Macintosh HD:Users:erindonnelly:Desktop:SCOTTISH GOVERNMENT LOGO GUIDELINES:World to Learn.pdf

**Literacy Progression Pathways**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Second Reading** | Curriculum Organisers | Experiences and Outcomes | **Second Level Reading**  Learning Steps Progression | | |
|  | | **Second 1** | **Second 2** | **Second 3** |
| **Enjoyment and choice** | ***I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors.***  ***LIT 1-11a / LIT 2-11a*** | * **Choose reading materials at an appropriate level.** * **Choose and read a variety of different materials.** * Discuss favourite reading materials and explain why. * Explain why they like a text by beginning to comment on the language the author has used. * Explain why they like a non-fiction or fiction text by beginning to refer to the layout and content. * Set targets and identify strategies to improve reading with help. * Make recommendations to friends based on their reading interests. | * **Begin to develop strategies and criteria for selecting texts that they enjoy.** * **Choose and read a broader range of different texts.** * Discuss favourite reading materials and explain why they like them by referring to genre and author (with support). * Explain why they like a text by commenting on the language the author has used and find evidence to back up their view. * Refer to the layout and content of a non-fiction text to explain why they like/dislike. * Set appropriate targets for improvements identified. | * **Use strategies and criteria for selecting enjoyable texts.** * **Choose appropriate texts for a given purpose and can read them confidently.** * Discuss favourite reading materials with reference to genre, text type and author and explain why like/dislike. * Comment on language the author has used to explain why they like/dislike/agree/disagree with a piece of fiction text. * Refer to the layout and content of a non-fiction text to explain why they like/dislike/agree/disagree. * Set and comment on progress of personal targets in reading. |
|  | | | | |
| **Tools for reading** | *Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.*  ***ENG 2-12a / ENG 3-12a / ENG 4-12a***  ***I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection. LIT 2-13a*** | * **Read aloud with fluency and expression.** * **Demonstrate confidence in reading ability.** * Make connections to other authors, books, and perspectives. * **Know that different strategies can be used to help understand unfamiliar\* texts i.e. context clues, looking at grammar, punctuation and layout.** * **Begin to use the strategies taught.** * **Make appropriate predictions about a text and understand what may influence this i.e. what we know, clues from text, pictures etc.** * **Increase vocabulary by using context cues, other reading strategies, and resources (e.g. dictionary and thesaurus) with help.** | * **Read aloud with fluency, expression and confidence, and experiment with pace and tone.** * Make connections to other authors, books, and perspectives. * **Identify the different strategies used to help understand unfamiliar texts i.e. context clues, looking at grammar, punctuation and layout.** * **Use strategies and resources taught to help develop understanding of a text.** * **Make appropriate predictions about texts and begin to explain reasoning, with evidence.** * **Use resources (e.g. dictionary and thesaurus) to increase vocabulary *in different subject* *areas* with help.** | * **Read aloud with fluency, expression and confidence,** **using appropriate pace and tone.** * Make connections to other authors, books, and perspectives. * **Selects and uses the strategies most useful before reading, and during reading, to monitor and check understanding of unfamiliar texts.** * **Make appropriate predictions about texts and explain reasoning, with evidence.** * **Use resources (e.g. dictionary and thesaurus) to increase vocabulary independently.** |
|  |  | | | | |
| **Second Reading** | **Finding and using information** | ***Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes.***  ***LIT 2-14a*** | * **Skim and scan for given headings.** * **Select information from a variety of increasingly more sophisticated sources e.g. website, reference books, and newspapers.** * Use resources (including digital) to locate and sort information. * Find information by using the table of contents, captions, glossary, and index (text organisers) with support * Find and *use* information from graphs, charts, tables, and maps with support. * Expand knowledge of different genres (e.g. realistic fiction, historical fiction, and fantasy). | * **Skim and scan for headings and key ideas.** * **Find, select and sequence information from a range of sources, with support.** * Use resources (e.g. encyclopedias, articles, Internet, and nonfiction texts) to locate information with help. * Find information using the table of contents, captions, glossary, and index (text organisers) independently * Find and *use for a different purpose,* information from graphs, charts, tables, and maps. * Select, read and finish a range of different genres. | * **Skim and scan to identify main/key ideas and their potential usefulness.** * **Find, select and sequence information from a range of sources.** * Use resources (e.g., encyclopedias, articles, Internet, and nonfiction texts) to locate information independently. * Find and *analyse* information from graphs, charts, tables, and maps. * Read and understand informational texts (e.g. want ads, brochures, schedules, catalogues, manuals) with help.. |
| ***I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate.***  ***LIT 2-15a*** | * Summarise information from a text. * Sequence given information into a logical order. * **Begin to make and organise notes using own words.** | * Summarise and/or paraphrase information from a text * Link similar ideas from information found. * **Make and organise notes using own words*.*** * **Begin to use notes to create new texts that demonstrate understanding of the topic or issue.** | * Integrate information from multiple nonfiction sources to deepen understanding of a topic with help. * ***Link* and organise information from notes taken in own words**. * **Use notes to create new texts that demonstrate understanding of the topic or issue.** |
|  |  | | | | |
| **Second Reading** | **Understanding, analysing and evaluating** | ***To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.***  ***LIT 2-16a*** | * Develop an awareness of the effect an author has on their reader and begin to give reasons why they use certain techniques * Make connections to other authors, books, and perspectives. * **Discuss setting, plot, characters, and point of view (literary elements) with help.** * Identify the writers style e.g. narrative/story. * Respond to issues and ideas in literature as well as facts or story events. * **Talk about the structure of a given text e.g. order/sequence structure** * Discuss themes and messages which * are inferred, with support. | * Identify the effect an author has on their reader and begin to give reasons why they use certain techniques. * Make connections to other authors, books, and perspectives. * **Discuss literature with reference to setting, plot, characters, and theme (literary elements), and author's craft with help.** * Identify the writers style e.g. narrative/story, descriptive. * Begin to identify literary devices (e.g. similes, metaphors, personification) * **Identify the structure of a given text e.g. order/sequence structure, compare/contrast structure.** * Discuss themes and messages which are inferred. | * Identify the effect an author has on their reader and explain with evidence why they use certain techniques. * Make connections to other authors, books, and perspectives. * **Discuss literature with reference to theme, author's purpose, and style (literary devices) and author's craft.** * **Identify and talk about the structure of a given text e.g. order/sequence structure, compare/contrast structure, problem/solution structure.** * Discuss themes/messages, moods, feelings and attitudes which are inferred. |
| To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own.  **ENG 2-17a** | * **Ask, answer and create a range of questions (use of Bloom’s or other higher order thinking taxonomy)** | * **Ask, answer and create a range of questions (use of Bloom’s or other higher order thinking taxonomy) providing supporting detail.** | * **Answer and create analysing and evaluating questions and justify responses with evidence from the text (using Bloom’s or other higher order thinking taxonomy).** |
| ***To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are.***  ***LIT 2-18a*** | * **Show understanding of the difference between fact and opinion.** * **Begin to recognise persuasive techniques such as word choice, emotive language, repetition, rhetorical questions, and/or use of statistics and comment on this.** * **Know what a source is and understand that there can be bias in texts.** | * **Show understanding of the difference between fact and opinion.** * **Recognise persuasive techniques such** **as word choice, emotive language, repetition, rhetorical questions, and/or use of statistics and comment on this, *with limited support*.** * **Recognise when a source is trying to influence their opinion and state how successful they feel it was.** | * **Identify the different language authors use to present fact or opinion**. * **Recognise persuasive techniques such** **as word choice, emotive language, repetition, rhetorical questions, and/or use of statistics and comment on this, *independently*.** * **Recognise bias and use evidence from the text to support point of view.** * **Assess how useful and reliable sources are and use evidence to support point of view** * Compare the author’s point of view to own beliefs and justify. |