i>I regularly select subject, purpose, format and resources to create texts of my choice.</i><br/> <b>LIT 1-01a / LIT 2-01a</b></p> <p><i>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.</i><br/> <b>LIT 1-02a</b></p> <p><i>I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn.</i><br/> <b>ENG 1-03a</b></p> <p><i>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.</i><br/> <b>LIT 1-09a</b></p> | <p>4. Choose your favourite character from our class reader.<br/>           Share with your learning partner 5 reasons for your preference. Now write a short persuasive paragraph to convince your classmates that this is the best character in the book which you will then read to the class. A vote for the best character will take place at the end of the week.</p> <p>(Continued on next page)</p> | <ul style="list-style-type: none"> <li>• Gives a personal response to spoken texts.</li> <li>• Gives a clear explanation of preference for certain spoken texts.</li> <li>• Takes turns and contributes at the appropriate time when engaging with others in a variety of contexts.</li> <li>• Listens and responds appropriately to the views of others, for example, by nodding or agreeing, asking and answering questions in a respectful way.</li> <li>• Applies a few techniques (verbal and non-verbal) when engaging with others, for example, eye contact, facial expressions and/or body language.</li> <li>• Contributes to group/class discussions.</li> <li>• Engages with others for a range of purposes, communicating clearly and audibly.</li> <li>• Selects and shares ideas/information using appropriate vocabulary in a logical order.</li> <li>• Makes use of punctuation such as question / exclamation marks and layout to help read with understanding and expression.</li> <li>• Reads aloud a familiar piece of text adding expression and can show understanding.</li> <li>• Creates texts for a range of purposes and audiences.</li> </ul> |

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|                |   |  |  |
|----------------|---|--|--|
| <p>Reading</p> | <p><i>I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression.</i><br/> <b>ENG 1-12a</b></p> <p><i>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.</i><br/> <b>ENG 1-19a</b></p>   |  | <ul style="list-style-type: none"> <li>• Writes independently, punctuating most sentences accurately using a capital letter, full stop, question mark or exclamation mark.</li> <li>• Uses relevant and/or interesting vocabulary as appropriate for the context.</li> <li>• Uses appropriate vocabulary and language for specific purposes.</li> <li>• Checks writing to ensure it makes sense.</li> <li>• Shares own viewpoint and makes use of vocabulary and language to persuade the reader.</li> </ul> |
| <p>Writing</p> | <p><i>I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense.</i><br/> <b>LIT 1-22a</b></p> <p><i>By considering the type of text 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.</i><br/> <b>LIT 1-26a</b></p> <p><i>I can convey information, describe events or processes, share my opinions or persuade my reader in different ways.</i><br/> <b>LIT 1-28a / LIT 1-29a</b></p> |  |  |

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| Experiences and Outcomes  |  | Holistic Assessment Task  | Benchmarks |
|---|--|---|------------|
| <p><i>Writing</i></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></p> <p style="text-align: right;"><i>LIT 1-20a / LIT 2-20a</i></p> <p><i>I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense.</i></p> <p style="text-align: right;"><i>LIT 1-22a</i></p> <p><i>By considering the type of text 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.</i></p> <p style="text-align: right;"><i>LIT 1-26a</i></p> <p><i>I can convey information, describe events or processes, share my opinions or persuade my reader in different ways.</i></p> <p style="text-align: right;"><i>LIT 1-28a / LIT 1-29a</i></p> <p><i>I can describe and share my experiences and how they made me feel.</i></p> <p style="text-align: right;"><i>ENG 1-30a</i></p> | <p>5. Last week we visited the local forest for our Outdoor Learning activities. Write a short summary of this visit providing detail about what you liked and disliked about the visit.</p> | <ul style="list-style-type: none"> <li>• Creates texts for a range of purposes and audiences.</li> <li>• Selects and shares ideas/information using appropriate vocabulary in a logical order.</li> <li>• Plans and organises ideas and information using an appropriate format.</li> <li>• Organises writing appropriate to audience and in a logical order.</li> <li>• Writes independently, punctuating most sentences accurately using a capital letter, full stop, question mark or exclamation mark.</li> <li>• Includes relevant information in written texts.</li> <li>• Uses relevant and/or interesting vocabulary as appropriate for the context.</li> <li>• Selects, organises and conveys information in different ways.</li> <li>• Creates texts with evidence of structure</li> <li>• Shares own viewpoint and makes use of vocabulary and language to persuade the reader.</li> <li>• Writes about personal experiences in a logical sequence, using appropriate vocabulary to describe feelings, thoughts and events.</li> </ul> |            |



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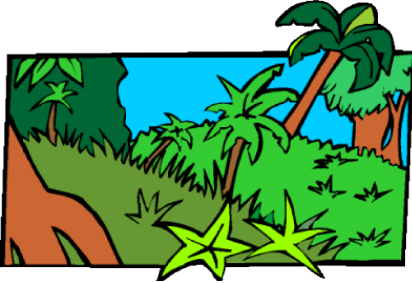
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| <p><i>Listening and Talking</i></p> <p><i>I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others.</i></p> <p><i>LIT 1-06a</i></p> <p><i>When listening and 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.</i></p> <p><i>LIT 1-09a</i></p>   | <p>6. We are leading this week's assembly on friendship. With your partner, write down 3 qualities that a good friend should have.</p> | <ul style="list-style-type: none"> <li>Identifies and discusses the key ideas of spoken texts and uses the information gathered for a specific purpose.</li> <li>Engages with others for a range of purposes, communicating clearly and audibly.</li> <li>Selects and shares ideas/information using appropriate vocabulary in a logical order.</li> <li>Creates texts for a range of purposes and audiences.</li> <li>Plans and organises ideas and information using an appropriate format.</li> <li>Organises writing appropriate to audience and in a logical order.</li> <li>Writes independently, punctuating most sentences accurately using a capital letter, full stop, question mark or exclamation mark.</li> <li>Includes relevant information in written texts.</li> <li>Uses relevant and/or interesting vocabulary as appropriate for the context.</li> <li>Selects, organises and conveys information in different ways.</li> </ul> |
| <p><i>Writing</i></p> <p><i>I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense.</i></p> <p><i>LIT 1-22a</i></p> <p><i>By considering the type of text 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.</i></p> <p><i>LIT 1-26a</i></p> <p><i>I can convey information, describe events or processes, share my opinions or persuade my reader in different ways.</i></p> <p><i>LIT 1-28a / LIT 1-29a</i></p> |  |   |



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| Experiences and Outcomes |  | Holistic Assessment Task   | Benchmarks  |
|--------------------------|--|--|---|
| Reading                  | <p><i>Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.</i> <b>LIT 1-14a</b></p> <p><i>I am learning to make notes under given headings and use them to understand information, explore ideas and problems and create new texts.</i> <b>LIT 1-15a</b></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.</i> <b>LIT 1-16a</b></p>   | <p>7. We have been learning about the rainforest. Today we are going to watch a film about the rainforest. As you are watching the film, note down the key information about the impact humans are having on the rainforest. Using your notes, make a poster to persuade people to take action to protect our rainforests.</p> | <ul style="list-style-type: none"> <li>• Finds key information from a text using different strategies.</li> <li>• Makes notes under given headings for different purposes.</li> <li>• Identifies the main ideas of texts.</li> <li>• Creates texts for a range of purposes and audiences.</li> <li>• Writes independently, punctuating most sentences accurately using a capital letter, full stop, question mark or exclamation mark.</li> <li>• Creates texts with evidence of structure</li> <li>• Shares own viewpoint and makes use of vocabulary and language to persuade the reader..</li> <li>• Plans and organises ideas and information using an appropriate format.</li> <li>• Makes notes to help plan writing and uses them to create new texts.</li> <li>• Includes relevant information in written texts.</li> <li>• Organises writing appropriate to audience and in a logical order.</li> <li>• Uses relevant and/or interesting vocabulary as appropriate for the context.</li> </ul> |
| Writing                  | <p><i>I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense.</i> <b>LIT 1-22a</b></p> <p><i>I am learning to 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> <b>LIT 1-25a</b></p> <p><i>By considering the type of text 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.</i> <b>LIT 1-26a</b></p> <p><i>I can convey information, describe events or processes, share my opinions or persuade my reader in different ways.</i> <b>LIT 1-28a / LIT 1-29a</b></p> |    |   |


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| Experiences and Outcomes   | Holistic Assessment Task   | Benchmarks   |
|--|--|--|
| <p><i>Listening and Talking</i></p> <p><i>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.</i></p> <p style="text-align: right;"><i>LIT 1-02a</i></p> <p><i>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.</i></p> <p style="text-align: right;"><i>LIT 1-06a</i></p> <p><i>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.</i></p> <p style="text-align: right;"><i>LIT 1-09a</i></p> | <p>8. Jamie fell off the climbing frame in the gym hall yesterday and hurt his leg. With your partner write 5 safety rules for the gym hall.</p> | <ul style="list-style-type: none"> <li>• Takes turns and contributes at the appropriate time when engaging with others in a variety of contexts.</li> <li>• Listens and responds appropriately to the views of others, for example, by nodding or agreeing, asking and answering questions in a respectful way.</li> <li>• Applies a few techniques (verbal and non-verbal) when engaging with others, for example, eye contact, facial expressions and/or body language</li> <li>• Identifies and discusses the key ideas of spoken texts and uses the information gathered for a specific purpose.</li> <li>• Finds key information from a text using different strategies.</li> <li>• Creates texts for a range of purposes and audiences.</li> </ul> |
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| Experiences and Outcomes |  | Holistic Assessment Task   | Benchmarks  |
|--------------------------|--|--|---|
| Reading                  | <p><i>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.</i><br/>LIT 1-13a</p> <p><i>Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.</i><br/>LIT 1-14a</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.</i><br/>LIT 1-16a</p>  | <p>9. Using the different catalogues on your table, find 5 toys that you think Santa should bring to our class to use during wet plays. Write a letter to Santa to ask him for these toys.</p> | <ul style="list-style-type: none"> <li>• Uses context clues to read and understand texts.</li> <li>• Finds key information from a text using different strategies.</li> <li>• Identifies the main ideas of texts.</li> <li>• Selects and shares ideas/information using appropriate vocabulary in a logical order.</li> <li>• Links sentences using common conjunctions, for example, and, because, but or so.</li> <li>• Starts sentences in a variety of ways to engage the reader.</li> <li>• Presents writing in a clear and legible way.</li> <li>• Checks writing to ensure it makes sense.</li> <li>• Writes independently, punctuating most sentences accurately using a capital letter, full stop, question mark or exclamation mark.</li> <li>• Creates texts with evidence of structure</li> <li>• Shares own viewpoint and makes use of vocabulary and language to persuade the reader.</li> <li>• Plans and organises ideas and information using an appropriate format.</li> <li>• Includes relevant information in written texts.</li> <li>• Organises writing appropriate to audience and in a logical order.</li> <li>• Uses relevant and/or interesting vocabulary as appropriate for the context.</li> </ul> |
| Writing                  | <p><i>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.</i><br/>LIT 1-21a</p> <p><i>I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense.</i><br/>LIT 1-22a</p> <p><i>Throughout the writing process, I can check that my writing makes sense.</i><br/>LIT 1-23a</p> <p><i>By considering the type of text 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.</i><br/>LIT 1-26a</p> <p><i>I can convey information, describe events or processes, share my opinions or persuade my reader in different ways.</i><br/>LIT 1-28a / LIT 1-29a</p> |   |   |

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| Experiences and Outcomes  |   | Holistic Assessment Task   | Benchmarks |
|---|---|--|------------|
| <p><i>Writing</i></p> <p><i>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.</i><br/><i>LIT 1-21a</i></p> <p><i>I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense.</i><br/><i>LIT 1-22a</i></p> <p><i>Throughout the writing process, I can check that my writing makes sense.</i><br/><i>LIT 1-23a</i></p> <p><i>By considering the type of text 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.</i><br/><i>LIT 1-26a</i></p> | <p>10. Write a set of instructions to help a younger child to create an electrical circuit to light a bulb. Make sure your instructions are clear.</p>  | <ul style="list-style-type: none"> <li>• Selects and shares ideas/information using appropriate vocabulary in a logical order.</li> <li>• Links sentences using common conjunctions, for example, and, because, but or so.</li> <li>• Presents writing in a clear and legible way.</li> <li>• Checks writing to ensure it makes sense.</li> <li>• Writes independently, punctuating most sentences accurately using a capital letter, full stop, question mark or exclamation mark.</li> <li>• Creates texts with evidence of structure</li> <li>• Plans and organises ideas and information using an appropriate format.</li> <li>• Includes relevant information in written texts.</li> <li>• Organises writing appropriate to audience and in a logical order.</li> <li>• Creates a variety of texts for different purposes.</li> <li>• Selects, organises and conveys information in different ways.</li> <li>• Uses appropriate vocabulary and language for specific purposes.</li> </ul> |            |
| <p><i>I can convey information, describe events or processes, share my opinions or persuade my reader in different ways.</i><br/><i>LIT 1-28a / LIT 1-29a</i></p>   |   |  |            |

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| Experiences and Outcomes   | Holistic Assessment Task  | Benchmarks  |
|--|---|---|
| <p><i>Listening and Talking</i></p> <p><b>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.</b></p> <p style="text-align: right;"><b>LIT 1-02a</b></p> <p><b>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.</b></p> <p style="text-align: right;"><b>LIT 1-06a</b></p> <p><b>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.</b></p> <p style="text-align: right;"><b>LIT 1-09a</b></p> | <p>11. We have been asked by the council to create a new playground beside our school. Working with your group, select a range of playground equipment you would like to be included. Write a list of this equipment and explain why you chose each item.</p> | <ul style="list-style-type: none"> <li>• Takes turns and contributes at the appropriate time when engaging with others in a variety of contexts.</li> <li>• Listens and responds appropriately to the views of others, for example, by nodding or agreeing, asking and answering questions in a respectful way.</li> <li>• Applies a few techniques (verbal and non-verbal) when engaging with others, for example, eye contact, facial expressions and/or body language.</li> <li>• Identifies and discusses the key ideas of spoken texts &amp; uses information gathered for a specific purpose.</li> <li>• Engages with others for a range of purposes, communicating clearly and audibly.</li> <li>• Selects and shares ideas/information using appropriate vocabulary in a logical order.</li> <li>• Finds key information from a text using different strategies.</li> <li>• Presents writing in a clear and legible way.</li> <li>• Checks writing to ensure it makes sense.</li> <li>• Creates texts with evidence of structure</li> <li>• Plans and organises ideas and information using an appropriate format.</li> <li>• Includes relevant information in written texts.</li> <li>• Creates a variety of texts for different purposes.</li> <li>• Shares own viewpoint and makes use of vocabulary and language to persuade the reader.</li> </ul> |
| <p><i>Reading</i></p> <p><b>Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.</b></p> <p style="text-align: right;"><b>LIT 1-14a</b></p> <p><i>(Writing Es &amp; Os on next page)</i></p>   |   |   |

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|----------------|---|--|--|
| <p>Writing</p> | <p><i>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.</i><br/><b>LIT 1-21a</b></p> <p><i>I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense.</i><br/><b>LIT 1-22a</b></p> <p><i>Throughout the writing process, I can check that my writing makes sense.</i><br/><b>LIT 1-23a</b></p> <p><i>By considering the type of text 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.</i><br/><b>LIT 1-26a</b></p> <p><i>I can convey information, describe events or processes, share my opinions or persuade my reader in different ways.</i><br/><b>LIT 1-28a / LIT 1-29a</b></p> |  |  |
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| Experiences and Outcomes  | Holistic Assessment Task   | Benchmarks  |
|---|--|---|
| <p><i>Listening and Talking</i></p> <p><i>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.</i><br/><i>LIT 1-02a</i></p> <p><i>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 a specific purpose.</i><br/><i>LIT 1-04a</i></p> <p><i>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.</i><br/><i>LIT 1-06a</i></p> <p><i>I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.</i><br/><i>LIT 1-07a</i></p> <p><i>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.</i><br/><i>LIT 1-09a</i></p> <p><i>(Writing Es &amp; Os on next page)</i></p> | <p>12. 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 their biography to them as part of their advent celebrations.</p> | <ul style="list-style-type: none"> <li>• Takes turns and contributes at the appropriate time when engaging with others in a variety of contexts.</li> <li>• Listens and responds appropriately to the views of others, for example, by nodding or agreeing, asking and answering questions in a respectful way.</li> <li>• Applies a few techniques (verbal and non-verbal) when engaging with others, for example, eye contact, facial expressions and/or body language.</li> <li>• Identifies and discusses the key ideas of spoken texts and uses the information gathered for a specific purpose.</li> <li>• Asks and responds to different types of questions to show understanding of the main ideas of spoken texts.</li> <li>• Engages with others for a range of purposes, communicating clearly and audibly.</li> <li>• Selects and shares ideas/information using appropriate vocabulary in a logical order.</li> <li>• Creates texts with evidence of structure</li> <li>• Plans and organises ideas and information using an appropriate format.</li> <li>• Includes relevant information in written texts.</li> <li>• Organises writing appropriate to audience and in a logical order.</li> <li>• Uses relevant and/or interesting vocabulary as appropriate for the context.</li> </ul> |

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