Benchmarks

Literacy and Gàidhlig

March 2017

(Revisions highlighted Dec 2017)

Education Scotland

Guidance on using Benchmarks for Assessment
March 2017

Education Scotland's Curriculum for Excellence (CfE) Statement for Practitioners (Aug 2016) stated that the two key resources which support practitioners to plan learning, teaching and assessment are:

- **Experiences and Outcomes**
- **Benchmarks**

Benchmarks have been developed to provide clarity on the national standards expected within each curriculum area at each level. They set out clear lines of progression in literacy and English and numeracy and mathematics, and across all other curriculum areas from Early to Fourth Levels (First to Fourth Levels in Modern Languages). Their purpose is to make clear what learners need to know and be able to do to progress through the levels, and to support consistency in teachers' and other practitioners' professional judgements.

Skills development is integrated into the Benchmarks to support greater shared understanding. An understanding of skills and how well they are developing will enable learners to make links between their current learning and their future career options and employment.

Benchmarks draw together and streamline a wide range of previous assessment guidance (including significant aspects of learning, progression frameworks and annotated exemplars) into one key resource to support teachers' and other practitioners' professional judgement of children's and young people's progress across all curriculum areas.

Benchmarks have been designed to support professional dialogue as part of the moderation process to assess where children and young people are in their learning. They will help to support holistic assessment approaches across learning. They should not be ticked off individually for assessment purposes.

Benchmarks for literacy and numeracy should be used to support teachers' professional judgement of achievement of a level. In other curriculum areas, Benchmarks support teachers and other practitioners to understand standards and identify children's and young people's next steps in learning. Evidence of progress and achievement will come from a variety of sources including:
- observing day-to-day learning within the classroom, playroom or working area;
- observation and feedback from learning activities that takes place in other environments, for example, outdoors, on work placements;
- coursework, including tests;
- learning conversations; and
- planned periodic holistic assessment.

Benchmarks in curriculum areas

Benchmarks in each curriculum area are designed to be concise and accessible, with sufficient detail to communicate clearly the standards expected for each curriculum level.

Teachers and other practitioners can draw upon the Benchmarks to assess the knowledge, understanding, and skills for learning, life and work which children are developing in each curriculum area.

In secondary schools, Benchmarks can support subject specialist teachers in making robust assessments of learners' progress and the standards they achieve. They will help teachers ensure that learners make appropriate choices and are presented at an appropriate level for National Qualifications in the senior phase. This can help avoid excessive workload for teachers and unnecessary assessments for learners. For example, learners should have achieved relevant Fourth level Experiences and Outcomes before embarking on the National 5 qualifications. Schools should take careful account of this when options for S4 are being agreed. Benchmarks should be used to help with these important considerations.

Literacy and numeracy

In literacy and numeracy, Benchmarks support teachers' professional judgement of achievement of a level. Teachers' professional judgements will be collected and published at national, local and school levels. It is important that these judgements are robust and reliable. This can only be achieved through effective moderation of planning learning, teaching and assessment.

Achievement of a level is based on teacher professional judgement, well informed by a wide range of evidence. Benchmarks should be used to review the range of evidence gathered to determine if the expected standard has been achieved and the learner has:

- achieved a **breadth** of learning across the knowledge, understanding and skills as set out in the experiences and outcomes for the level;
- responded consistently well to the level of **challenge** set out in the Experiences and Outcomes for the level and has moved forward to learning at the next level in some aspects; and
- demonstrated **application** of what they have learned in new and unfamiliar situations.

It is not necessary for learners to demonstrate mastery of every individual aspect of learning within Benchmarks at a particular level and before moving on to the next level. However, it is important that there are no major gaps in children's and young people's learning when looking across the major organisers in each curriculum area.

Planning learning, teaching and assessment using the Benchmarks

In addition to the Curriculum for Excellence (CfE) Statement for Practitioners from HM Chief Inspector of Education, August 2016 on the purpose and use of Benchmarks, teachers and other practitioners should note the following advice.

KEY MESSAGES – WHAT TO DO	KEY MESSAGES – WHAT TO AVOID
• Use literacy and numeracy Benchmarks to help monitor progress towards achievement of a level, and to support overall professional judgement of when a learner has achieved a level.	• Avoid undue focus on individual Benchmarks which may result in over-assessing or recording of learners' progress.
• Become familiar with other curriculum area Benchmarks over time.	• Avoid the requirement to spend time collating excessive evidence to assess learners' achievement.
• Use Benchmarks to help assess whether learners are making suitable progress towards the national standards expected and use the evidence to plan their next, challenging steps in learning.	• There is no need to provide curriculum level judgements in all curriculum areas – stick to literacy and numeracy.
• Discuss Benchmarks within and across schools to achieve a shared understanding of the national standards expected across curriculum areas.	• Do not create excessive or elaborate approaches to monitoring and tracking.
	• Do not assess Benchmarks individually. Plan periodic, holistic assessment of children's and young people's learning.
	• Do not tick off individual Benchmarks.

Benchmarks - Early Level Literacy and Gàidhlig

Across the level, learners use words, phrases and communication learned from the use of Gaelic in a total immersion setting.

	Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
Listening and Talking	**Enjoyment and choice** - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	*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 enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.* *LIT 0-01c*	• *Participates in and recalls songs, rhymes and stories which support the learning of Gaelic language in a total immersion setting.* • *Listens to stories to help learn Gaelic, recognising and repeating familiar words and phrases, answering questions on the content with a decreasing reliance on English, using an appropriate range of strategies to support their acquiring fluency.* • *Recognises/uses/ repeats with accuracy words and phrases in Gaelic and demonstrates understanding through responses.* • *Identifies the different single sounds and the sounds made by a combination of letters of the Gaelic alphabet, for example mh, bh, th, str.* • *Identifies sounds learned within words.* • *Listens and responds to stories and other texts, sharing likes and dislikes using Gaelic words and phrases.* • *~~Discusses~~ Engages with characters and events in stories, songs, ~~role-play~~ and texts in different ways, for example, using ~~role-play~~ re-enacting and/or using puppets/prompts.* • *~~Expresses an opinion on a range of texts in different ways, for example, using actions~~.*
	Tools for listening and talking - to help me when interacting or presenting within and beyond my place of	As I listen and take part in conversations, I discover new words and phrases. I use these to help talk to, play and work with others. **GAI 0-02a**	• *Listens to, demonstrates an understanding of and repeats new words and phrases from the use of Gaelic in a total immersion setting across a variety of contexts. The learner is becoming confident in their use of Gaelic in social situations and routines, such as when having snack.* • *Responds appropriately to questions, instructions and directions given in Gaelic relating to familiar situations in the playroom and classroom.* • *Uses songs, poems, rhymes and role-plays to show how they are developing a new language.*

The statements in **bold and italics** in both the Experiences and Outcomes and Benchmarks are the responsibility of all and as such, evidence from across the curriculum should be considered when making judgements about achieving a level.

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Listening and Talking	learning		
		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 / GAI 0-03a*	• *Talks about personal experiences and ~~uses~~ familiar situations using Gaelic words and phrases ~~with adults and other children~~ in a variety of contexts, including with adults and other children.* • *Listens and responds to others, including following and giving simple instructions.* • *Makes an attempt to take turns when listening and talking in a variety of contexts.* • *Makes an attempt to use appropriate body language when listening to others, for example, eye contact.* • *Listens to the Gaelic that is being modelled by adults for accuracy and development, and repeats what is being said.*
	Finding and using information - when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary	*I listen or watch for useful or interesting information and I use this to make choices or learn new things.* *LIT 0-04a*	• *Conveys an understanding ~~of~~ something watched or listened to, and uses this information to make choices or learn new ~~things~~ vocabulary within the context of a total immersion setting.*
	Understanding, analysing and evaluating - investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes	*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 / GAI 0-17a*	• *Asks and answers different types of questions ~~about~~ to show understanding of a range of texts using Gaelic.* • *Makes simple predictions about what happens next in texts.* • *Talks about own experiences as linked to the text and to aid understanding.*

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Listening and Talking	**Creating texts** - applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary	*Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.* *LIT 0-09a* *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*	• *Shares experiences, feelings, ideas and ~~information~~ thoughts with others, talking clearly and logically, using words, phrases and simple sentences~~, in real and imaginary contexts, using Gaelic.~~* • *Uses a range of Gaelic vocabulary and phrases which is added to through different contexts.* • *Invents and shares own stories in different ways. for example, using puppets, as part of ~~role~~ imaginary play, using Gaelic words and phrases.* • *Retells a story in a logical sequence using Gaelic words and phrases as well as mime and role-play to aid learners' developing language.* • *Relates information and ideas from a text to personal experiences using Gaelic words and phrases.*

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	Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
Reading	**Enjoyment and choice** - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	*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*	• *Recalls songs, rhymes and poems, as part of learning and exploring a new language ~~through total immersion~~.* • *Chooses a story, book or text to share with others by making use of the illustrations as visual cues to ~~describe~~ understand what is happening.* • *Chooses and discusses a variety of texts~~, giving reasons for~~ and can share likes and dislikes ~~and dislikes including identifying rhyme.~~* • *Listens to stories being read aloud, using pictures and repetitive parts of the story to help anticipate and predict what is going to happen.*
	Tools for reading - to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning	*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.* *GAI 0-12a / LIT 0-13a / LIT 0-21a*	• *Understands that print is read from left to right and top to bottom and knows the difference between a letter, word and space.* • *~~Uses knowledge of~~ Hears and says sounds, letters, and uses blending and patterns in Gaelic language to read new words and recognises these words when part of text.* • *Recognises some common words and reads aloud simple texts, including the labelling in the learning environment and demonstrates understanding.* • *Reads aloud familiar short texts, for example, labels and snack menu with attention to simple punctuation.* • *Uses context clues and illustrations to support understanding of words and different texts.*

Reading	**Finding and using information** - when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary	*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*	• *Finds simple information in a text to learn new things ~~or make sense of it.~~* • *Makes choices based on what has been read or watched to learn new things.* • *Recognises some words in the environment by their shape or feature.* • *Shows an awareness of ~~when to refer to~~ <u>a few features of</u> fiction and non-fiction texts when using and choosing texts for a particular purpose.*
	Understanding, analysing and evaluating investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes	*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 / GAI 0-17a* *I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.* *LIT 0-19a*	• <u>*~~Engages with texts read to them.~~*</u> • *Retells familiar stories in different ways for example, role-play, puppets, and drawings.* • *Asks and answers questions about events and ideas in a text.* • *Answers questions to help predict what will happen next.* • *Discusses characters and events relevant to the text.* • *Shares thoughts and feelings about stories and other texts in different ways.* • *Relates information and ideas from a text to personal experiences.*

The statements in **bold and italics** in both the Experiences and Outcomes and Benchmarks are the responsibility of all and as such, evidence from across the curriculum should be considered when making judgements about achieving a level.

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	Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
Writing	**Enjoyment and choice** - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	*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***	• *Explores writing through a range of imaginary and real-life* ~~*opportunities*~~*contexts, for example, through play, shopping lists, labels, signs.* • *Uses a range of stimuli to develop ideas for writing, for example, talk, songs, pictures, objects, own experiences and role-play.* • *Shares feelings, experiences, information, messages or ideas in pictures and print.*
	Tools for writing - using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning	*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.* ***GAI 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***	• *Forms most lowercase and upper case letters correctly and legibly.* • *<u>Uses a pencil with increasing control and confidence</u>* • *Recites the alphabet sounds in order, recognising the names and sounds for lowercase and <u>some</u> uppercase letters.* • *Leaves a space between words when writing.* • *Understands that words are written from ~~top to bottom and~~ left to right.* • *Uses letters, sounds and phonemes to help spell and construct words, with common words spelt correctly.* • *Uses wall-charts, books, picture dictionaries or asks someone to support spelling and writing.* • *Recognises within a text simple punctuation such as full stop and question marks.* • *Uses a capital letter and a full stop correctly.*

Writing	**Organising and using information** - considering texts to help create short and extended texts for different pruposes	*Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.* *LIT 0-26*	• *Talks about and attempts to write about a range of experiences and feelings using such strategies as ordering pictures, magnetic letters, voice-assisted technology and writing.*
	Creating texts - considering texts to help create short and extended texts for different purposes	*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*	• *Uses common Gaelic words to create simple sentences.* • *Creates own stories and characters, using a range of visual and oral strategies, for example drawing, print or digital texts.*

Benchmarks - First Level Literacy and Gàidhlig

Across the level, learners use Gaelic language with increasing confidence and fluency in a total immersion and immersion setting.

	Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
Listening and Talking	**Enjoyment and choice** - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	*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*	• ~~Participates~~ *Selects and participates* **actively in songs, rhymes and stories which supports the learning of Gaelic language in a wider range of contexts.** • **Answers questions on a variety of texts to demonstrate understanding** *and preference*. • ~~Provides a personal response to a variety of~~ *Gives a reason for preferring particular* **texts, including those** ~~chosen,~~ **watched or listened to.** • ~~Gives simple justifications of preferences on texts created, watched or listened to~~.
	Tools for listening and talking - to help me when interacting or presenting within and beyond my place of learning	As I listen and take part in conversations, I can use new words and phrases to help me to communicate. **GAI 1-02a** *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, expression, emphasis and choice of words are used to engage others, and I can use what I learn. **GAI 1-03a**	• **Incorporates new Gaelic words and phrases into language appropriate for the audience with accuracy of pronunciation.** • **Shares appropriate ideas, opinions, information and experiences at an appropriate pace with clarity of expression and appropriate tone of voice.** • **Takes turns to speak, contributes at the appropriate time when engaging with others and is increasingly aware of the different roles within a group and is willing to take on these different roles.** • **Listens and responds appropriately to the views of others for example, by nodding or agreeing, asking and answering questions in a respectful way.** • **Applies a few techniques (verbal and non-verbal) when engaging with others for example,** *vocabulary,* **eye contact, facial expressions and/or body language.** • ~~Chooses, with accuracy, words and phrases appropriate to the context when engaging with others.~~

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Listening and Talking	**Finding and using information** **-** when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary	*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.* *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*	• *Identifies and discusses the purpose of texts, watched or listened to.* • *Asks and answers a range of questions to inform their understanding of a text.* • *Identifies and discusses the key ideas of spoken texts and uses the information gathered for a specific purpose such as recounting an experience or recalling an event.* • *Makes short notes under headings for texts listened to or watched, demonstrating understanding, and can use these for different purposes.* • *Uses own notes in a logical sequence to create new texts.*
	Understanding, analysing and evaluating - investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes	*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 opinion.* *LIT 1-08a*	• *Asks and responds to different types of questions which shows understanding of the main ideas of texts listened to or watched.* • ~~*Discusses with confidence, through question and answer sessions, the difference between fact and opinion.*~~ • *Recognises simple differences between fact and opinion in spoken texts.*

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| Creating texts - applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary | *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 1-09a*

I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required. *LIT 1-10a* | • ***Engages with others for a range of purposes, communicating clearly and audibly.***
• **Contributes to group/class discussions in a meaningful way, asking and answering questions.**
• **Creates spoken texts, embedding appropriately new ~~words~~ _vocabulary_ and phrases on topics related to different areas of the curriculum.**
• ~~Prepares and delivers talks to a variety of audiences using a range of features to capture interest, for example, digital technology.~~
• **Selects and shares ideas/information using appropriate vocabulary in a logical order and is mindful of audience.**
• ~~Engages with others for a range of purposes, communicating clearly and audibly.~~ |

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	Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
Reading	**Enjoyment and choice** - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	*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*	• *Selects books and other texts using, for example, cover, title, author, illustrator and/or blurb.* • *Selects regularly texts for different purposes including for enjoyment and to support the development of language.* • *Explains preferences for particular texts and authors. ~~and can make simple justifications and comparisons.~~*
	Tools for reading - to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning	I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. **GAI 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*	• ~~*Reads aloud a familiar piece of text adding appropriate expression and demonstrating understanding.*~~ • ~~*Reads with increased fluency an increasing number of common/high frequency words, key reading words, core topic words, words being learnt through immersion and words of personal significance.*~~ • *~~Uses~~ Independently uses a range of word recognition strategies to read and develop fluency.* • *Decodes unknown words by locating familiar letter patterns and blends.* • *Uses context clues to ~~Reads~~ read ~~unfamiliar words using contextual clues.~~and understand texts.* • ~~*Reads with increased fluency an increasing number of common/high frequency words, key reading words, core topic words, words being learnt through immersion pedagogy and words of personal significance.*~~ • *Uses ~~context clues for example,~~ punctuation and grammar ~~and layout~~ to help read with understanding and expression.* • ~~*Reads aloud a familiar piece of text adding appropriate expression, demonstrating understanding.*~~ • *Uses resources such as age-appropriate glossaries, word lists, dictionary and thesaurus to support understanding of texts.* • ~~*Identifies how reading may be improved by reviewing and proof-reading and sets own targets. Selects and uses reading strategies to monitor and check understanding.*~~ • ~~*Skims the features of a text to glean an overview and predict its content and genre.*~~

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Reading				
Finding and using information - when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary		***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***	• ***Identifies the key features of fiction and non-fiction books.*** • ~~***Uses contents, index, headings, sub-headings, and diagrams to help locate information.***~~ • ***Finds key*** ~~*information from*~~ ***a*** ___fiction and non-fiction___ ***text___s___ using*** ~~*different strategies.*~~ ___content page, index, headings, sub-headings, and diagrams___ ___to help locate information.___ • ~~***Selects, sorts and uses information from a variety of texts for a specific purpose.***~~ • ***Makes*** ~~*and uses*~~ ***notes to show understanding,*** ___under given headings,___ ___for different purposes.___ ~~*explore ideas or to create simple texts.*~~ • ~~***Asks and answers a range of questions about the main ideas and purposes of texts.***~~
Understanding, analysing and evaluating investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes		***To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text.*** ***LIT 1-16a*** 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. **GAI 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,	• ***Identifies and can discuss the main ideas of a variety of texts.*** • ***Makes appropriate suggestions about the purpose of the text.*** • ~~***Asks and***~~ ***A___a___nswers*** ___literal, inferential and evaluative questions about texts.___ ~~*different types of questions about a range of texts.*~~ • ___Asks questions to help make sense of a text.___ • ***Identifies the key features of fiction and non-fiction texts.*** • ***Recognises the difference between fact and opinion.*** • Offers own ideas about aspects of character___s___, writer's use of language, structure and___/or___ setting ~~and makes simple predictions~~. • Offers own ideas about writer's message and theme and when appropriate relates it to personal experiences___.___ ~~and offers evidence to justify stance~~.

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	recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features. **GAI 1-19a**	

	Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
Writing	**Enjoyment and choice** - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	*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 / LIT 2-20a*	• *Creates texts for a range of purposes and audiences.* • *Makes choices about words and language structures, ~~subject, purpose,~~ format and resources ~~and can give simple explanations~~.*
	Tools for writing - using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning	*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*	• *Spells most commonly used words correctly.* • *~~Makes attempts at s~~ Spells ~~words from~~ vocabulary being used across the curriculum with accuracy, for example, topic work, reading book.* • *Uses knowledge of phonic and spelling strategies when spelling familiar and unfamiliar words.* • *Uses knowledge of the alphabet to locate words in a dictionary, or other reference sources, to help spell tricky or unfamiliar words.* • *~~Punctuates~~ Writes independently, punctuating most sentences accurately using a capital letter, full stop, question mark, commas and/or exclamation marks as appropriate.*

Writing		*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*	• *Links sentences using common conjunctions for example, and, because, but, when.* • *Starts sentences in a variety of ways, <u>to engage the reader,</u> making appropriate use of tenses.* • *Uses adjectives, ambitious words, appropriate and differing lengths of sentences.* • ~~*Writes sentences in a logical sequence and checks writing makes sense.*~~ • *Presents writing in a clear and legible way using joined up writing, ~~using~~ <u>images, digital technology</u> <u>and other features as appropriate,</u> as well as presenting writing through ~~digital technology~~.* • *Proof-reads work, recognises spelling errors and applies strategies to ~~correct them.~~<u>ensure writing makes sense.</u>*
	Organising and using information - considering texts to help create short and extended texts for different pruposes	*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.* *LIT 1-25a* *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.* *LIT 1-26a*	• *Plans and organises ideas and information using an appropriate format.* • *Makes notes to help plan writing and uses them to create ~~a~~ new text.* • *Includes relevant information in writing to make meaning clear.* • *Organises writing appropriate to audience and in a logical sequence, using relevant and/or interesting Gaelic vocabulary.*
	Creating texts - considering texts to help create short and extended texts for different purposes	*I can convey information, describe events or processes, share my opinions or persuade my reader in different ways.* *LIT 1-28a / LIT 1-29a* I can describe and share my experiences and how they made me feel. *GAI 1-30a* Having explored the elements which writers	• *Creates a variety of texts for different purposes.* <u>*When writing to convey information, describe events or processes, share opinions or persuade readers in different ways:*</u> • *Selects, organises and conveys information in different ways.* • *Uses vocabulary learned from a range of contexts and texts across the curriculum appropriately in writing.* • *Shares own viewpoint and makes use of vocabulary and language to <u>attempt to</u> persuade the reader <u>as appropriate to the purpose</u>.*

The statements in **bold and italics** in both the Experiences and Outcomes and Benchmarks are the responsibility of all and as such, evidence from across the curriculum should be considered when making judgements about achieving a level.

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		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. **GAI 1-31a**	***When writing to describe and share experiences:*** • Writes about personal experiences in a correct sequence, using appropriate Gaelic vocabulary to describe feelings, thoughts and events. When writing imaginatively and creatively: • Creates own texts for example, simple stories, poems and plays with recognisable features of genre. • Creates texts with evidence of structure. • Creates interesting characters through their feelings and actions and physical description.

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Benchmarks - Second Level Literacy and Gàidhlig

Across the level, learners use Gaelic language with confidence, clarity, fluency and increased accuracy with grammar in an immersion setting.

	Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
Listening and Talking	**Enjoyment and choice** - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	*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**	• ~~*Selects spoken texts regularly for enjoyment or to find informationfor a specific purpose.*~~ • ~~*Gives a personal response to spoken texts with appropriate explanations.*~~ • **Explains preferences for certain texts or sources.** • ~~*Creates a range of spoken texts choosing subject, purpose, format and resources.*~~
	Tools for listening and talking - to help me when interacting or presenting within and beyond my place of learning	As I listen and take part in conversations, I can use new words, phrases and Gaelic idiom to help me to engage in a coherent manner using extended vocabulary and more complex language structures. **GAI 2-02a** *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 the features of spoken language can help in communication, and I can use what I learn. I can recognise different features of	• ~~*Incorporates a range of vocabulary, phrases and idiom into language appropriate for the audience and across curricular areas.*~~ • **Contributes a number of relevant ideas, information and opinions when engaging with others.** • **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 features of Gaelic language correctly and with increasing accuracy for example, grammatical structures and irregular verbs.** • *Inorporates a range of vocabulary, phrases and idiom into language appropriate for the audience and across curricular areas.* • **Applies features of spoken language in own oral presentations**

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		my own and others' spoken language. **GAI 2-03a**	***and interactions clearly for example, <u>vocabularly,</u> eye contact, body language, <u>emphasis,</u> pace and<u>/or</u> tone.*** • Recognises and uses some techniques to <u>engage or</u> influence the listener, for example, word choice, emphasis, tone and/or rhetorical questions.
Listening and Talking	**Finding and using information** **-** when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary	***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.*** ***LIT 2-06a***	• ***Identifies the purpose of spoken texts with straightforward explanation.*** • ***Identifies and demonstrates understanding of the key ideas of a variety of spoken texts, with supporting detail, and uses the information gathered for a specific purpose.*** • ***Makes relevant notes, using a wide range of Gaelic vocabulary and chosen formats, and uses these to create new spoken texts for a range of purposes.***
	Understanding, analysing and evaluating - investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes	***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***	• ***Identifies and discusses the main features of texts, using technical language to show an understanding of a range of texts.*** • ***Asks and responds to literal, inferential and evaluative questions to inform their understanding.*** • ***Recognises*** ~~***persuasive language and***~~ ***the differences between fact and opinion giving appropriate explanation.*** • ~~***Recognises and discusses aspects of writer's craft, for example, theme, style, setting, character, to show an understanding of techniques.***~~

Creating texts **-** applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary	*When listening and talking with others for different purposes, I can:* • *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** *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.* **LIT 2-10a / LIT 3-10a**	• *Communicates confidently and fluently, with some expression in different contexts.* • *Plans and delivers organised presentations/talks on topics related to those being studied as part of the curriculum, with appropriate content and logical sequence and structure.* • *Uses an appropriate range of vocabulary for purpose and audience.* • *Applies verbal and non-verbal skills to communicate clearly, for example, eye contact, body language, pace and tone.* • *Selects and uses resources as appropriate to support communication including digital technology.*

	Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
Reading	**Enjoyment and choice** - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	*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*	• *Selects texts regularly for a range of purposes including for enjoyment or to find information for a specific purpose.* • *Explains preferences for particular texts, authors or sources with supporting detail* <u>*which offers a personal response*</u>*.*
	Tools for reading - to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning	Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. **GAI 2-12a / GAI 3-12a / GAI 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*	• ~~*Uses all knowledge of language to r*~~ *R*ead~~*s*~~ *fluently and with expression, using appropriate pace and tone, demonstrating understanding of the text.* • *Uses knowledge of context clues, grammar, punctuation and layout along with reading strategies, to read unfamiliar texts with understanding.* • *Applies a range of reading skills and strategies to read and understand texts for example, skimming, scanning, predicting, clarifying* <u>*and/or summarising*</u>*.* • *Makes appropriate predictions about texts with supporting evidence.* • *Uses strategies and resources to read and understand and clarify unfamiliar vocabulary, for example use a dictionary.* • ~~*Discusses a selection of texts offering a personal response, which compares and explains preferences for texts, authors and effectiveness.*~~
	Finding and using information - when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist	*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*	• *Skims texts to identify purpose and main ideas.* • *Scans texts to find key information.* • *Finds, sorts and selects relevant information from a range of sources including digital texts.* • *Makes and organises notes using own words*, <u>*for the most part*</u>*.* • *Uses notes to create new texts that demonstrate an understanding of the topic or issue.*

The statements in **bold and italics** in both the Experiences and Outcomes and Benchmarks are the responsibility of all and as such, evidence from across the curriculum should be considered when making judgements about achieving a level.

Reading	vocabulary	*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*	
	Understanding, analysing and evaluating investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes	*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. **GAI 2-17a** *To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are.* *LIT 2-18a* I can: • discuss structure, characterisation and/or setting • recognise the relevance of the writer's theme and how this relates to my own and others' experiences • discuss the writer's style and other features appropriate to genre. **GAI 2-19a**	• *Identifies the purpose of texts with appropriate explanation.* • *Identifies the key ideas of a text with appropriate detail.* • *Makes relevant comments about simple features of language for example, word choice, sentence structure and punctuation.* • Responds appropriately to a range of questions including, literal, inferential and evaluative questions to demonstrate understanding of texts. • Creates different types of questions to show understanding of texts. • *Distinguishes between fact and opinion with appropriate explanation.* • *Recognises techniques used to influence the reader for example, word choice, emotive language, rhetorical questions and repetition.* • *Recognises and can explain which sources are most useful/ accurate.* • *Makes relevant comments, to show an understanding of techniques, about for example, use of language, theme, style, structure, characterisation and/or setting, making predictions with supporting evidence from the text.* • *Relates the writer's theme to own and/or others' experiences.* • *Makes relevant comment about aspects of the writer's style,*

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	Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
Writing	**Enjoyment and choice** - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	*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 / LIT 2-20a*	• *Writes regularly for a range of purposes and audiences ~~regularly~~ selecting appropriate genre, form, structure and style.*
	Tools for writing - using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning	*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 can consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.* *LIT 2-24a*	• *Applies knowledge of spelling patterns, rules and strategies to spell most words correctly.* • *~~Uses a range of spelling strategies along with feedback from peers and teacher, to check and edit writing to improve accuracy including using accents appropriately.~~* • *Uses resources, including dictionaries and digital technology, to support spelling.* • *Uses a range of punctuation for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and apostrophes. Punctuation is mainly accurate.* • *Writes most sentences in a grammatically accurate way, for example, merges verbal nouns with separate pronouns in a sentence.* • *Uses sentences of different lengths and types and varies sentence beginnings.* • *Links sentences using a range of conjunctions.* • *Uses paragraphs confidently to link separate thoughts and ideas.* • *Writes in a fluent and legible way.* • *Reviews and corrects writing to ensure it makes sense, is technically accurate, including using accents appropriately. and meets its purpose.* • *Makes appropriate choices about layout and presentation, to engage the reader including in digital texts, for example, headings, bullet points, font, graphics and captions.*

The statements in **bold and italics** in both the Experiences and Outcomes and Benchmarks are the responsibility of all and as such, evidence from across the curriculum should be considered when making judgements about achieving a level.

Writing	**Organising and using information** **-** considering texts to help create short and extended texts for different pruposes	*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 recognise the need to acknowledge my sources and can do this appropriately.* *LIT 2-25a* *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*	• *Uses notes and a variety of texts across the curriculum to develop thinking and create new texts.* • *Selects relevant ideas and information.* • *Acknowledges sources appropriately making clear where the information came from.* • *Organises information in an appropriate logical way.* *Uses appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience including subject-specific vocabulary.*

| Writing | **Creating texts**
- considering texts to help create short and extended texts for different purposes | I am learning to use language and style in a way which engages and/or influences my reader.
GAI 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.
GAI 2-30a

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.
GAI 2-31a | • *Creates a range of short and extended texts regularly for different purposes.*
• Attempts to engage and/or influence the reader through word choice and/or use of language.

When writing to convey information, describe events, explain processes or combine ideas in different ways:
• *Uses appropriate style and format to convey information applying key features of the chosen genre.*
• *Includes relevant ideas, knowledge and information.*
• *Organises and presents information in a~~n appropriate~~ logical way.*
• *Uses tone and vocabulary appropriate to purpose.*

When writing to persuade, evaluate, explore issues or express an opinion:

• *Presents relevant ideas and information, including supporting detail, to convey view point.*
• *Organises information in a~~n appropriate~~ logical way.*
• *Uses linking words or phrases as appropriate.*
• *Includes an introduction that makes the topic clear and a conclusion that rounds off the writing.*
• *Attempts to use language to influence or persuade the reader for example, word choice, punctuation, repetition, rhetorical questions and/or emotive language.*

When writing to describe and share experiences:

• Describes personal experiences, making context and events clear.
• Uses suitable vocabulary to describe ~~convey~~ thoughts and feelings.
• Attempts to engage and/or influence the reader through vocabulary and/or use of language.
• ~~Applies key features of chosen genre appropriately.~~

When writing imaginatively and creatively:
• Applies key features of chosen genre appropriately
• Creates interesting character/s through for example, their feelings |

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	and actions, physical description, and/or dialogue. • Creates ~~a clear sense of~~ setting/context with some descriptive detail. • Attempts to use figutative language (imagery) to engage the reader, ~~fro~~for example, simile, metaphor, alliteration and onomatopoeia • Creates plots with clear structures for example, suitable opening, turning point, climax and/or satisfactory ending.

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Benchmarks - Third Level Literacy and Gàidhlig

Across the level, learners use Gaelic language with confidence, clarity, fluency and increasing accuracy of grammar in an immersion setting.

<table>
<tr><th></th><th>Curriculum Organisers</th><th>Experiences and Outcomes for planning learning, teaching and assessment</th><th>Benchmarks to support practitioners' professional judgement of achievement of a level</th></tr>
<tr>
<td rowspan="2">Listening and Talking</td>
<td>Enjoyment and choice
- within a motivating and challenging environment developing an awareness of the relevance of texts in my life</td>
<td>I regularly select and listen to or watch texts for enjoyment and interest, and I can express how well they meet my 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</td>
<td>

<s>Gives a personal response to spoken texts, including those from Gaelic media, with appropriate justification.</s>
<s>Explains how well a spoken text or source meets needs and expectations, justifying preferences, including making a comparison to another text.</s>
Selects spoken texts regularly and describes, with an appropriate explanation, how well a text or source, including those from Gaelic media, meets needs and expectations.

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<tr>
<td>Tools for listening and talking
- to help me when interacting or presenting within and beyond my place of learning</td>
<td>As I listen and take part in conversations, I can use familiar and new vocabulary, phrases and Gaelic idiom to engage in a coherent manner using extended vocabulary and more complex language structures.
GAI 3-02a

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</td>
<td>

<s>Uses a range of, familiar and specialist vocabulary and register, and idiom appropriate for the audience and across curricular areas.</s>
<s>Shows an increasing accuracy in the use of grammar and complex sentence structures.</s>
Contributes regularly in group discussions or when working collaboratively, taking on different roles to offer relevant ideas, knowledge or opinions with supporting evidence.
Responds appropriately to the views of others developing or adapting own thinking and language.
Builds on the contributions of others for example, by asking or answering questions using higher-order thinking skills, clarifying or summarising points, supporting or challenging opinions or ideas.
Uses register appropriate to purpose and audience <u>for the most part</u>.
Applies verbal and non-verbal communication skills appropriately to enhance communication for example, eye contact, body language,

</td>
</tr>
</table>

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		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. **GAI 3-03a**	pace, tone, emphasis and/or some rhetorical devices. • ***Uses a range of, familiar and specialist vocabulary and register, and idiom appropriate for the audience and across curricular areas.*** • ***Shows an increasing accuracy in the use of grammar and complex sentence structures.***
Listening and Talking	**Finding and using information -** when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary	*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 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*	• ~~*Identifies purpose and audience of spoken texts with appropriate justification.*~~ • ~~*Gives an accurate account of the main concerns of spoken texts.*~~ • *Identifies and gives an account of the purpose and main ideas of spoken texts, with appropriate justification.* • *Identifies similarities and differences between texts for example, content, style, and/or language.* • *Uses own words and suitable vocabulary, to make and organise notes selecting key information.* • *Uses notes to create new texts appropriate to audience that demonstrate understanding of purpose.* • *Reviews text to improve accuracy and become more responsible for own learning and improvement.*

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Listening and Talking		*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*	
	Understanding, analysing and evaluating - investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes	*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 about the techniques used to influence opinion and how to assess the value of my sources, and I can recognise persuasion.* *LIT 3-08a*	• *Makes evaluative comments which demonstrate understanding of the content, form and/or style of spoken texts.* • *Identifies persuasive techniques for example, word choice, emotive language, repetition, rhetorical questions and/or use of statistics.* • *Comments on the reliability and relevance/ usefulness of sources.*

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Creating texts
- applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary
	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 I am learning to select and organise resources independently.
	
	    LIT 2-10a / LIT 3-10a
		• *Communicates in a clear expressive way in a variety of contexts.*
		• *Presents ideas or sustains a point of view including appropriate detail or evidence.*
		• *Organises thinking and structures talks to present ideas in a coherent way.*
		• *Introduces and concludes talks with some attempt to engage the audience.*
		• *Uses signposts throughout talks to provide a basic structure or argument for example, topic sentences and/or linking phrases.*
		• *Uses appropriate tone and specialist vocabulary for purpose and audience. Use of grammar is increasingly accurate.*
		• *Applies verbal and non-verbal communication skills appropriately in own oral presentations and interactions with others in an attempt to enhance communication and engagement with audience for example, eye contact, body language, pace, tone and/or rhetorical devices.*
		• *Selects and uses appropriate resources, including digital technology, to enhance communication and engagement with audience.*

	Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
Reading	**Enjoyment and choice** - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	*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*	• *Selects ~~regularly~~ texts **regularly** for enjoyment and interest including Gaelic media or other relevant sources to inform thinking.* • *Gives a personal response to texts with appropriate justifications. Explains how well a text or source meets needs and expectations with ~~—~~ appropriate justification.*
	Tools for reading - to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning	Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. **GAI 2-12a / GAI 3-12a / GAI 4-12a** *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*	• *Reads unfamiliar texts with fluency and expression using appropriate pace and tone, demonstrating understanding.* • Applies ~~all~~ knowledge of language, such as, of context clues, word roots, grammar, punctuation, sentence and text structures to read a range of <u>unfamiliar</u> texts with understanding. • *Applies a range of reading strategies to engage with and interrogate texts for example, skimming, scanning, predicting, clarifying, <u>summarising</u> and analysing.* • *Selects and uses resources and strategies to check and monitor understanding of unfamiliar specialist and more complex vocabulary.*
	Finding and using information - when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist	*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 make notes and*	• *Finds and selects <u>and sorts</u> relevant information from a variety of sources for a range of purposes.* • *Summarises information using own words.* • *Makes and organises notes, selecting key information, linking ideas from more than one source using own words.* • *Uses notes to develop thinking, retain and recall information and explore issues.*

The statements in ***bold and italics*** in both the Experiences and Outcomes and Benchmarks are the responsibility of all and as such, evidence from across the curriculum should be considered when making judgements about achieving a level.

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Reading	vocabulary	*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*	• *Uses notes to create new texts that demonstrate understanding of the topic or issue and draw on information from more than one source.*
	Understanding, analysing and evaluating investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes	*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, 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. **GAI 3-17a** *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*	• *Identifies purpose and audience of a range of texts with appropriate justification.* • *Gives an accurate account of the main ideas of texts.* • *Makes inferences and deductions with appropriate justification.* • *Identifies similarities and differences between texts, through asking and answering a range of questions, making appropriate comments about content, style and/or language.* • Identifies features of language and gives an appropriate explanation of the effect they have on the reader for example, word choice, sentence structure, idiom, punctuation, grammar and imagery. • Responds to a range of close reading questions to demonstrate understanding of texts and knowledge of language. • *Identifies and makes appropriate comments about persuasive language such as word choice, emotive language, repetition, rhetorical questions, use of statistics.* • *Comments on reliability and relevance/ usefulness of sources with appropriate justification.* • Makes evaluative comments about structure, characterisation and/or setting with relevant reference to the text. • Demonstrates understanding of the writer's theme and can link it to own or others' experiences. • Identifies and makes evaluative comments about aspects of the writer's style, use of language and other features appropriate to genre with supporting evidence.

	sources. **LIT 3-18a** 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 aspects of the writer's style and other features appropriate to genre using some relevant evidence. **GAI 3-19a**	

The statements in **bold and italics** in both the Experiences and Outcomes and Benchmarks are the responsibility of all and as such, evidence from across the curriculum should be considered when making judgements about achieving a level.

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	Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
Writing	**Enjoyment and choice** - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	*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*	• *Writes for a range of purposes and audiences selecting appropriate genre, form, structure and style to enhance communication and meet the needs of audience.*
	Tools for writing - using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning	*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* *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* *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*	• *Applies a range of strategies and resources to spell most words correctly, including unfamiliar and specialist vocabulary.* • *Uses more complex punctuation, where appropriate, to convey meaning or in an attempt to enhance writing for example, inverted commas, exclamation marks, question marks, ~~—~~colons, ~~—~~parentheses, ellipses, apostrophes. Punctuation is varied and mainly accurate.* • *Writes almost all sentences in a grammatically accurate way, as appropriate to the stage of learning ~~to write in a fluent and legible way~~.* • *Uses a variety of sentence structures, varying openings and lengths for example, simple and complex sentences, lists and repetition.* • *Uses paragraphs effectively to structure content. Uses linking phrases and topic sentences as appropriate to signpost a basic structure, line of thought or argument.* • *Writes in a fluent and legible way* • *Edits and revises writing, following feedback, using targets for improvement to ensure clarity of meaning, technical accuracy and to improve on content or language.* • *Selects and uses features of layout and presentation, including in digital texts, as appropriate for purpose and audience, for example, by using headings, bullet points, text boxes and/or relevant graphics.*

The statements in **bold and italics** in both the Experiences and Outcomes and Benchmarks are the responsibility of all and as such, evidence from across the curriculum should be considered when making judgements about achieving a level.

Writing		*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**	
	Organising and using information - considering texts to help create short and extended texts for different pruposes	*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** *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**	• *Uses notes and/or other sources to; analyse, evaluate and synthesise ideas and information, inform thinking and support the creation of new texts.* • *Selects relevant ideas and information including appropriate supporting detail or evidence.* • *~~Acknowledges and references~~ Uses and acknowledges sources appropriately.* • *Organises ideas or information in a logical order~~coherent way~~ to convey a line of thought.* • *Uses varied and appropriate vocabulary, including some unfamiliar and specialist vocabulary, to make meaning clear and/or to attempt to enhance writing.*

The statements in **bold and italics** in both the Experiences and Outcomes and Benchmarks are the responsibility of all and as such, evidence from across the curriculum should be considered when making judgements about achieving a level.

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| | **Creating texts**
- considering texts to help create short and extended texts for different purposes | I can engage and/or influence readers through my use of language, style and tone as appropriate to genre.

GAI 3-27a / GAI 4-27a

I can convey information, describe events, explain processes or concepts, and combine ideas in different ways.
<div align="right">*LIT 3-28a*</div>
I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence.
<div align="right">*LIT 3-29a*</div>
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.

GAI 3-30a

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.

GAI 3-31a | • ***Creates short and extended texts regularly for a range of purposes and audiences.***
• Engages and/or influences the reader through use of language, style and tone as appropriate to genre for example, word choice, persuasive language, accuracy of grammar and idiom, imagery, rhetorical devices.
• Uses grammar accurately and corrects errors through proof-reading.

When writing to convey information, describe events, explain processes or concepts and combine ideas:

• ***Uses a style and format that is appropriate to the purpose and audience applying features*** ~~conventions~~ ***of chosen genre.***
• ***Includes relevant ideas/ knowledge / information with appropriate supporting detail or evidence.***
• ***Organises and structures ideas or information in a*** ~~a~~ ***logical order using linking words or phrases.*** ~~coherent way~~***.***
• ***Uses a variety of linking words or phrases.***
• ***Uses topic sentences to introduce the focus of paragraphs to signpost basic structure.*** ~~where appropriate.~~
• ***Uses appropriate tone and specialist vocabulary, grammar and idiom for purpose and audience.***

When writing to persuade, argue, evaluate, explore issues or express an opinion:

• ***Presents ideas or conveys a point of view with relevant*** ~~appropriate~~ ***detail and supporting evidence.***
• ***Organises and structures ideas or information in a logical order.*** ~~coherent way.~~
• ***Uses signposts to make structure and/or argument clear for example, topic sentences, linking phrases.***
• ***Includes an effective introduction that makes the purpose of the text clear and makes some attempt to engage the audience.***
• ***Ends with a conclusion that sums up the line of thought.***
• ***Uses language/ techniques to influence or persuade the reader for example, word choice, repetition, rhetorical questions, repetition, emotive language.*** |
| Writing | | | |

When writing to convey personal experiences:

- Establishes a clear context and setting for events.
- Describes events convincingly making feelings and reactions clear.
- Makes some attempt to reflect on experiences and/or feelings.
- Engages and/or influences the reader through use of language, style and/or tone.

When writing imaginatively or creatively:
- Applies key the features of the chosen genre effectively.
- Creates interesting and convincing characters.
- Creates a clear sense of setting with descriptive detail.
- Makes some attempt to engage the reader and achieve effects through for example, narrative structure, mood/atmosphere and language.
- ~~Develops plot, setting and character effectively making some attempt to engage the reader and achieve effects through, for example, narrative structure, mood/atmosphere and language.~~
- Attempts to use ~~Uses~~ grammar accurately and improves texts through proof-reading.

The statements in **bold and italics** in both the Experiences and Outcomes and Benchmarks are the responsibility of all and as such, evidence from across the curriculum should be considered when making judgements about achieving a level.

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Benchmarks - Fourth Level Literacy and Gàidhlig

Across the level, learners use Gaelic Language with confidence, clarity and fluency, and have a strong grasp of grammar in an immersion setting.

<table>
<tr>
<td></td>
<td>**Curriculum Organisers**</td>
<td>**Experiences and Outcomes for planning learning, teaching and assessment**</td>
<td>**Benchmarks to support practitioners' professional judgement of achievement of a level**</td>
</tr>
<tr>
<td rowspan="2">**Listening and Talking**</td>
<td>**Enjoyment and choice** - within a motivating and challenging environment developing an awareness of the relevance of texts in my life</td>
<td>*I regularly select and listen to or watch texts for enjoyment and interest, and I can express how well they meet my 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</td>
<td>- *Gives a personal response to spoken texts to explain how well a spoken text or source meets needs and expectations, justifying and evidencing opinion with appropriate reference to the text.*</td>
</tr>
<tr>
<td>**Tools for listening and talking** - to help me when interacting or presenting within and beyond my place of learning</td>
<td>As I listen and take part in conversations, I can use familiar and new vocabulary, phrases and Gàidhlig idiom to help me to engage in a coherent manner using extended vocabulary and more complex language structures.

GAI 4-02a</td>
<td>- ~~Uses a range of vocabulary including, specialist vocabulary, idiom and more complex language structures, appropriate for the audience and across curricular areas.~~
- *Participates fully in group discussions or when working collaboratively, contributing relevant ideas, knowledge or opinions with convincing supporting evidence.*
- *Responds positively and appropriately to the views of others, including when challenged, adapting thinking as appropriate.*
- *Builds ~~regularly~~ on the contributions of others by clarifying or summarising points, ~~asking and answering a range of questions using higher-order thinking skills,~~ exploring or expanding on contributions and/or challenging ideas or viewpoints.*</td>
</tr>
</table>

The statements in **bold and italics** in both the Experiences and Outcomes and Benchmarks are the responsibility of all and as such, evidence from across the curriculum should be considered when making judgements about achieving a level.

Listening and Talking		***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 analysed the features of spoken language, I can use these independently, adopting and sustaining an appropriate register to suit my purpose and audience.
		GAI 4-03a
			• ***Sustains register appropriate to purpose and audience.*** ***Uses features of Gaelic language confidently and fluently, such as complex sentences, grammatical structures, idiom and specialist vocabulary when sharing knowledge, opinions and ideas, as appropriate for the audience.***
			• ***Applies ~~and sustains~~ a range of verbal and non-verbal communication skills in own oral presentations and interactions with others to enhance communication and engagement with audience for example, eye contact, body language, pace, tone, emphasis and rhetorical devices.***
			   o ~~***Sustains register appropriate to purpose and audience.***~~
			   o Identifies a range of features of spoken language and explains the effect they have on the listener, for example, body language, gesture, pace, tone and/or rhetorical devices.

	Finding and using information - when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary	***As I listen 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***	• ***Identifies independently purpose, audience and main concerns of a range of appropriately challenging spoken texts. Justifies opinions with appropriate reference to the text.*** • ***Identifies similarities and differences between texts commenting on aspects of content, style and/or language.*** • ***Makes and organises notes using own words, synthesising key information from a range of different sources.*** • ***Uses notes to create new texts that demonstrate understanding of the issue/ subject and draw on information from more than one source. Language is accurate with a strong grasp of grammar evident in responses.***

Listening and Talking		*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*	
	Understanding, analysing and evaluating - investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes	*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 extended texts.* *LIT 4-07a* *To help me develop an informed view, I can identify some of the techniques used to influence or persuade and can assess the value of my sources.* *LIT 4-08a*	• *Makes detailed evaluative comments about aspects of the content, form and style of spoken texts.* • ~~*Identifies a range of features of spoken language (such as verbal and non-verbal communication) and explains the effect this has on the listener for example, eye contact, body language, pace, tone, and rhetorical devices.*~~ • *Identifies ~~and comments appropriately on the effectiveness of~~ persuasive language including word choice, emotive language, repetition, rhetorical questions, use of statistics and/or __hyperbole.__ ~~effective use of sentence structure.~~* • *Comments appropriately, with supporting evidence, on the relevance, reliability and credibility of sources, justifying views, using language accurately.*

Creating texts - applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary	*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 4-10a*	• *Displays confidence and communicates in an expressive way to a variety of audiences.* • *Presents ideas and information or sustains a point of view with relevant detailed supporting evidence, using features such as digital technology to capture interest.* • *Structures talk in a clear and coherent way to enhance communication and/or impact.* • *Introduces and concludes talk in a way that interests and engages the audience.* • *Uses signposts effectively throughout the talk to support a structured line of thought or argument for example, topic sentences, linking phrases, summarising statements or concluding statements points.* • *Adapts tone, vocabulary and language to communicate effectively with audience.* • *Applies and sustains a range of verbal and non-verbal communication skills in own oral presentations and interactions, with others, including through the use of digital technology, to enhance communication and engagement with audience for example, eye contact, body language, pace, tone, emphasis and rhetorical devices.* • *Selects and uses well-chosen resources to enhance communication and engagement with audience, using language accurately.*

	Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
Reading	**Enjoyment and choice** - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	*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**	• *Selects regularly and independently, texts for enjoyment and interest, including Gaelic media, or relevant sources to inform thinking.* • *Gives a personal response to texts or explains how well a ~~text or~~ source meets needs and expectations, justifying and evidencing opinion with relevant reference to the text.*
	Tools for reading - to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning	Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. **GAI 2-12a / GAI 3-12a / GAI 4-12a** *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**	• *Reads with fluency, understanding and expression, across a <u>wide</u> range of texts across ~~all~~ areas of the curriculum.* • Applies knowledge of language such as word roots, grammar, punctuation, tone, sentence and text structures to read appropriately challenging texts with understanding. • *Applies a range of strategies to engage with and interrogate texts, for example, skimming, scanning, predicting, clarifying, <u>summarising</u>~~.~~ <u>analysing and</u> annotating.* • *Demonstrates a good understanding of the vocabulary and language used including some specialist and more complex vocabulary.* • ~~*Identifies and corrects inaccuracies through proof-reading.*~~
	Finding and using information - when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and	*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**	• *Finds and selects essential information from a variety of sources for a range of purposes.* • *Summarises key information from more than one source using own words.* • *Makes and organises notes, synthesising key information from different sources using own words.*

The statements in **bold and italics** in both the Experiences and Outcomes and Benchmarks are the responsibility of all and as such, evidence from across the curriculum should be considered when making judgements about achieving a level.

	specialist vocabulary	*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*	• *Uses notes and knowledge about language with accuracy, to create new texts that demonstrate an understanding of the topic or issue synthesising information from different sources.*
Reading	**Understanding, analysing and evaluating** investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes	*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* 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. **GAI 4-17a** *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.*	• *States clearly the purpose, audience and main concerns, concepts or arguments of a range of texts with appropriate justification.* • *Makes accurate inferences with appropriate justification.* • *Makes appropriate comments on similarities and differences between the content, style and language choice of a range of texts, using supporting detail.* • ~~Gives appropriate explanations~~<u>Makes evaluative comments</u> about the effect of features of language for example, word choice, sentence structure, punctuation, grammar and imagery. • Responds, in detail, to a range of close reading questions to demonstrate understanding of texts and knowledge and understanding of language. • *Identifies and evaluates the use of bias and persuasion, commenting on some of the techniques used such as word choice, emotive language, repetition, rhetorical questions, use of statistics and<u>/or</u> hyperbole. ~~sentence structure.~~* • *Makes evaluative comments about relevance, reliability and credibility of sources, with appropriate justification.* • Makes evaluative comments about structure, characterisation and/or setting evidencing views with appropriate reference to the text. • Demonstrates understanding of how the writer's theme is developed and recognises how it relates to own or others' experiences/ the writer's purpose/ the central concerns of the text. • Identifies and makes evaluative comments on aspects of the writer's style, use of language and other features appropriate to genre with relevant textual evidence and appropriate terminology.

The statements in **bold and italics** in both the Experiences and Outcomes and Benchmarks are the responsibility of all and as such, evidence from across the curriculum should be considered when making judgements about achieving a level.

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	LIT 4-18a 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. **GAI 4-19a**	

The statements in **_bold and italics_** in both the Experiences and Outcomes and Benchmarks are the responsibility of all and as such, evidence from across the curriculum should be considered when making judgements about achieving a level.

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	Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
Writing	**Enjoyment and choice** - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	*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**	• *Writes for a range of purposes and audiences using grammar accurately.* • *Makes well-considered choices about genre, form, structure and style to enhance communication and meet the needs of audience.* • *Reviews and edits work throughout the writing process to ensure clarity of meaning and purpose.*
	Tools for writing - using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning	*I can use a range of strategies and resources independently and ensure that my spelling, including specialist vocabulary, is accurate.* **LIT 4-21a** *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** *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**	• *Applies a range of strategies and resources to ensure accuracy of spelling including unfamiliar or specialist vocabulary.* • *Uses a variety of punctuation, including some more complex punctuation, to convey meaning and enhance writing for example, inverted commas, colons, semi-colons, parentheses, dashes, ellipses and apostrophes.* **Punctuation is varied and accurate.** • *Writes grammatically accurate sentences.* • ~~*Uses knowledge about language and grammar to write with fluency and accuracy.*~~ • *Uses a variety of sentence structures to clarify meaning and enhance writing for example,* simple and complex sentences, *lists, repetition or parallel structures, rhetorical questions* and/or~~,~~ *minor sentences*~~.,~~ parenthetical inserts/asides. • *Structures writing effectively,* ~~linking paragraphs,~~ *making good use of linking phrases and topic sentences to signpost a clear structure, line of thought or argument.* • *Writes in a fluent and legible way* using knowledge about grammar. • Independently, ~~E~~edits *and revises work throughout the writing process,* ~~independently,~~ *to ensure technical accuracy, clarity of meaning and improve on content and grammar, style and structure.* • *Selects features of layout and presentation, including in digital texts, to enhance communication and impact on the reader, justifying choices.*

Writing	**Organising and using information** **-** considering texts to help create short and extended texts for different prupsoes	***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 can make appropriate and responsible use of sources and acknowledge these appropriately.*** ***LIT 4-25a*** ***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***	• ***Uses own notes and other texts to analyse, evaluate and synthesise ideas and information, to create new texts.*** • ***Selects <u>relevant</u> ide~~a~~s and information ~~evaluating relevance or significance and~~to includes ~~convincing~~ supporting detail or evidence.*** • ***Makes responsible use of sources, acknowledging and referencing sources appropriately.*** • ***Organises essential ideas and information in a logical order, to convey a clearly structured line of thought.*** • ~~***Consistently***~~ ***<u>U</u>ses <u>varied and</u> appropriate vocabulary~~, including unfamiliar or subject-specific vocabulary~~, and grammatically correct structures, to communicate effectively and/or to enhance writing.***
	Creating texts - considering texts to help create short and extended texts for different purposes	I can engage and/or influence readers through my use of language, style and tone as appropriate to genre. **GAI 3-27a / GAI 4-27a** ***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***	• ***Creates short and extended texts regularly and independently for a wide range of purposes and audiences.*** • Uses suitable vocabulary, style and tone effectively to engage and/or influence the reader or to create particular effects. • ~~***Structures writing effectively in a way that clarifies line of thought and engages the reader.***~~ ***When writing to convey information, describe events, explain processes or concepts, and combine ideas:***

The statements in **bold and italics** in both the Experiences and Outcomes and Benchmarks are the responsibility of all and as such, evidence from across the curriculum should be considered when making judgements about achieving a level.

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| Writing | *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 can create a convincing impression of my personal experience and reflect on my response to the changing circumstances to engage my reader.
GAI 4-30a

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.
GAI 4-31a | • *Uses a style and format that is well-suited to the purpose and audience, applying the features of the chosen genre effectively.*
• ~~*Applies the features of the chosen genre effectively.*~~
• *Includes relevant ideas/ knowledge / information with essential detail or evidence.*
• *Structures writing effectively ~~making good use~~ using a variety of linking phrases and topic sentences to signpost a clear structure. ~~as appropriate.~~*
• *Uses appropriate tone, vocabulary and knowledge of grammar throughout.*

When writing to persuade, argue, evaluate, explore issues or express an opinion:
• *Presents ideas or sustains a point of view including essential detail and supporting evidence.*
• *Conveys a clearly structured line of thought with effective linking phrases and topic sentences.*
• *Includes an effective introduction and conclusion.*
• *Uses language and word choice to create particular effects or influence/ persuade the reader for example, word choice, emotive language, rhetorical devices and/or ~~,~~ sentence structure.*

When writing to convey personal experiences:
• Recounts events convincingly, clearly establishing the context/ setting for events.
• Conveys feelings/ reactions/ experiences with a sense of involvement. ~~and/or insight.~~
• ~~Conveys a sense of writer's personality/ individual voice.~~
• Engages and/or influences the reader through use of language, style and/or tone.

When writing imaginatively or creatively:
• Applies features of the chosen genre confidently and effectively.
• Develops plot, setting and character convincingly.
• Engages the reader and achieves particular effects through ~~effective~~ use of narrative devices, pace, mood/atmosphere and/or language.
• Uses structure ~~Structure is used~~ effectively to enhance writing. |