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**Literacy Progression Pathways**

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| Second Listening and Talking | Curriculum Organisers | Experiences and Outcomes | **Second Level Listening and Talking**  Learning Steps Progression | | |
|  | | Second 1 | Second 2 | Second 3 |
| **Enjoyment and choice** | ***I regularly select and listen to or watch texts, which I enjoy and find interesting, and I can explain why I prefer certain sources. LIT 1-01a*** | * **Select texts and other sources to listen to or watch and explain preference between those chosen.** * **Give a personal response with relevant and linked details.** | * **Select texts and with support, explain preference for certain types or genres of spoken texts/sources.** * **Give a personal response with evaluative details.** | * **Select texts and explain preference for certain types or genres of spoken texts/sources independently.** * **Give a detailed personal response showing some analysis.** |
| ***I regularly select subject, purpose, format and resources to create texts of my choice.***  ***LIT 1-01a / LIT 2-01a*** | * **Create a range of spoken texts, choosing subject and appropriate resources.** | * **Create a range of spoken texts, choosing subject, resources and a suitable format.** | * **Create a range of spoken texts choosing subject, purpose, format and resources.** |
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| **Tools for listening and talking** | ***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** | * **Begin to demonstrate that they value others’ contributions through listening actively and by responding at an appropriate time.** * **Build on the contributions of others by asking and answering relevant questions to aid own understanding.** * **Demonstrate respect for others’ views and make an attempt to offer own viewpoint.** | * **Demonstrate that they value others’ contributions through listening actively and by responding at an appropriate time, with limited support.** * **Build on the contributions of others by asking and answering relevant questions to develop points further.** * **Demonstrate respect for others’ views and offer own viewpoint.** | * **Demonstrate that they value others’ contributions through listening actively and by responding at an appropriate time, independently.** * **Build on the contributions of others by clarifying or paraphrasing points and by asking and answering relevant questions to develop points further.** * **Demonstrate respect for others’ views and offer own ideas, information and opinions with coherence.** |
| ***I can recognise how the features of spoken language can help in communication and I can use what I learn. I can recognise the different features of my own and others’ spoken language.***  **ENG 2-03a** | * **In a variety of contexts, including self and peer assessments, watch speeches, talks, interviews and discussions and make notes and provide comments / feedback on.**   + **Eye contact**   + **Body language**   + **Pace** | * **In a variety of contexts, including self and peer assessments, watch speeches, talks, interviews and discussions and make notes and provide comments / feedback on.**   + **Eye contact**   + **Body language**   + **Pace**   + **Gesture**   + **Emphasis** | * **In a variety of contexts, including self and peer assessments, watch speeches, talks, interviews and discussions and make notes and provide comments / feedback on.**   + **Eye contact**   + **Body language**   + **Pace**   + **Gesture**   + **Emphasis**   + **Choice of words**   + **Tone** * **Rhetorical devices** |
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| **Second Listening and Talking** | **Finding and using information** | ***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*** | * Listen and focus on hearing specific information that has been identified prior to the task. * **Identify and discuss key ideas.** | * Listen and focus on hearing specific information that has been identified prior to the task. * **Identify and discuss key ideas and purpose, with at least one piece of supporting evidence**. | * Listen and focus on hearing specific information that has been identified prior to the task. * **Identify and discuss key ideas, with supporting evidence** * **Identify the purpose, with supporting evidence.** |
| ***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** | * **Listen and record detailed notes under different headings.** * **Use what has been said to create a spoken text.** * Make an attempt to use own words when creating new texts. | * **Listen and record detailed notes under different headings and with support, explain them to others.** * **Use to create spoken texts, for a range of purposes.** * Put information listened to/watched into own words with limited support. | * **Listen and record detailed notes under different headings and explain them to others.** * **Use to create spoken texts, for a wide range of purposes**. * Put information listened to/watched into own words. |
| ***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** | * Sequence notes taken to create a new text independently. | * Organise information gathered in more than one way e.g. mind maps, posters, sketchnotes. | * Organise information gathered in a range of ways, e.g. mind maps, posters, sketchnotes. |
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| **Understanding, analysing and evaluating** | ***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*** | * **Create and answer a range of questions open and closed.** * **Answer inferential questions.** * Contribute by proposing own viewpoint respectfully. | * **Create and answer a range of questions, literal and evaluative** * **Create and answer inferential questions with support.** * Begin to contribute with questions/comments, which support or build on the ideas of others. * Begin to contribute with question/comment, which challenges others’ ideas, with an attempt to give reasons for viewpoint. | * **Create and answer a range of higher order questions.** * **Create and answer inferential questions independently.** * Contribute with questions/comments, which support or build on the ideas of others. * Contribute with a question/comment that challenges others’ ideas, supported by clear reasons for their viewpoint. |
| ***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*** | * **Identify facts and opinions confidently.** * Know that some sources intend to influence the opinion of their audience. | * **Identify facts and opinions and begin to justify their response.**   Recognise when a source is trying to influence their opinion and state how successful they feel it was. | * **Identify facts and opinions and justify their response.** * Recognise when a source is trying to influence their opinion and state how useful is for the task. |
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| Second Listening and Talking | **Creating texts** | ***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*** | * **Talk clearly about feelings, experiences and opinions** * Plan and create an organised talk for the purpose of explaining and evaluating. * **Use appropriate vocabulary, beginning to show consideration as to purpose and audience** | * **Talk clearly and logically about feelings, experiences and opinions** * Plan and create an organised talk for the purpose of explaining, evaluating and persuading. * **Use appropriate vocabulary with some consideration as to purpose and audience.** | * **Talk clearly, logically and sequentially in a range of contexts.** * Plan and create an organised text for the purpose of evaluating, explaining, analysing, persuading. * **Use appropriate vocabulary for purpose and audience.** |
| ***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** | * **Select and use a range of resources to support communication when giving a talk, with justification for their choice.** | * **Select a range of resources to plan and organise my thinking *before* I give a talk.** | * **Select, organise and use a range of resources effectively to support and enhance communication when I give a talk e.g. PowerPoints, objects, visuals, handouts.** |