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**Literacy Progression Pathways**

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| **Second Writing** | Curriculum Organisers | Experiences and Outcomes | **Second Level Writing**  Learning Steps Progression | | | |
|  |  | **Second 1** | **Second 2** | | **Second 3** |
| **Enjoyment and choice** | ***I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.***  ***LIT 1-20a / LIT 2-20a*** | * Seek feedback on writing * Use criteria for effective writing to set own writing targets with help. * Identify self as a writer. * Be able to take risks with writing. * **Create a range of short and extended texts, selecting appropriate genre, form structure and style.** | * Develop criteria for effective writing in different genres with help. * Identify self as a writer. * Be able to take risks with writing. * **Create a range of short and extended texts, selecting appropriate genre, form structure and style.** | | * Set targets and identify strategies to improve writing in different genres. * Identify self as a writer. * Be able to take risks with writing. * **Create a range of short and extended texts, selecting appropriate genre, form structure and style.** |
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| **Tools for writing** | ***I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources.***  ***LIT 2-21a*** | * **Spell most common words and use some visual strategies to spell correctly.** * **Use dictionaries and digital technologies to aid spelling, with some support.** | * **Spell most common words and use a range of strategies to spell correctly, with developing independence** * **Use dictionaries and digital technologies to aid spelling, with limited support.** | * **Spell almost all common words and use a range of strategies to make sure writing is mainly accurate.** * **Confidently use dictionaries and digital technologies to aid spelling.** | |
| ***In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader.***  ***LIT 2-22a*** | * **Attempt paragraphs to organise ideas** * **Use a wider range of conjunctions e.g. when, until, after.** * **Continue to develop use of sentence openers.** * **Vary sentence structures** * **Use punctuation to show direct speech/dialogue.** | * **Use more than one paragraph correctly.** * **Use conjunctions to clarify relationships between points e.g. while also, as well, before, besides.** * **Begin to use conjunctions as openers to enhance and vary sentence structures e.g. however, nevertheless, since, while.** * **Vary sentence structure and vary sentence length.** * **Use punctuation e.g. colons, semi colons dashes, brackets and apostrophes.** | * **Use paragraphs in extended pieces of writing.** * Begin to use linking sentences in paragraphs. * **Attempt a range of sophisticated conjunctions e.g. although, however, nevertheless, since, in order to, whilst.** * **Use conjunctions as openers to enhance and vary sentence structures e.g. however, nevertheless, since, while.** * **Vary sentence structure and length effectively to suit purpose.** * **Use sophisticated punctuation** **more consistently.** | |
| ***Throughout the writing process, I can check that my writing makes sense and meets its purpose.***  ***LIT 2-23a*** | * **Check and edit throughout for sense.** * Revise work/writing for writing traits e.g. ideas. | * **Check for spelling, grammar and sense and begin to level up to improve.** * Revise work/writing for writing traits e.g. word choice and organisation. | * **Check for accuracy, edit and level up to improve different aspects.** * Revise work/writing for writing traits e.g. ideas, word choice, organisation, sentence structure, conventions and presentation. | |
| **Second Writing** | **Tools for writing (cont.)** | ***I can consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.***  ***LIT 2-24a*** | * **Present work neatly and attractively.** | * **Present work neatly and attractively considering different layouts, including in digital texts.** | * **Present work attractively considering layout *for purpose and audience*, including in digital texts.** | |
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| **Organising and using information** | ***I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text.***  ***I recognise the need to acknowledge my sources and can do this appropriately.***  ***LIT 2-25a*** | * **Make notes to create a new text.** * Organise ideas using notes. * **Acknowledge sources with help.** * Create new texts in own words with support. | * **Make notes and evaluate ideas to create new texts.** * Organise ideas and information using notes with increasing independence. * **Acknowledge sources with increasing independence.** * Create new texts in mostly own words. | * **Make notes and use them effectively to inform new writing and texts.** * **Acknowledge most sources independently** * Create new texts in own words. | |
| ***By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.***  ***LIT 2-26a***  ***.*** | * **Organise writing with a clear beginning, middle, and end (narrative).** * **Write texts using a logical sequence.** * Use headings to organise information. * Link ideas in stories. * Use interesting and varied words in at least one sentence, to suit purpose. | * **Organise writing with a clear beginning, middle, and end with increasing independence.** * **Write logically sequenced reports, instructions, directions, leaflets, advertisements etc.** * Use headings, sub-headings and bullet points to organise information * Begin to link points and ideas in functional tasks. * Use interesting and varied word choice in most sentences, to suit purpose. | * **Write organised and fluent texts, and begin to use simple bibliographies.** * Use headings, sub headings, bullet points, tables etc. to organise information. * Link points and ideas using conjunctions and sentence openers. * Use interesting words to suit purpose, which sustain and develop ideas. | |
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| **Creating texts** | ***I am learning to use language and style in a way which engages and/or influences my reader.***  ***ENG 2-27a*** | * **Use a designated form appropriately and consistently e.g. letters, reports.** * **Use strong verbs and increase descriptive detail.** | * **Use a designated form appropriately and consistently e.g. diary, dialogue.** * **Use descriptive language to paint a picture of plot, setting, character etc.** | * **Select and use form to appropriately and consistently.** * **Use descriptive language consistently, beginning to attempt to evoke an emotional response from the reader.** | |
| **Second Writing** | **Creating texts (cont.)** | ***I can convey information, describe events, explain processes or combine ideas in different ways.***  ***LIT 2-28a*** | * **Use carefully chosen language with help.** * **Plan writing in different ways e.g. story planners, mind maps.** * **Identify key features of different genres with support.** * **Apply the key features to own writing.** * **Begin to use tone and vocabulary appropriate to purpose.** | * **Vary introductions and endings with help.** * **Plan writing in different ways – graphic organisers and mind maps.** * **Identify key features of different genres and apply to own writing considering structure and content.** * **Use vocabulary appropriate to purpose and audience.** * **Begin to use tone appropriate to purpose and audience.** | * **Vary sentence structure, leads, and endings.** * **Plan and create a text with main ideas and significant supporting detail.** * **Confidently apply knowledge of key features in differing genres to own writing (fiction and non-fiction).** * **Use vocabulary for style e.g. sometimes, never, always, in addition.** * **Use tone appropriate to purpose and audience.** | |
| ***I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence.***  ***LIT 2-29a*** | * **Write persuasively about ideas** * **Write to convey own feelings and opinions.** * **Use language to engage and persuade e.g. adjectives.** | * **Write persuasively about ideas and feelings.** * **Begin to write to convey an opinion with supporting detail** * **Use language to engage and persuade e.g. adjectives and adverbs** | * **Write persuasively about ideas, feelings, and opinions.** * **Write to convey an opinion with supporting detail.** * **Use language and style to engage and persuade e.g. range of descriptive language techniques** | |
| ***As I write for different purposes and readers, I can describe and share my experiences, expressing what they made me think about and how they made me feel.***  ***ENG 2-30a*** | * Use the term ‘purpose’. * **Describe personal experiences using vocabulary that communicates feelings.** | * Use the terms ‘purpose and audience’. * **Describe personal experiences making context and events clear, with support.** | * Explain the purpose and audience for a text created. * **Describe personal experiences making context and events clear.** | |
| ***Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life.***  ***ENG 2-31a*** | * **Develop stories with plots that include problems and solutions with help.** * **Create characters in stories.** * **Begin to create a sense of setting with descriptive detail** | * **Create plots with problems and solutions.** * **Create characters, using description and dialogue.** * **Create a clear sense of setting with descriptive detail.** | * **Create plots with clear structures, e.g. opening, turning point, climax and/or satisfactory ending (added)** * **Create interesting characters through their feelings and actions, physical description and dialogue.** * **Describe detailed settings and contexts.** | |