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

Early Level Literacy		
Experiences and Outcomes	Holistic Assessment Task	Benchmarks
<p><i>Listening and talking</i></p> <p><i>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.</i> <b>LIT 0-02a / ENG 0-03a</b></p> <p><i>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.</i> <b>LIT 0-09a</b></p> <p><i>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.</i> <b>LIT 0-10a</b></p>	<p>1. Write a sentence about your favourite toy. Share your sentence with your shoulder partner.</p>  	<ul style="list-style-type: none"> <li>• Makes an attempt to take turns when listening and talking in a variety of contexts.</li> <li>• Use appropriate body language when listening to others, for example, eye contact.</li> <li>• Listens and responds to others appropriately.</li> <li>• Uses new vocabulary and phrases in different contexts, for example, when expressing ideas and feelings or discussing a text.</li> <li>• Uses knowledge of sounds, letters and patterns to read words.</li> <li>• Uses a range of stimuli to develop ideas for writing, for example, talk, pictures, objects, own experiences and/or role play.</li> <li>• Shares feelings, experiences, information, messages or ideas in pictures and print.</li> <li>• Writes to reflect own experiences and feelings using appropriate vocabulary to convey meaning.</li> </ul>
<p><i>Writing</i></p> <p><i>I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.</i> <b>LIT 0-01a / LIT 0-11a / LIT 0-20a</b></p> <p><i>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.</i> <b>ENG 0-12a / LIT 0-13a / LIT 0-21a</b></p> <p><i>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.</i> <b>LIT 0-26a</b></p>		
<p><i>Reading</i></p> <p><i>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.</i> <b>ENG 0-12a / LIT 0-13a / LIT 0-21a</b></p>		

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Experiences and Outcomes		Holistic Assessment Task	Benchmarks
<p><i>Writing</i></p> <p><i>I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. <b>LIT 0-01a / LIT 0-11a / LIT 0-20a</b></i></p> <p><i>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. <b>ENG 0-12a / LIT 0-13a / LIT 0-21a</b></i></p>	<p>2. To help our P6 buddies know where everything is in the classroom, we need to have labels for all our areas and resources. This will help them when they come to help us with our learning on a Friday. Write/draw labels for different areas of our classroom.</p>		<ul style="list-style-type: none"> <li>• Uses information gathered for different purposes.</li> <li>• Knows the difference between a letter and a word.</li> <li>• Identifies the different single sounds made by letters.</li> <li>• Identifies letter blends/sounds made by a combination of letters.</li> <li>• Forms lowercase and uppercase letters correctly and legibly.</li> <li>• Knows the sounds and names of lowercase and uppercase letters.</li> <li>• Leaves a space between words when writing.</li> <li>• Writes words from left to right.</li> <li>• Uses a range of stimuli to develop ideas for writing, for example, talk, pictures, objects, own experiences and/or role play.</li> <li>• Shares feelings, experiences, information, messages or ideas in pictures and print.</li> <li>• Writes to convey ideas, messages and information in different ways.</li> </ul>
<p><i>Reading</i></p> <p><i>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. <b>ENG 0-12a / LIT 0-13a / LIT 0-21a</b></i></p>			

For training purposes only


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Experiences and Outcomes		Holistic Assessment Task	Benchmarks
<p><i>Listening and Talking</i></p>	<p>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. <b>LIT 0-01c</b></p> <p><i>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.</i> <b>LIT 0-02a / ENG 0-03a</b></p> <p><i>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.</i> <b>LIT 0-09a</b></p> <p><i>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.</i> <b>LIT 0-10a</b></p>	 <p>3. Goldilocks has just left the Bears' house and the place is a terrible mess. Re-read the story to find out what she has broken and what she has ruined with her dirty shoes. Write a shopping list for the Three Bears to help them to replace the things that Goldilocks broke and made a mess of.</p>	<ul style="list-style-type: none"> <li>Engages in stories and texts in different ways, for example, retelling stories in own words, re-enacting stories and using puppets/props.</li> <li>Makes an attempt to take turns when listening and talking in a variety of contexts.</li> <li>Listens and responds to others appropriately</li> <li>Talks clearly in simple sentences using an appropriate range of vocabulary in different contexts.</li> <li>Uses own words to make up stories or recount events.</li> <li>Uses new vocabulary and phrases in different contexts, for example, when expressing ideas and feelings or discussing a text.</li> <li>Communicates in a range of real and imaginary contexts.</li> <li>Writes words from left to right.</li> <li>Spells most high frequency/common words correctly.</li> <li>Uses a range of different strategies to spell words.</li> <li>Uses a range of stimuli to develop ideas for writing, for example, talk, pictures, objects, own experiences and/or role play.</li> <li>Shares feelings, experiences, information, messages or ideas in pictures and print.</li> <li>Writes to convey ideas, messages and information in different ways.</li> <li>Uses context clues to support understanding of different texts.</li> </ul>
<p><i>Writing</i></p>	<p>I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. <b>LIT 0-01a / LIT 0-11a / LIT 0-20a</b></p> <p>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. <b>ENG 0-12a / LIT 0-13a / LIT 0-21a</b></p> <p>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. <b>LIT 0-26a</b></p>		

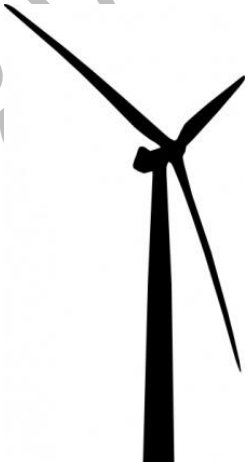
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<p>Reading</p>	<p><i>I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write.</i></p> <p style="text-align: right;"><b>ENG 0-12a / LIT 0-13a / LIT 0-21a</b></p> <p><i>I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things.</i></p> <p style="text-align: right;"><b>LIT 0-14a</b></p>		<ul style="list-style-type: none"> <li>• Finds information in a text to learn new things.</li> <li>• Contributes to discussions about events, characters and ideas relevant to the text.</li> <li>• Shares thoughts and feelings about stories and other texts in different ways.</li> <li>• Retells familiar stories in different ways, for example, role play, puppets and/or drawings.</li> <li>• Uses different approaches to help organise ideas and information for writing.</li> </ul>
<p>Listening and Talking</p>	<p><i>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.</i></p> <p style="text-align: right;"><b>LIT 0-02a / ENG 0-03a</b></p>	<p>4. Yesterday we visited Mill Farm to learn about the job of a farmer and how to care for different animals. Talk to your partner about the visit. The farmer shared with us what he does every day on the farm. Write 3 sentences about our visit to the farm.</p>	<ul style="list-style-type: none"> <li>• Writes in a range of imaginary and real contexts.</li> <li>• Shares feelings, experiences, information, messages or ideas in pictures and print.</li> <li>• Uses own words to make up stories or recount events.</li> <li>• Uses new vocabulary and phrases in different contexts, for example, when expressing ideas and feelings or discussing a text.</li> <li>• Writes words from left to right.</li> <li>• Spells most high frequency/common words correctly.</li> <li>• Uses a range of different strategies to spell words.</li> <li>• Uses a range of stimuli to develop ideas for writing, for example, talk, pictures, objects, own experiences and/or role play.</li> <li>• Writes to convey ideas, messages and information in different ways.</li> <li>• Uses different approaches to help organise ideas and information for writing.</li> </ul>
<p>Writing</p>	<p><i>I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.</i></p> <p style="text-align: right;"><b>LIT 0-01a / LIT 0-11a / LIT 0-20a</b></p> <p><i>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.</i></p> <p style="text-align: right;"><b>ENG 0-12a / LIT 0-13a / LIT 0-21a</b></p> <p><i>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.</i></p> <p style="text-align: right;"><b>LIT 0-26a</b></p>		<ul style="list-style-type: none"> <li>• Writes in a range of imaginary and real contexts.</li> <li>• Shares feelings, experiences, information, messages or ideas in pictures and print.</li> <li>• Uses own words to make up stories or recount events.</li> <li>• Uses new vocabulary and phrases in different contexts, for example, when expressing ideas and feelings or discussing a text.</li> <li>• Writes words from left to right.</li> <li>• Spells most high frequency/common words correctly.</li> <li>• Uses a range of different strategies to spell words.</li> <li>• Uses a range of stimuli to develop ideas for writing, for example, talk, pictures, objects, own experiences and/or role play.</li> <li>• Writes to convey ideas, messages and information in different ways.</li> <li>• Uses different approaches to help organise ideas and information for writing.</li> </ul>

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




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Experiences and Outcomes		Holistic Assessment Task	Benchmarks
<p><i>Listening and Talking</i></p> <p><i>When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more.</i></p> <p style="text-align: right;"><b>LIT 1-09a</b></p> <p><i>I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required.</i></p> <p style="text-align: right;"><b>LIT 1-10a</b></p>	<p>2. We have been learning about castles. Primary 3 are going to visit Doune Castle next week. Research Doune Castle using the information books and internet. Use what you have learned to create a leaflet providing Primary 3 with information about the castle. They will use this leaflet to help them choose which rooms to visit and exhibits to see.</p> <div style="text-align: center;">  </div>	<ul style="list-style-type: none"> <li>• Selects and shares ideas/information using appropriate vocabulary in a logical order.</li> <li>• Selects and uses with support appropriate resources to engage with others, for example, objects, pictures and/or photographs.</li> <li>• Reads an increasing number of common/high frequency words, key reading words, core topic words and words of personal significance.</li> <li>• Uses context clues to read and understand texts.</li> <li>• Finds key information from a text using different strategies.</li> <li>• Identifies the main ideas of texts.</li> <li>• Creates texts for a range of purposes and audiences.</li> <li>• Uses knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words.</li> <li>• Writes independently, punctuating most sentences accurately using a capital letter, full stop, question mark or exclamation mark.</li> <li>• Plans and organises ideas and information using an appropriate format.</li> <li>• Includes relevant information in written texts.</li> <li>• Organises writing appropriate to audience and in a logical order.</li> </ul>	
<p><i>Reading</i></p> <p><i>Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.</i></p> <p style="text-align: right;"><b>LIT 1-14a</b></p> <p><i>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text.</i></p> <p style="text-align: right;"><b>LIT 1-16a</b></p>			
<p><i>Writing</i></p> <p><i>I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.</i></p> <p style="text-align: right;"><b>LIT 1-20a / LIT 2-20a</b></p> <p><i>I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense.</i></p> <p style="text-align: right;"><b>LIT 1-22a</b></p> <p><i>Throughout the writing process, I can check that my writing makes sense.</i></p> <p style="text-align: right;"><b>LIT 1-23a</b></p>			


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




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Reading	<p><i>I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear. LIT 1-13a</i></p> <p><i>Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose. LIT 1-14a</i></p> <p><i>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text. LIT 1-16a</i></p>	<p>4. Using the different catalogues on your table, find 5 toys that you think Santa should bring to our class to use during wet plays. Write a letter to Santa letting him know which ones you would like for our class and why.</p>	<ul style="list-style-type: none"> <li>• Uses context clues to read and understand texts.</li> <li>• Finds key information from a text using different strategies.</li> <li>• Identifies the main ideas of texts.</li> <li>• Selects and shares ideas/information using appropriate vocabulary in a logical order.</li> <li>• Links sentences using common conjunctions, for example, and, because, but or so.</li> <li>• Starts sentences in a variety of ways to engage the reader.</li> <li>• Presents writing in a clear and legible way.</li> <li>• Checks writing to ensure it makes sense.</li> <li>• Writes independently, punctuating most sentences accurately using a capital letter, full stop, question mark or exclamation mark.</li> <li>• Creates texts with evidence of structure</li> <li>• Shares own viewpoint and makes use of vocabulary and language to persuade the reader.</li> <li>• Plans and organises ideas and information using an appropriate format.</li> <li>• Includes relevant information in written texts.</li> <li>• Organises writing appropriate to audience and in a logical order.</li> <li>• Uses relevant and/or interesting vocabulary as appropriate for the context.</li> </ul>
Writing	<p><i>I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. LIT 1-21a</i></p> <p><i>I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. LIT 1-22a</i></p> <p><i>Throughout the writing process, I can check that my writing makes sense. LIT 1-23a</i></p> <p><i>By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. LIT 1-26a</i></p> <p><i>I can convey information, describe events or processes, share my opinions or persuade my reader in different ways. LIT 1-28a / LIT 1-29a</i></p>		


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<p><i>Writing</i></p> <p><i>I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words.</i> <i>LIT 1-21a</i></p> <p><i>I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense.</i> <i>LIT 1-22a</i></p> <p><i>Throughout the writing process, I can check that my writing makes sense.</i> <i>LIT 1-23a</i></p> <p><i>By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others.</i> <i>LIT 1-26a</i></p>	<p>5. Write a set of instructions to help a younger child to create an electrical circuit to light a bulb. Make sure your instructions are clear.</p> 	<ul style="list-style-type: none"> <li>• Selects and shares ideas/information using appropriate vocabulary in a logical order.</li> <li>• Links sentences using common conjunctions, for example, and, because, but or so.</li> <li>• Presents writing in a clear and legible way.</li> <li>• Checks writing to ensure it makes sense.</li> <li>• Writes independently, punctuating most sentences accurately using a capital letter, full stop, question mark or exclamation mark.</li> <li>• Creates texts with evidence of structure</li> <li>• Plans and organises ideas and information using an appropriate format.</li> <li>• Includes relevant information in written texts.</li> <li>• Organises writing appropriate to audience and in a logical order.</li> <li>• Creates a variety of texts for different purposes.</li> <li>• Selects, organises and conveys information in different ways.</li> <li>• Uses appropriate vocabulary and language for specific purposes.</li> </ul>
<p><i>I can convey information, describe events or processes, share my opinions or persuade my reader in different ways.</i> <i>LIT 1-28a / LIT 1-29a</i></p>		

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Second Level Literacy		
Experiences and Outcomes	Holistic Assessment Task	Benchmarks
<p><i>Reading</i> Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.</p> <p style="text-align: center;"><b>ENG 2-12a / ENG 3-12a / ENG 4-12a</b></p> <p><i>I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection.</i></p> <p style="text-align: right;"><b>LIT 2-13a</b></p> <p><i>Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes.</i></p> <p style="text-align: right;"><b>LIT 2-14a</b></p> <p><i>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.</i></p> <p style="text-align: right;"><b>LIT 2-16a</b></p> <p><i>(Continued on next page)</i></p>	<p>1. We have been learning about our local tourist attractions. Choose one of these to research and prepare and information leaflet for visitors.</p> <div style="text-align: center;">  </div>	<ul style="list-style-type: none"> <li>• <i>Uses knowledge of context clues, word recognition texts, grammar, punctuation and layout to read unfamiliar texts with understanding.</i></li> <li>• <i>Applies a range of reading skills and strategies to read and understand texts, for example, skimming, scanning, predicting and/or clarifying.</i></li> <li>• <i>Uses strategies and resources to read and understand unfamiliar vocabulary.</i></li> <li>• <i>Finds and selects relevant information from a range of sources.</i></li> <li>• <i>Identifies the key ideas of a text with appropriate detail.</i></li> <li>• <i>Creates texts for a range of purposes and audiences selecting appropriate genre, form, structure and style.</i></li> <li>• <i>Uses resources, including dictionaries and digital technology, to support spelling.</i></li> <li>• <i>Uses a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes. Punctuation is mainly accurate.</i></li> <li>• <i>Writes most sentences in a grammatically accurate way.</i></li> </ul>


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<p>Writing</p>	<p><b><i>I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.</i></b> <b>LIT 1-20a / LIT 2-20a</b></p> <p><b><i>I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources.</i></b> <b>LIT 2-21a</b></p> <p><b><i>In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader.</i></b> <b>LIT 2-22a</b></p> <p><b><i>I can consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.</i></b> <b>LIT 2-24a</b></p> <p><b><i>By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.</i></b> <b>LIT 2-26a</b></p>	<p><b>Tourist Leaflet continued</b></p> 	<ul style="list-style-type: none"><li>• <i>Links sentences using a range of conjunctions.</i></li><li>• <i>Uses paragraphs to separate thoughts and ideas.</i></li><li>• <i>Writes in a fluent and legible way.</i></li><li>• <i>Reviews and corrects writing to ensure it makes sense, is technically accurate and meets its purpose.</i></li><li>• <i>Makes appropriate choices about layout and presentation, including in digital texts, for example, headings, bullet points, fonts, graphics and/or captions.</i></li><li>• <i>Organises information in an appropriate way.</i></li><li>• <i>Uses appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience.</i></li></ul>
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Experiences and Outcomes	Holistic Assessment Task	Benchmarks
<p><i>Listening and Talking</i></p> <p><b>When listening and talking with others for different purposes, I can:</b></p> <ul style="list-style-type: none"> <li>• <b>share information, experiences and opinions</b></li> <li>• <b>explain processes and ideas</b></li> <li>• <b>identify issues raised and summarise main points or findings</b></li> <li>• <b>clarify points by asking questions or by asking others to say more.</b></li> </ul> <p style="text-align: right;"><b>LIT 2-09a</b></p> <p><b>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.</b></p> <p style="text-align: right;"><b>LIT 2-10a / LIT 3-10a</b></p> <p>(Continued on next page)</p>	<p>2. We have had complaints from parents about dog fouling in the pathways around the school. Meet with the Parent Council Chair to find out more about the issue. Investigate who the best person to contact is to help us inform the local community of this problem and how to solve it. Write a letter to the parent council to outline the action you have taken.</p> 	<ul style="list-style-type: none"> <li>• <b>Selects relevant ideas and information.</b></li> <li>• <b>Communicates clearly, audibly and with expression in different contexts.</b></li> <li>• <b>Plans and delivers an organised presentation/talk with appropriate content and structure.</b></li> <li>• <b>Uses appropriate vocabulary for purpose and audience.</b></li> <li>• <b>Uses a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes. Punctuation is mainly accurate.</b></li> <li>• <i>Attempts to engage and/or influence the reader through word choice and/or use of language</i></li> <li>• <b>Organises information in an appropriate way.</b></li> <li>• <b>Uses appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience.</b></li> </ul>




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<p>Writing</p>	<p><b><i>I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources.</i></b> <b>LIT 2-21a</b></p> <p><b><i>In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader.</i></b> <b>LIT 2-22a</b></p> <p><b><i>I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence.</i></b> <b>LIT 2-29a</b></p>	 <p>A rectangular sign with a white border. On the left, there is a red circle with a diagonal slash over a black silhouette of a dog. To the right of the circle, the text "No dog fouling" is written in white on a red background.</p>	<p><b><i>When writing to persuade, evaluate, explore issues or express an opinion:</i></b></p> <ul style="list-style-type: none"><li><b><i>• Presents relevant ideas and information, including supporting detail, to convey view point.</i></b></li><li><b><i>• Attempts to use language to influence or persuade the reader, for example, word choice, punctuation, repetition, rhetorical questions and/or emotive language.</i></b></li></ul> <p><b><i>When writing to describe and share experiences:</i></b></p> <ul style="list-style-type: none"><li><b><i>• Applies key features of chosen genre appropriately.</i></b></li></ul>
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Experiences and Outcomes	Holistic Assessment Task	Benchmarks
<p><i>Writing</i></p> <p><b><i>In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader.</i></b></p> <p style="text-align: right;"><b>LIT 2-22a</b></p> <p><b><i>Throughout the writing process, I can check that my writing makes sense and meets its purpose.</i></b></p> <p style="text-align: right;"><b>LIT 2-23a</b></p> <p><b><i>I can convey information, describe events, explain processes or combine ideas in different ways.</i></b></p> <p style="text-align: right;"><b>LIT 2-28a</b></p>	<p>3. Create a job advert for the janitor's post in the school.</p> 	<ul style="list-style-type: none"> <li>• <b><i>Organises information in an appropriate way.</i></b></li> <li>• <b><i>Uses appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience</i></b></li> <li>• <b><i>Uses a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes. Punctuation is mainly accurate.</i></b></li> <li>• <b><i>Writes most sentences in a grammatically accurate way.</i></b></li> <li>• <b><i>Uses paragraphs to separate thoughts and ideas.</i></b></li> <li>• <b><i>Writes in a fluent and legible way.</i></b></li> <li>• <b><i>Reviews and corrects writing to ensure it makes sense, is technically accurate and meets its purpose.</i></b></li> </ul> <p><b><i>When writing to convey information, describe events, explain processes or combine ideas in different ways:</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>Uses appropriate style and format to convey information applying key features of the chosen genre.</i></b></li> <li>• <b><i>Includes relevant ideas, knowledge and information.</i></b></li> <li>• <b><i>Organises and presents information in an appropriate way.</i></b></li> <li>• <b><i>Uses tone and vocabulary appropriate to purpose.</i></b></li> </ul>

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Experiences and Outcomes	Holistic Assessment Task	Benchmarks
<p><i>Listening and Talking</i></p> <p><i>When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.</i></p> <p style="text-align: right;"><i>LIT 2-02a</i></p> <p><i>I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.</i></p> <p style="text-align: right;"><i>LIT 2-06a</i></p> <p><i>I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own.</i></p> <p style="text-align: right;"><i>LIT 2-07a</i></p> <p><i>When listening and talking with others for different purposes, I can:</i></p> <ul style="list-style-type: none"> <li>• <i>share information, experiences and opinions</i></li> <li>• <i>explain processes and ideas</i></li> <li>• <i>identify issues raised and summarise main points or findings</i></li> <li>• <i>clarify points by asking questions or by asking others to say more.</i></li> </ul> <p style="text-align: right;"><i>LIT 2-09a</i></p>	<p>4. We plan to turn our classroom into a museum to showcase our learning from our topic on World War 2. Working in your group, plan and prepare your section of the museum visit. You will need to create information sheets about your artefacts, prepare a presentation for visitors to your section and create a customer satisfaction questionnaire for them to complete after their visit.</p> 	<ul style="list-style-type: none"> <li>• <b><i>Shows respect for the views of others and offers own viewpoint.</i></b></li> <li>• <b><i>Builds on the contributions of others, for example, by asking or answering questions, clarifying points or supporting others' opinions or ideas.</i></b></li> <li>• <b><i>Uses appropriate vocabulary for purpose and audience.</i></b></li> <li>• <b><i>Communicates clearly, audibly and with expression in different contexts.</i></b></li> <li>• <b><i>Plans and delivers an organised presentation/talk with appropriate content and structure.</i></b></li> <li>• <b><i>Applies verbal and non-verbal techniques to communicate clearly, for example, eye contact, body language, pace and/or tone.</i></b></li> <li>• <b><i>Uses resources as appropriate to support communication.</i></b></li> <li>• <b><i>Asks and responds to literal, inferential and evaluative questions to demonstrate understanding of spoken texts.</i></b></li> <li>• <b><i>Skims texts to identify purpose and main ideas.</i></b></li> <li>• <b><i>Scans texts to find key information.</i></b></li> <li>• <b><i>Finds and selects relevant information from a range of sources.</i></b></li> <li>• <b><i>Identifies the purpose of a text with appropriate explanation.</i></b></li> </ul>

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<p>Reading</p>	<p><i>I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.</i>  <b>LIT 2-10a / LIT 3-10a</b></p> <p><i>Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes.</i>  <b>LIT 2-14a</b></p> <p><i>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.</i>  <b>LIT 2-16a</b></p>	<p>WWII task continued.....</p>	<ul style="list-style-type: none"> <li>• <b>Identifies the key ideas of a text with appropriate detail</b></li> <li>• <i>Attempts to engage and/or influence the reader through word choice and/or use of language</i></li> <li>• <b>Organises information in an appropriate way.</b></li> <li>• <b>Uses appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience</b></li> </ul> <p>When writing to describe and share experiences:</p> <ul style="list-style-type: none"> <li>• Applies key features of chosen genre appropriately.</li> <li>• <b>Makes appropriate choices about layout and presentation, including in digital texts, for example, headings, bullet points, fonts, graphics and/or captions.</b></li> </ul>
<p>Writing</p>	<p><i>In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader.</i>  <b>LIT 2-22a</b></p> <p><i>I can consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.</i>  <b>LIT 2-24a</b></p>		

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<p><i>Listening and Talking</i></p> <p><b><i>I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources.</i></b>  <b><i>I regularly select subject, purpose, format and resources to create texts of my choice.</i></b>  <b>LIT 1-01a / LIT 2-01a</b></p> <p><b><i>When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.</i></b>  <b>LIT 2-02a</b></p> <p><b><i>As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.</i></b>  <b>LIT 2-04a</b></p> <p><b><i>When listening and talking with others for different purposes, I can:</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>share information, experiences and opinions</i></b></li> <li>• <b><i>explain processes and ideas</i></b></li> <li>• <b><i>identify issues raised and summarise main points or findings</i></b></li> <li>• <b><i>clarify points by asking questions or by asking others to say more.</i></b></li> </ul> <p><b>LIT 2-09a</b></p> <p><i>(Continued on next page)</i></p>	<p>5. Write a review about your favourite television programme explaining why you like it. Share it with your learning partner.</p>	<ul style="list-style-type: none"> <li>• <b><i>Gives a personal response to spoken texts with appropriate explanation.</i></b></li> <li>• <b><i>Explains preferences for certain spoken texts or sources.</i></b></li> <li>• <b><i>Shows respect for the views of others and offers own viewpoint.</i></b></li> <li>• <b><i>Builds on the contributions of others, for example, by asking or answering questions, clarifying points or supporting others' opinions or ideas.</i></b></li> <li>• <b><i>Uses appropriate vocabulary for purpose and audience.</i></b></li> <li>• <b><i>Identifies the purpose of spoken texts with appropriate explanation.</i></b></li> <li>• <b><i>Selects relevant ideas and information.</i></b></li> <li>• <b><i>Uses a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes. Punctuation is mainly accurate.</i></b></li> <li>• <b><i>Attempts to engage and/or influence the reader through word choice and/or use of language</i></b></li> <li>• <b><i>Organises information in an appropriate way.</i></b></li> </ul>



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<p>Writing</p>	<p><b><i>I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources.</i></b> <b>LIT 2-21a</b></p> <p><b><i>In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader.</i></b> <b>LIT 2-22a</b></p> <p><b><i>I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text.</i></b> <b>LIT 2-25a</b></p> <p><b><i>I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence.</i></b> <b>LIT 2-29a</b></p>	<p>Review task continued.....</p>	<ul style="list-style-type: none"> <li>• <b><i>Uses appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience</i></b></li> </ul> <p><b><i>When writing to persuade, evaluate, explore issues or express an opinion:</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>Presents relevant ideas and information, including supporting detail, to convey view point.</i></b></li> <li>• <b><i>Attempts to use language to influence or persuade the reader, for example, word choice, punctuation, repetition, rhetorical questions and/or emotive language.</i></b></li> </ul>
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For training purposes

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Third Level Literacy		
Experiences and Outcomes	Holistic Assessment Task	Benchmarks
<p><i>Listening and talking</i></p> <p><i>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></p> <p><i>I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.</i></p> <p><b>LIT 3-02a</b></p>	<p>1. We have been studying newspaper articles on different aspects of society and politics. In pairs, choose one of the articles as a focus for your research. Source further information on the topic and gather notes and information and discuss your findings with your partner. Write a persuasive essay which convinces the reader of your point of view on this topic. Ensure you use persuasive language, maintain a clear line of argument and reference your sources in the appropriate manner.</p>	<ul style="list-style-type: none"> <li>• Contributes regularly in group discussions or when working collaboratively, offering relevant ideas, knowledge or opinions with supporting evidence.</li> <li>• Responds appropriately to the views of others developing or adapting own thinking.</li> <li>• Builds on the contributions of others, for example, asking or answering questions, clarifying or summarising points, supporting or challenging opinions or ideas.</li> <li>• Finds and selects relevant information from a variety of sources for a range of purposes.</li> <li>• Summarises information using own words.</li> <li>• Uses own words to make and organise notes, selecting key information and linking ideas from more than one source.</li> <li>• Uses notes and/or other sources to generate ideas, inform thinking and support the creation of new texts.</li> <li>• Acknowledges and references sources appropriately.</li> </ul>
<p><i>Reading</i></p> <p><i>Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.</i></p> <p><b>LIT 3-14a / LIT 4-14a</b></p>		
<p><i>Writing</i></p> <p><i>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></p> <p><i>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.</i></p> <p><b>LIT 3-25a</b></p> <p><i>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</i></p>		

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	<p><i>detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience.</i></p> <p><b>LIT 3-26a / LIT 4-26a</b></p>		<ul style="list-style-type: none"> <li>• Selects relevant ideas and information including appropriate supporting detail or evidence.</li> <li>• Organises ideas or information in a coherent way to convey a line of thought.</li> <li>• Uses appropriate vocabulary including some unfamiliar or subject-specific vocabulary to make meaning clear and/or to attempt to enhance writing.</li> </ul>
<b>Experiences and Outcomes</b>		<b>Holistic Assessment Task</b>	<b>Benchmarks</b>
<i>Listening and talking</i>	<p>I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.</p> <p><b>LIT 2-10a / LIT 3-10a</b></p>	<p>2. We have been discussing the importance of community and the different aspects of what makes a community.</p>	<ul style="list-style-type: none"> <li>• Uses notes to create new texts that show understanding of the topic or issue and draw on information from more than one source.</li> <li>• Uses notes and/or other sources to generate ideas, inform thinking and support the creation of new texts.</li> <li>• Acknowledges and references sources appropriately.</li> <li>• Selects relevant ideas and information including appropriate supporting detail or evidence.</li> <li>• Organises ideas or information in a coherent way to convey a line of thought.</li> <li>• Uses a style and format that is appropriate to the purpose and audience applying conventions of chosen genre.</li> </ul>
<i>Reading</i>	<p>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.</p> <p><b>LIT 3-15a / LIT 4-15a</b></p>	<p>In pairs, research and discuss the important aspects of your own community and prepare a leaflet which gives detailed information which might attract people to come and live in your community.</p>	
<i>Writing</i>	<p>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.</p>		

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	<p style="text-align: center;"><b>LIT 3-26a / LIT 4-26a</b></p> <p>I can convey information, describe events, explain processes or concepts, and combine ideas in different ways.</p> <p style="text-align: right;"><b>LIT 3-28a</b></p>		<ul style="list-style-type: none"> <li>• Includes relevant ideas/knowledge/information with appropriate supporting detail or evidence.</li> <li>• Organises and structures ideas or information in a coherent way.</li> <li>• Uses a variety of linking words or phrases.</li> <li>• Uses topic sentences to introduce the focus of paragraphs where appropriate.</li> <li>• Uses appropriate tone and vocabulary for purpose and audience.</li> </ul>
<b>Experiences and Outcomes</b>		<b>Holistic Assessment Task</b>	<b>Benchmarks</b>
<p><i>Listening and talking</i></p>	<p><b><i>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></b></p> <p><b><i>I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.</i></b></p> <p style="text-align: right;"><b>LIT 3-02a</b></p>	<p>3. Write a report of your trip to the Sky Academy to be shared on the learning wall. Talk over with your shoulder partner the structure and layout of your report and think about the vocabulary you will use.</p>	<ul style="list-style-type: none"> <li>• <b><i>Contributes regularly in group discussions or when working collaboratively, offering relevant ideas, knowledge or opinions with supporting evidence.</i></b></li> <li>• <b><i>Responds appropriately to the views of others developing or adapting own thinking.</i></b></li> <li>• <b><i>Builds on the contributions of others, for example, by asking or answering questions, clarifying or summarising points, supporting or challenging opinions or ideas.</i></b></li> </ul>

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<p>Writing</p>	<p><b><i>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.</i></b>  <b>LIT 3-20a / LIT 4-20a</b></p> <p><b><i>Throughout the writing process, I can review and edit my writing to ensure that it meets its purpose and communicates meaning at first reading.</i></b>  <b>LIT 3-23a</b></p> <p><b><i>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.</i></b>  <b>LIT 3-24</b></p> <p><b><i>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></b>  <b>LIT 3-25a</b></p> <p><b><i>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</i></b></p>	<ul style="list-style-type: none"> <li>• <b><i>When writing to convey information, describe events, explain processes or concepts, and combine ideas:</i></b></li> <li>• <b><i>Uses a style and format that is appropriate to the purpose and audience applying conventions of chosen genre.</i></b></li> <li>• <b><i>Includes relevant ideas/knowledge/information with appropriate supporting detail or evidence.</i></b></li> <li>• <b><i>Organises and structures ideas or information in a coherent way.</i></b></li> <li>• <b><i>Uses a variety of linking words or phrases.</i></b></li> <li>• <b><i>Uses topic sentences to introduce the focus of paragraphs where appropriate.</i></b></li> <li>• <b><i>Uses appropriate tone and vocabulary for purpose and audience</i></b></li> <li>• <b><i>Uses paragraphs effectively to structure content. Uses linking phrases and topic sentences as appropriate to signpost a basic structure, line of thought or argument.</i></b></li> <li>• <b><i>Writes in a fluent and legible way.</i></b></li> <li>• <b><i>Edits and revises writing to ensure clarity of meaning, technical accuracy and to improve content or language.</i></b></li> <li>• <b><i>Selects features of layout and presentation, including in digital texts, to clarify meaning and suit purpose and</i></b></li> </ul>
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	<p><b>communicate effectively with my audience.</b></p> <p><b>LIT 3-26a / LIT 4-26a</b></p>		<p><b>audience, for example, headings, bullet points, text boxes and/or relevant graphics.</b></p> <ul style="list-style-type: none"><li>• <b>Uses notes and/or other sources to generate ideas, inform thinking and support the creation of new texts.</b></li><li>• <b>Selects relevant ideas and information including appropriate supporting detail or evidence.</b></li><li>• <b>Organises ideas or information in a coherent way to convey a line of thought.</b></li><li>• <b>Uses appropriate vocabulary including some unfamiliar or subject-specific vocabulary to make meaning clear and/or to attempt to enhance writing.</b></li></ul>
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Experiences and Outcomes		Holistic Assessment Task	Benchmarks
Reading	<p><i>Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.</i></p> <p><b>LIT 3-14a / LIT 4-14a</b></p> <p><i>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.</i></p> <p><b>LIT 3-15a / LIT 4-15a</b></p>	<p>4. Having read and discussed "An Inspector Calls", you are going to create a blog factfile for an Edwardian: the one you would have been in the Birlings' day. Use the website <a href="http://www.pbs.org/manorhouse/1905/index.html">http://www.pbs.org/manorhouse/1905/index.html</a> to input the information which generates your "character". Using the information, research the details of the kind of life your character would have led making notes before creating the blog post.</p>	<ul style="list-style-type: none"> <li>• Finds and selects relevant information from a variety of sources for a range of purposes.</li> <li>• Summarises information using own words.</li> <li>• Uses own words to make and organise notes, selecting key information and linking ideas from more than one source.</li> <li>• Uses notes to create new texts that show understanding of the topic or issue and draw on information from more than one source.</li> </ul>
Writing	<p><i>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.</i></p> <p><b>LIT 3-20a / LIT 4-20a</b></p> <p><i>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.</i></p> <p><b>LIT 3-21a</b></p> <p><i>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.</i></p> <p><b>LIT 3-22a / LIT 4-22</b></p>		<ul style="list-style-type: none"> <li>• Writes for a range of purposes and audiences selecting appropriate genre, form, structure and style to enhance communication and meet the needs of audience.</li> <li>• Applies a range of strategies and resources to spell most words correctly including unfamiliar or specialist vocabulary.</li> <li>• 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 and/or ellipses. Punctuation is varied and mainly accurate.</li> <li>• Writes almost all sentences in a grammatically accurate way.</li> <li>• Uses a variety of sentence structures, varying openings and lengths, for example,</li> </ul>

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<p><i>Throughout the writing process, I can review and edit my writing to ensure that it meets its purpose and communicates meaning at first reading.</i></p> <p style="text-align: right;"><b>LIT 3-23a</b></p> <p><i>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.</i></p> <p style="text-align: right;"><b>LIT 3-24a</b></p> <p><i>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></p> <p><i>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.</i></p> <p style="text-align: right;"><b>LIT 3-25a</b></p> <p><i>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.</i></p> <p style="text-align: right;"><b>LIT 3-26a / LIT 4-26a</b></p>		<p><i>simple and complex sentences, lists, repetition and minor sentences.</i></p> <ul style="list-style-type: none"> <li>• <i>Uses paragraphs effectively to structure content. Uses linking phrases and topic sentences as appropriate to signpost a basic structure, line of thought or argument.</i></li> <li>• <i>Writes in a fluent and legible way.</i></li> <li>• <i>Edits and revises writing to ensure clarity of meaning, technical accuracy and to improve content or language.</i></li> </ul> <ul style="list-style-type: none"> <li>• <i>Selects features of layout and presentation, including in digital texts, to clarify meaning and suit purpose and audience, for example, headings, bullet points, text boxes and/or relevant graphics.</i></li> <li>• <i>Uses notes and/or other sources to generate ideas, inform thinking and support the creation of new texts.</i></li> <li>• <i>Acknowledges and references sources appropriately.</i></li> <li>• <i>Selects relevant ideas and information including appropriate supporting detail or evidence.</i></li> <li>• <i>Organises ideas or information in a coherent way to convey a line of thought.</i></li> <li>• <i>Uses appropriate vocabulary including some unfamiliar or subject-specific vocabulary to make meaning clear and/or to attempt to enhance writing.</i></li> </ul>
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Experiences and Outcomes	Holistic Assessment Task	Benchmarks
<p><i>Reading</i></p> <p><b><i>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.</i></b> <b>LIT 3-13a</b></p> <p><b><i>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.</i></b> <b>LIT 3-14a / LIT 4-14a</b></p> <p><b><i>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.</i></b> <b>LIT 3-15a / LIT 4-15a</b></p> <p><b><i>To show my understanding across different areas of learning, I can:</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>identify and consider the purpose, main concerns or concepts and use supporting detail</i></b></li> <li>• <b><i>make inferences from key statements</i></b></li> <li>• <b><i>identify and discuss similarities and differences between different types of text.</i></b> <b>LIT 3-16a</b></li> </ul> <p><b><i>To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources.</i></b> <b>LIT 3-18a</b></p>	<p><b><i>5. Write to argue for or against speed cameras. Make sure you use appropriate language and style and that your spelling and punctuation are accurate. Remember not to copy text from sources.</i></b></p>	<p><b><i>When writing to persuade, argue, evaluate, explore issues or express an opinion:</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>Presents ideas or conveys a point of view with appropriate supporting detail or evidence.</i></b></li> <li>• <b><i>Organises and structures ideas or information in a coherent way.</i></b></li> <li>• <b><i>Uses signposts to make structure and/or argument clear, for example, topic sentences and/or linking phrases.</i></b></li> <li>• <b><i>Includes an effective introduction that makes the purpose of the text clear and makes some attempt to engage the audience.</i></b></li> <li>• <b><i>Ends with a conclusion that sums up the line of thought.</i></b></li> </ul> <p><b><i>Uses language/techniques to influence or persuade the reader, for example, word choice, repetition, rhetorical questions and/or emotive language.</i></b></p> <p><b><i>Writes for a range of purposes and audiences selecting appropriate genre, form, structure and style to enhance communication and meet the needs of audience.</i></b></p>

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<p>Writing</p>	<p><b><i>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.</i></b>  <b>LIT 3-20a / LIT 4-20a</b></p> <p><b><i>Throughout the writing process, I can review and edit my writing to ensure that it meets its purpose and communicates meaning at first reading.</i></b>  <b>LIT 3-23a</b></p> <p><b><i>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.</i></b>  <b>LIT 3-24</b></p> <p><b><i>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></b>  <b>LIT 3-25a</b></p> <p><b><i>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.</i></b>  <b>LIT 3-26a / LIT 4-26a</b></p>		<ul style="list-style-type: none"> <li>• <b><i>Uses paragraphs effectively to structure content. Uses linking phrases and topic sentences as appropriate to signpost a basic structure, line of thought or argument.</i></b></li> <li>• <b><i>Writes in a fluent and legible way.</i></b></li> <li>• <b><i>Edits and revises writing to ensure clarity of meaning, technical accuracy and to improve content or language.</i></b></li>   <li>• <b><i>Selects features of layout and presentation, including in digital texts, to clarify meaning and suit purpose and audience, for example, headings, bullet points, text boxes and/or relevant graphics.</i></b></li> <li>• <b><i>Uses notes and/or other sources to generate ideas, inform thinking and support the creation of new texts.</i></b></li>   <li>• <b><i>Selects relevant ideas and information including appropriate supporting detail or evidence.</i></b></li> <li>• <b><i>Organises ideas or information in a coherent way to convey a line of thought.</i></b></li> <li>• <b><i>Uses appropriate vocabulary including some unfamiliar or subject-specific vocabulary to make meaning clear and/or to attempt to enhance writing.</i></b></li> </ul>
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Fourth Level Literacy		
Experiences and Outcomes	Holistic Assessment Task	Benchmarks
<p><i>Reading</i></p> <p><b><i>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.</i></b></p> <p style="text-align: right;"><b>LIT 4-13a</b></p> <p><b><i>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.</i></b></p> <p style="text-align: right;"><b>LIT 3-14a / LIT 4-14a</b></p> <p><b><i>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.</i></b></p> <p style="text-align: right;"><b>LIT 3-15a / LIT 4-15a</b></p>	<p><i>1. The S4 "Evening of Talk" event in February showcases how Talk skills are used in different departments. You have already prepared a short presentation on how talk skills are used in the subject you selected.</i></p> <p><i>Using the conventions of print and electronic communication we have been exploring, your task is to create both an e-leaflet -which will be uploaded to the school website- and a printed version for distribution at the door .Access the listed sites and read the exemplar leaflets to make notes and decide the kind of language you will need to use .</i></p>	<ul style="list-style-type: none"> <li>• <b>Applies a range of strategies to engage with and interrogate texts, for example, skimming, scanning, predicting, clarifying, analysing and annotating.</b></li> <li>• <b>Shows a good understanding of the vocabulary and language used including some specialist and more complex vocabulary.</b></li> <li>• <b>Finds and selects relevant information from a variety of sources for a range of purposes.</b></li> <li>• <b>Summarises key information from more than one source using own words.</b></li> <li>• <b>Uses own words to make and organise notes, synthesising key information from different sources.</b></li> <li>• <b>Uses notes to create new texts that show understanding of the topic or issue and draw on information from more than one source.</b></li> <li>• <b>Uses notes and/or other sources to generate ideas, inform thinking and support the creation of new texts.</b></li> <li>• <b>Makes responsible use of sources, acknowledging and referencing sources appropriately.</b></li> <li>• <b>Selects relevant ideas and information including essential detail or evidence.</b></li> <li>• <b>Organise essential ideas and information to convey a clearly structured line of thought.</b></li> </ul>
<p><i>Writing</i></p> <p><b><i>I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, or create original text.</i></b></p> <p><b><i>I can make appropriate and responsible use of sources and acknowledge these appropriately.</i></b></p> <p style="text-align: right;"><b>LIT 4-25a</b></p>		

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	<p><b><i>I can convey information and describe events, explain processes or concepts, providing substantiating evidence, and synthesise ideas or opinions in different ways.</i></b></p> <p><b>LIT 4-28a</b></p>		<ul style="list-style-type: none"> <li>• <b>Consistently uses appropriate vocabulary, including unfamiliar or subject-specific vocabulary, to communicate effectively and/or to enhance writing.</b></li> </ul> <p>(Continued on next page)</p>
			<p><b><i>When writing to convey information, describe events, explain processes or concepts, and combine ideas:</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>Uses a style and format that is well-suited to the purpose and audience.</i></b></li> <li>• <b><i>Applies the features of the chosen genre effectively.</i></b></li> <li>• <b><i>Includes relevant ideas/knowledge/information with essential detail or evidence.</i></b></li> <li>• <b><i>Structures writing effectively making good use of linking phrases and topic sentences as appropriate.</i></b></li> <li>• <b><i>Uses appropriate tone and vocabulary throughout.</i></b></li> </ul>

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Experiences and Outcomes	Holistic Assessment Task	Benchmarks
<p><i>Listening and talking</i></p> <p><b>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.</b> <b>LIT 3-05a / LIT 4-05a</b></p> <p><b>I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, on the content and form of short and extended texts.</b> <b>LIT 4-07a</b></p> <p><b>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.</b></p> <p><b>I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.</b> <b>LIT 4-02a</b></p>	<p>2. Your task is to write a review of a film you have seen recently. The audience for the review comprises young adults and those working with them. The review will appear in a magazine or on a review site. Part of your task is to select the relevant site/publication for which you are creating the piece and target the content of your review appropriately.</p> <ul style="list-style-type: none"> <li>With a partner, discuss two of the film reviews from the list that you consider successful. Access examples here : <a href="https://www.theguardian.com/film/film+tone/reviews">https://www.theguardian.com/film/film+tone/reviews</a></li> <li>Consider carefully the persuasive language/imagery/rhetorical questions/asides/parallel structures. Discuss them in pairs ,making your own notes before creating your review.</li> </ul>	<ul style="list-style-type: none"> <li><b>Uses own words to make and organise notes, synthesising key information from a range of different sources.</b></li> <li><b>Participates fully in group discussions or when working collaboratively, contributing relevant ideas, knowledge or opinions with convincing supporting evidence.</b></li> <li><b>Responds positively and appropriately to the views of others, including when challenged, adapting thinking as appropriate.</b></li> <li><b>Builds regularly on the contributions of others by clarifying or summarising points, exploring or expanding on contributions and/or challenging ideas or viewpoints.</b></li> <li><b>Makes detailed evaluative comments about aspects of the content, form and style of spoken texts.</b></li> </ul>

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<p>Reading</p>	<p><b><i>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.</i></b>  <b>LIT 3-15a / LIT 4-15a</b></p> <p><b><i>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.</i></b>  <b>LIT 4-18a</b></p>	<ul style="list-style-type: none"> <li>• <i>Peer assess and upload review to Edmodo/Glowsite by due date.</i></li> <li>• <i>Arrange in your group the filming of review discussions.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>Finds and selects relevant information from a variety of sources for a range of purposes.</i></b></li> <li>• <b><i>Summarises key information from more than one source using own words.</i></b></li> <li>• <b><i>Uses own words to make and organise notes, synthesising key information from different sources.</i></b></li> <li>• <b><i>Uses notes to create new texts that show understanding of the topic or issue, synthesising information from different sources.</i></b></li> <li>• <b><i>Identifies the use of bias and persuasion and comments appropriately on some of the techniques used, for example, word choice, emotive language, repetition, rhetorical questions, use of statistics and sentence structure.</i></b></li> <li>• <b><i>Makes evaluative comments about relevance reliability and credibility with appropriate justification.</i></b></li> <li>• <b><i>Writes for a range of purposes and audiences. Makes well-considered choices about genre, form, structure and style to enhance communication and meet the needs of the audience.</i></b></li> <li>• <b><i>Applies a range of strategies and resources to spell most words correctly</i></b></li> </ul>
<p>Writing</p>	<p><b><i>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.</i></b>  <b>LIT 3-20a / LIT 4-20a</b></p> <p><b><i>I can use a range of strategies and resources independently and ensure that my spelling, including specialist vocabulary, is accurate</i></b>  <b>LIT 4-21a</b></p> <p><b><i>As appropriate to my purpose and type of text, I can punctuate and structure different types of</i></b></p>		

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<p><b><i>sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs.</i></b> <b>LIT 3-22a / LIT 4-22a</b></p> <p><b><i>Throughout the writing process, I can review and edit my writing to ensure that it meets its purpose and communicates meaning at first reading.</i></b> <b>LIT 4-23a</b></p> <p><b><i>I can justify my choice and use of layout and presentation in terms of the intended impact on my reader.</i></b> <b>LIT 4-24a</b></p> <p><b><i>I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, or create original text.</i></b></p> <p><b><i>I can make appropriate and responsible use of sources and acknowledge these appropriately.</i></b> <b>LIT 4-25a</b></p> <p><b><i>By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise</i></b></p>		<p><b><i>including unfamiliar or specialist vocabulary.</i></b></p> <ul style="list-style-type: none"><li><b><i>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 and/or ellipses. Punctuation is varied and mainly accurate.</i></b></li><li><b><i>Writes almost all sentences in a grammatically accurate way.</i></b></li><li><b><i>Uses a variety of sentence structures, varying openings and lengths, for example, simple and complex sentences, lists, repetition and minor sentences.</i></b></li><li><b><i>Uses paragraphs effectively to structure content. Uses linking phrases and topic sentences as appropriate to signpost a basic structure, line of thought or argument.</i></b></li><li><b><i>Writes in a fluent and legible way.</i></b></li><li><b><i>Edits and revises writing to ensure clarity of meaning, technical accuracy and to improve content or language.</i></b></li></ul> <ul style="list-style-type: none"><li><b><i>Selects features of layout and presentation, including in digital texts, to enhance communication and/or impact on the reader, justifying choices.</i></b></li><li><b><i>Uses notes and/or other sources to generate ideas, inform thinking and support the creation of new texts.</i></b></li></ul>
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	<p><b><i>essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience.</i></b> <b>LIT 3-26a / LIT 4-26a</b></p> <p><b><i>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.</i></b> <b>LIT 4-29a</b></p>		<ul style="list-style-type: none"><li>• <b><i>Makes responsible use of sources, acknowledging and referencing sources appropriately.</i></b></li><li>• <b><i>Selects relevant ideas and information including essential detail or evidence.</i></b></li><li>• <b><i>Organise essential ideas and information to convey a clearly structured line of thought.</i></b></li><li>• <b><i>Consistently uses appropriate vocabulary, including unfamiliar or subject-specific vocabulary, to communicate effectively and/or to enhance writing.</i></b></li></ul> <p><b><i>When writing to persuade, argue, evaluate, explore issues or express an opinion:</i></b></p> <ul style="list-style-type: none"><li>• <b><i>Presents ideas or sustains a point of view including essential detail and supporting evidence.</i></b></li><li>• <b><i>Conveys a clearly structured line of thought with effective linking phrases and topic sentences.</i></b></li><li>• <b><i>Includes an effective introduction and conclusion.</i></b></li><li>• <b><i>Uses language and word choice to create particular effects on influence/persuade the reader, for example, emotive language, rhetorical devices and/or sentence structure.</i></b></li></ul>
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Experiences and Outcomes		Holistic Assessment Task	Benchmarks
Reading	<p><i>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.</i></p> <p style="text-align: right;"><i>LIT 4-13a</i></p> <p><i>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.</i></p> <p style="text-align: right;"><i>LIT 3-14a / LIT 4-14a</i></p> <p><i>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.</i></p> <p style="text-align: right;"><i>LIT 3-15a / LIT 4-15a</i></p>	<p>3. Should the National Health Service pay for treatment for those who do not take care of their own health?</p> <p>Discuss this topic using a variety of research.</p>	<ul style="list-style-type: none"> <li>• Applies a range of strategies to engage with and interrogate texts, for example, skimming, scanning, predicting, clarifying, analysing and annotating.</li> <li>• Shows a good understanding of the vocabulary and language used including some specialist and more complex vocabulary.</li> <li>• Finds and selects relevant information from a variety of sources for a range of purposes.</li> <li>• Summarises key information from more than one source using own words.</li> <li>• Uses own words to make and organise notes, synthesising key information from different sources.</li> <li>• Uses notes to create new texts that show understanding of the topic or issue and draw on information from more than one source.</li> </ul>

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<p>Writing</p>	<p><i>I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, or create original text.</i></p> <p><i>I can make appropriate and responsible use of sources and acknowledge these appropriately.</i></p> <p style="text-align: right;"><i>LIT 4-25a</i></p> <p><i>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.</i></p> <p style="text-align: right;"><i>LIT 4-29a</i></p>		<ul style="list-style-type: none"> <li>• Uses notes and/or other sources to generate ideas, inform thinking and support the creation of new texts.</li> <li>• Makes responsible use of sources, acknowledging and referencing sources appropriately.</li> <li>• Selects relevant ideas and information including essential detail or evidence.</li> <li>• Organise essential ideas and information to convey a clearly structured line of thought.</li> <li>• Consistently uses appropriate vocabulary, including unfamiliar or subject-specific vocabulary, to communicate effectively and/or to enhance writing.</li> </ul> <p>When writing to persuade, argue, evaluate, explore issues or express an opinion:</p> <ul style="list-style-type: none"> <li>• Presents ideas or sustains a point of view including essential detail and supporting evidence.</li> <li>• Conveys a clearly structured line of thought with effective linking phrases and topic sentences.</li> <li>• Includes an effective introduction and conclusion.</li> <li>• Uses language and word choice to create particular effects on influence/persuade the reader, for example, emotive language, rhetorical devices and/or sentence structure.</li> </ul>
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Experiences and Outcomes	Holistic Assessment Task	Benchmarks
<p><i>Listening and talking</i></p> <p><b>As I listen or watch, I can:</b></p> <ul style="list-style-type: none"> <li><b>clearly state the purpose and main concerns of a text and make inferences from key statements</b></li> <li><b>compare and contrast different types of text</b></li> <li><b>gather, link and use information from different sources and use this for different purposes.</b></li> </ul> <p style="text-align: right;"><b>LIT 4-04a</b></p> <p><b>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.</b></p> <p style="text-align: right;"><b>LIT 3-05a / LIT 4-05a</b></p>	<p>4. Your task is to listen to - and read the slides as they appear during- the powerpoint presentation your partner delivers about the experiment he conducted on gases and go on to create a written report on the experiment using the appropriate conventions .</p>	<ul style="list-style-type: none"> <li><b>Identifies purpose, audience and main ideas of a range of spoken texts. Justifies opinions with appropriate reference to the text.</b></li> <li><b>Compares and contrasts aspects of content, style and/or language of different spoken texts.</b></li> <li><b>Uses own words to make and organise notes, synthesising key information from a range of different sources.</b></li> </ul>
<p><i>Reading</i></p> <p><b>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.</b></p> <p style="text-align: right;"><b>LIT 4-13a</b></p> <p><b>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.</b></p> <p style="text-align: right;"><b>LIT 3-14a / LIT 4-14a</b></p>		<ul style="list-style-type: none"> <li><b>Applies a range of strategies to engage with and interrogate texts, for example, skimming, scanning, predicting, clarifying, analysing and annotating.</b></li> <li><b>Shows a good understanding of the vocabulary and language used including some specialist and more complex vocabulary.</b></li> <li><b>Finds and selects relevant information from a variety of sources for a range of purposes.</b></li> </ul>

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	<p><b><i>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.</i></b></p> <p><b>LIT 3-15a / LIT 4-15a</b></p>		<ul style="list-style-type: none"> <li>• Summarises key information from more than one source using own words.</li> <li>• Uses own words to make and organise notes, synthesising key information from different sources.</li> </ul>
Writing	<p><b><i>I can use a range of strategies and resources independently and ensure that my spelling, including specialist vocabulary, is accurate</i></b></p> <p><b>LIT 4-21a</b></p> <p><b><i>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.</i></b></p> <p><b>LIT 3-22a / LIT 4-22a</b></p> <p><b><i>Throughout the writing process, I can review and edit my writing to ensure that it meets its purpose and communicates meaning at first reading.</i></b></p> <p><b>LIT 4-23a</b></p> <p><b><i>I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore</i></b></p>		



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<p><b><i>problems, make decisions, or create original text.</i></b></p> <p><b><i>I can make appropriate and responsible use of sources and acknowledge these appropriately.</i></b> <b>LIT 4-25a</b></p> <p><b><i>I can convey information and describe events, explain processes or concepts, providing substantiating evidence, and synthesise ideas or opinions in different ways.</i></b> <b>LIT 4-28a</b></p>		<ul style="list-style-type: none"><li>• <b>Uses notes to create new texts that show understanding of the topic or issue and draw on information from more than one source.</b></li><li>• <b>Uses notes and/or other sources to generate ideas, inform thinking and support the creation of new texts.</b></li><li>• <b>Makes responsible use of sources, acknowledging and referencing sources appropriately.</b></li><li>• <b>Selects relevant ideas and information including essential detail or evidence.</b></li><li>• <b>Organise essential ideas and information to convey a clearly structured line of thought.</b></li><li>• <b>Consistently uses appropriate vocabulary, including unfamiliar or subject-specific vocabulary, to communicate effectively and/or to enhance writing.</b></li></ul> <p><b><i>When writing to convey information, describe events, explain processes or concepts, and combine ideas:</i></b></p> <ul style="list-style-type: none"><li>• <b><i>Uses a style and format that is well-suited to the purpose and audience.</i></b></li><li>• <b><i>Applies the features of the chosen genre effectively.</i></b></li><li>• <b><i>Includes relevant ideas/knowledge/</i></b></li></ul>
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			<p><b><i>information with essential detail or evidence.</i></b></p> <ul style="list-style-type: none"><li>• <b><i>Structures writing effectively making good use of linking phrases and topic sentences as appropriate.</i></b></li><li>• <b><i>Uses appropriate tone and vocabulary throughout.</i></b></li></ul>
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