LITERACY & ENGLISH/GÀIDHLIG POLICY & PROGRESSION PROGRAMME

Sgoil nan Loch

AUGUST 1, 2020

Literacy & English/Gàidhlig

Programme & Policy

"Language and literacy are of personal, social and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity. Language is itself a key aspect of our culture. Through language, children and young people can gain access to the literary heritage of humanity and develop their appreciation of the richness and breadth of Scotland's literary heritage. Children and young people encounter, enjoy and learn from the diversity of language used in their homes, their communities, by the media and by their peers.
Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of *Curriculum for Excellence*." (Principles & Practice Paper)

A Literacy & English/Gàidhlig programme has been drawn up to ensure progression of skills from Early to Second Level. By using the Benchmarks (Appendix 1), the Progression Framework and the guidance on Breadth, Challenge and Application Literacy & English/Gàidhlig, staff will plan learning, teaching and assessment using the Experiences and Outcomes. Although the Benchmarks incorporate and streamline the Progression Framework statements, these may still be used as an additional resource for planning and assessment, where appropriate.

How to use this programme:

1. Identify which Experiences and Outcomes you will be covering through reflecting on the children's prior learning and experiences. The Experiences and Outcomes which link together have been bundled where appropriate, but may be adjusted if necessary.
2. Identify the correct level for your group of pupils and use the Es & Os, Learning Statements and Benchmarks detailed below as a basis for planning and assessing activities incorporating breadth, challenge and application.

Benchmarks – Literacy & English/Gàidhlig

As stated in Education Scotland's Guidance on Using Benchmarks for Assessment:

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

Benchmarks have been developed to provide clarity on the national standards expected within each curriculum area at each level. They set out clear lines of progression in literacy and English and numeracy and mathematics, and across all other curriculum areas from Early to Fourth Levels (First to Fourth Levels in Modern Languages). Their purpose is to make clear what learners need to know, and be able to do to progress through the levels, and to support consistency in teachers' and other practitioners' professional judgements.
Skills development is integrated into the Benchmarks to support greater shared understanding. An understanding of skills and how well they are developing will enable learners to make links between their current learning and their future career options and employment.
Benchmarks draw together and streamline a wide range of previous assessment guidance (including significant aspects of learning, progression frameworks and annotated exemplars) into one key resource to support teachers' and other practitioners' professional judgement of children and young people's progress across all curriculum areas.
Benchmarks have been designed to support professional dialogue as part of the moderation process to assess where children and young people are in their learning. They will help to support holistic assessment approaches across learning. They should not be ticked off individually for assessment purposes.
Benchmarks for literacy and numeracy should be used to support teachers' professional judgement of achievement of a level. In other curriculum areas, Benchmarks support teachers and other practitioners to understand standards and identify children's and young people's next steps in learning. Evidence of progress and achievement will come from a variety of sources including:
- observing day-to-day learning within the classroom, playroom or working area;
- observation and feedback from learning activities that takes place in other environments, for example, or on work placements;
- coursework, including tests;
- learning conversations;
- planned periodic holistic assessment; and
- information from standardised assessment.

Benchmarks in curriculum areas
Benchmarks in each curriculum area are designed to be concise and accessible, with sufficient detail to communicate clearly the standards expected for each curriculum level.
Teachers and other practitioners can draw upon the Benchmarks to assess the knowledge, understanding, and skills for learning, life and work which children are developing in each curriculum area.

Literacy and numeracy

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

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

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

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

The three organisers within the literacy framework are the same as those used in the literacy and English, literacy and Gàidhlig, Gaelic (learners) and modern languages frameworks:

- listening and talking

- reading

- writing.

Within these organisers there are a number of subdivisions.

Enjoyment and choice experiences and outcomes highlight the importance of providing opportunities for young people to make increasingly sophisticated choices.

The *tools* sections include important skills and knowledge: for example, in reading it includes such important matters as reading strategies and spelling.

The sections on *finding and using information* include, in reading, critical literacy skills; while the *understanding, analysing and evaluating* statements encourage progression in understanding of texts, developing not only literal understanding but also the higher order skills.

Finally, the *creating texts* experiences and outcomes describe the kind of opportunities which will help children and young people to develop their ability to communicate effectively, for example, by writing clear, well-structured explanations.

Breadth, Challenge and Application in Literacy

Breadth in literacy:

- Communicate and collaborate across learning, in listening, talking, reading and writing.

- Engage with and create a broad range of texts, fiction and non-fiction, printed and multimedia, spoken and written, including Scottish texts.

- Extend and enrich their use of vocabulary, including Scots.

- Explore, discuss and use a wide variety of word patterns and text structures

- Develop critical literacy in a wide range of contexts**.**

Challenge in literacy:

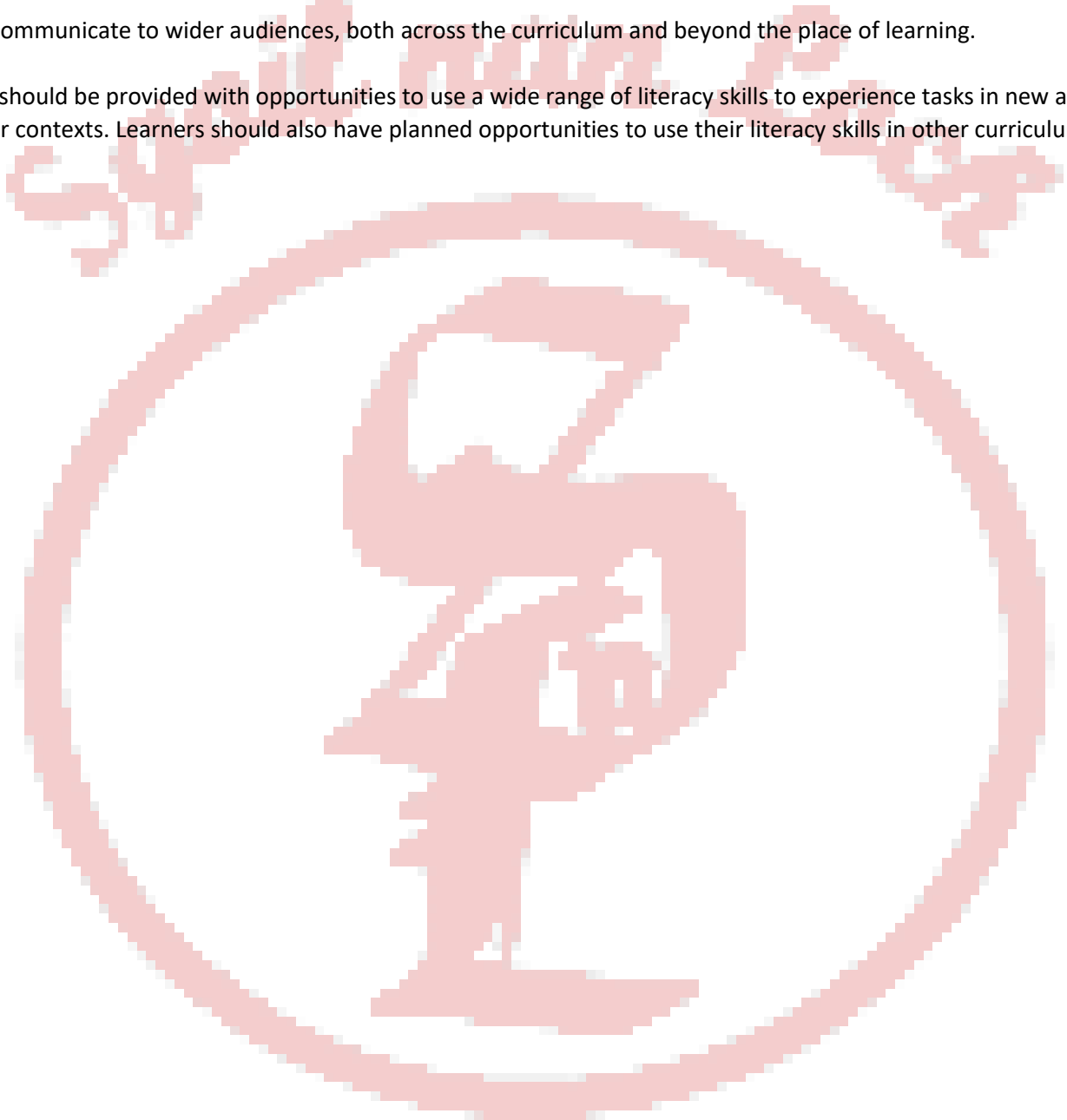Learners are provided with challenge in numeracy and mathematics when they can:

- Independence and reduced level of support, including peer/teacher support and support from resources such as writing frames, wordlists and dictionaries.

- Length and complexity of text and task.

- Use of higher order questions and critical skills.

- Confidence in taking initiative (including asking for help) and sustaining communication.

Application in literacy:

- Apply skills and understanding in a wide range of new and unfamiliar situations.

- Use skills and understanding in all curriculum areas, in interdisciplinary work, in the life and ethos of the school, and in personal achievements in and out of school.

- Utilise skills across curricular areas and in real and meaningful contexts.

- Communicate to wider audiences, both across the curriculum and beyond the place of learning.

Learners should be provided with opportunities to use a wide range of literacy skills to experience tasks in new and unfamiliar contexts. Learners should also have planned opportunities to use their literacy skills in other curriculum areas.

Development of Skills

In Building the Curriculum 1, it is stated that:

"Language is at the core of thinking. We reflect, communicate and develop our ideas through language. Literacy offers an essential passport to learning, helping young people to achieve to the full and be ready for active involvement in society and work. Literature opens up new horizons, and a love of reading can be an important starting point for lifelong learning. As we communicate increasingly through digital technologies, we need to be able to interpret and convey information in new ways and to apply discernment.

Learning through the languages area of the curriculum enables children and young people to:
- develop their ability to communicate their thoughts and feelings and respond to those of other people
- develop the high level of skills in listening, talking, reading and writing which are essential for learning, work and life
- use different media effectively for learning and communication
- develop a secure understanding of how language works, and use language well to communicate ideas and information in English and other languages
- exercise their intellectual curiosity by questioning and developing their understanding, and use creative and critical thinking to synthesise ideas and arguments
- enhance their enjoyment and their understanding of their own and other cultures though literature and other forms of language
- develop competence in different languages so that they can understand and communicate including, for some, in work settings."

The following programme takes all of these principles into account and provides a clear, coherent path of progression across levels of Literacy & English/Gàidhlig. The table below shows each area of Literacy & English/Gàidhlig and the expectations within and across levels. The Experiences and Outcomes have then been matched to each of the areas to be covered within Literacy & English/Gàidhlig, in order to achieve the Benchmarks at each level.

The main lines of development for English language and Gàidhlig and for modern languages will therefore be:
- reading
- writing
- listening and talking.

The lines of development will include knowledge about language, including competence in spelling and grammar.
These three main lines of development for Literacy & English/Gàidhlig, as highlighted in Building the Curriculum 1, have been colour-coded:

- Talking & Listening

- Reading

- Writing

Monitoring, Tracking & Assessment:
Teachers from similar stages plan together and meet throughout the year to discuss learning and teaching strategies. There are transition processes in place between Nursery and P1, and also between stages. This includes a formal meeting between teachers and the completion of a hand-on sheet. This informs teachers of levels achieved, work covered and next steps. This information is used for the next stage in planning. Assessment is carried out through: teacher observations; check-ups; self and peer assessment; formal assessments (SNSAs). Moderation occurs through specific moderation topics and ongoing moderation discussions where standards are shared and agreed.

Literacy & English/Gàidhlig Programme – Sgoil nan Loch

Learning Statements (From Progression Framework)

		Early Level (Nursery-P1)	First Level (P2-P4)	Second Level (P5-P7)
Listening & Talking Enjoyment and Choice		• I am developing the ability to hear and articulate sounds in words. • I can recognise simple sound patterns – rhyme, rhythm • I can respond and make some contributions to discussions. • I can express likes and dislikes. • I can talk about experiences, and ideas in real and imaginary contexts through play and more structured activities. • I can listen to stories and express my feelings about them.	• I can explore the richness of language through a variety of contexts and select what I listen to and watch. • I can express my likes and dislikes about my sources. • I am beginning to select texts/topics that I want to talk about and can use real objects to enhance my presentation.	• I can select texts I enjoy and comment on why I chose them. • I can talk readily about my own and others' feelings. • I can give a clear account/explanation of a topic of my choice. • I can explain why I prefer certain sources. •
			• I can offer a personal response and justify preferences by a simple statement. • I can improvise dialogue and events to interpret key ideas and issues. • I can select texts/topics that I want to talk about and can use real objects to enhance my presentation.	• I can regularly select texts I enjoy and explain why I chose them. • I can recount an experience or event clearly, logically and sequentially. • I can give a clear account/explanation of a topic of my choice with increasing confidence. • I can confidently explain why I prefer certain sources.
		• I am developing the ability to hear and articulate sounds in words. • I can use simple sound patterns – rhyme, rhythm • I can respond and contribute to discussions. • I can express likes and dislikes. • I can talk about experiences, preferences and ideas in real and imaginary contexts through play and more structured activities. • I can express my feelings about a text in different ways.	• I can offer a personal response and justify preferences. • I can choose a topic and give a clear account/explanation which is sustained and complete. • I can freely select texts/topics that I want to talk about and can use real objects to enhance my presentation.	• I can regularly select a wide range of texts I enjoy and explain why I chose them. • I can talk clearly, logically and sequentially about my experiences, feelings and opinions. • I can give a clear account/explanation of a topic of my choice which is sustained and complete. • I can confidently explain why I prefer certain sources using evidence to back up my opinion.
		I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn.[1] **LIT 0-01a / LIT 0-11a / LIT 0-20a** *I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.* **LIT 0-01b / LIT 0-11b** *I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.* **LIT 0-01c**	*I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources.* *I regularly select subject, purpose, format and resources to create texts of my choice.* **LIT 1-01a / LIT 2-01a**	

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[1] The literacy experiences and outcomes which are the responsibility of all teachers are shown in italics.

Listening & Talking / Tools for listening & talking			
• I am learning to take turns when listening and talking. • I can show an awareness of expression and emotion. • I can use an appropriate volume of voice. • I am learning to make comments with some relevance about a chosen subject.	• I am beginning to be aware of my role in the group. • I am beginning to share appropriate ideas, information and experiences. • I am beginning to show respect by listening to the responses of others. • I can ask and respond to some basic questions in the group. • I am beginning to use eye contact to show interest. • I am beginning to use appropriate gesture when engaging with others. • I am aware of some basic tools like appropriate tone and volume. • I can use some topic vocabulary appropriate for my audience.	• I am aware of the different roles within the group. • I can develop my ideas, opinions, information and experiences through listening to others. • I can sustain focus, make eye contact and maintain the discussion. • I can use eye contact and facial expression when talking to an audience. • I can show respect for the views of others through eye contact and facial expression. • I am beginning to justify my thinking. • I can recognise the body language of others. • I can use tools for speaking such as language, gesture, tone and facial expression, as appropriate for my purpose.	
	• I am aware of my role in the group • I can share appropriate ideas, opinions, information and experiences. • I can show respect by listening and responding to others. • I can contribute at the appropriate time. • I can ask and respond to some basic questions within the group I can use eye contact to show interest. • I can use appropriate gesture and expression when engaging with others. • I can use some basic tools like appropriate tone and volume. • I can use topic vocabulary appropriate for my audience. •	• I am aware of and can respond to the different roles within the group. • I can develop my ideas, opinions, information and experiences and am beginning to extend and build upon others' ideas. • I can sustain focus, make eye contact and use appropriate facial expressions to show I am involved. • I can use eye contact and facial expression appropriately when talking to an audience. • I can show respect for the views of others by responding positively. • I can justify my thinking. • I can recognise and respond to the body language of others. • I can confidently use tools for speaking such as language, gesture, tone and facial expression, as appropriate for my purpose.	
• I can increasingly take turns when listening and talking. • I can show an awareness of gesture, expression and emotion. • I can use an appropriate volume of voice. • I can listen to a speaker and make a comment or offer a contribution. • I can speak with relevance about a chosen subject.	• I can adopt a role within the group. • I can confidently share appropriate ideas, opinions, information and experiences. • I can show respect by taking it in turns to speak. • I can confidently contribute at the appropriate time. • I can ask and respond to more complex questions within the group. • I can use eye contact and appropriate facial expressions to show interest. • I can use appropriate gesture, expression and tone when engaging with others. • I can confidently use an appropriate tone and volume of voice. • I can confidently use topic vocabulary appropriate for my audience.	• I am aware of and can respond well to the different roles within the group. • I can develop my ideas, opinions, information and experiences and extend and build upon others' ideas. • I can listen actively to others, make eye contact and use appropriate facial expressions to show I am involved. • I can maintain the discussion using gesture and questions. I can use eye contact and facial expression effectively when talking to an audience. • I can show respect for the views of others by responding positively and developing ideas. • I can confidently justify my thinking. • I can confidently recognise and respond appropriately to the body language of others. • I can confidently use tools for speaking such as language, gesture, pace, tone and facial expression, as appropriate for my purpose.	
As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen. **LIT 0-02a / ENG 0-03a**	*When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect.* **LIT 1-02a** I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn. **ENG 1-03a**	*When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.* **LIT 2-02a** I can recognise how the features of spoken language can help in communication, and I can use what I learn. I can recognise different features of my own and others' spoken language. **ENG 2-03a**	

Listening & Talking — Finding and using information			
• I can convey a simple message about something I have watched or listened to. • I am learning to listen or watch for useful information. • I am learning how I can use this information to make choices or learn new things.	• I am beginning to identify the purpose of texts I watch or listen to. • I can discuss the main idea of a text. • I am beginning to use this information for specific purposes. • I am beginning to recognise some different types of text and genres. • I am beginning to make notes under headings for texts I watch or listen to. • I am beginning to show understanding of what I have listened to or watched through my contributions to discussion. • I am beginning to select appropriate ideas and information from texts I listen to and watch. • I am beginning to use my notes to organise my ideas. • I am beginning to use my notes to contribute to a group discussion. • I am beginning to choose interesting words appropriate for my audience.	• I can identify the main ideas and purpose of a text. • I can use this information for different purposes. • I can recognise different types of text and genres from what I listen to and watch. • I am beginning to use prior research to strengthen my contribution. • I can note key words to help me to give an account of what I have watched or listened to. • I can make notes appropriate to my role within a group. • I can conduct an interview and make notes. • I am beginning to change ideas into my own words. • I can select some relevant information from a variety of sources. • I can organise my information and present it to an audience. • I can deliver a presentation and keep to the relevant information. • I can use varied vocabulary to enhance the talk for my audience.
	• I can identify the purpose of texts I watch or listen to. • I can discuss some key words and the main idea of a text. • I can use this information for specific purposes. • I can recognise some different types of text and genres. • I can make notes under headings for texts I watch or listen. • I show understanding of what I have listened to or watched through my contributions to discussion. • I can select appropriate ideas and information from texts I listen to and watch. • I can use my notes to organise my ideas in sequence. • I can use my notes to contribute to a group discussion. • I can choose interesting words appropriate for my audience.	• I can identify and discuss the main idea and purpose of a text. • I can use this information for a variety of purposes. • I can recognise different types of text and genres from what I listen to and watch and comment on the features of them. • I can use prior research to strengthen my contribution. • I can make notes in order to give an account of what I have heard. • I can make effective notes appropriate to my role within a group. • I can plan and carry out interviews making notes. • I can change ideas into my own words. • I can select relevant information from a variety of sources. • I can organise my information and present it to an audience. • I can deliver a presentation using subject specific vocabulary and information. • I can use varied vocabulary and talking tools to enhance the talk for my audience.
• I can convey a simple message about something I have watched or listened to accurately. • I can gather and convey one or two pieces of information from watching or listening. • I can use this information to make choices or learn new things.	• I can identify and discuss the purpose of texts I watch or listen to. • I can identify and discuss the purpose and key words of texts I watch or listen to. • I can use this to convey information or to recount an experience or event. • I can recognise different types of text and genres. • I can make notes under headings for texts I watch or listen to with increasing confidence. • I show a clear understanding of what I have listened to or watched through my contributions to discussion. • I can confidently select appropriate ideas and information from texts I listen to and watch. • I can organise my ideas in a logical sequence, appropriate for my audience. • I can use my notes to organise my ideas in a logical sequence to contribute to a group discussion. • I can use words that are appropriate and useful for my audience.	• I can identify and discuss the main idea, purpose and supporting detail contained within a text. • I can independently use this information for wide variety of purposes. • I can recognise different types of text and genres from what I listen to and watch and comment more confidently on their features. • I can confidently use prior research to strengthen my contribution. I can make organised notes in order to give an account of what I have heard. • I can prepare a talk by researching, planning and organising ideas. • I can make effective and clearly structured notes appropriate to my role within a group. • I can plan and carry out interviews and can talk about the findings using my notes. • I can confidently and independently change ideas into my own words. I can confidently and independently select relevant information from a variety of sources. • I can organise information in a logical, sequential and structured manner when presenting, using notes if required. • I can confidently deliver a well sequenced presentation using subject specific vocabulary and information. • I can use a wide range of vocabulary and talking tools to enhance the talk for my audience.
I listen or watch for useful or interesting information and I use this to make choices or learn new things. **LIT 0-04a**	*As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose.* **LIT 1-04a** *As I listen or watch, I am learning to make notes under given headings and use these to understand what I have listened to or watched and create new texts.* **LIT 1-05a** *I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others.* **LIT 1-06a**	*As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.* **LIT 2-04a** *As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate.* **LIT 2-05a** *I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.* **LIT 2-06a**

Listening & Talking — Understanding, analysing and evaluating

	Level 1	Level 2	Level 3
	• With support, I am learning to tell the difference between stories and poems. • I am learning to offer a relevant comment about a text. • I am learning how to ask a question about a text. • I am learning to link what I listen to or watch with what I already know.	• I am beginning to ask questions and respond to others' questions. • I am beginning to ask different types of questions. • I am beginning to participate in peer evaluation. • I am beginning to recognise some different types of texts and genres. • I am beginning to recognise the difference between fact and opinion.	• I can comment on the usefulness of a text. • I can show my understanding of a text by asking and responding to a variety of questions. • I can ask different types of questions. • I am beginning to understand the importance of giving evidence for my opinions. • I am beginning to participate in a debate about a given subject. • I can recognise if what I am listening to or watching is fact or opinion. • I am beginning to evaluate the reliability of my sources. • I am beginning to identify when I am being persuaded.
		• I can say how useful I found a text. • I can ask basic questions to clarify the meaning of what I am listening to. • I can respond appropriately to simple and complex questions. • I can ask questions to secure understanding. • I am beginning to participate in peer and self-evaluation. • I can recognise some different types of texts and genres. • I am becoming more confident in recognising and understanding the difference between fact and opinion. • I am beginning to be aware of how others influence my opinion.	• I can comment on the usefulness of a text and justify my opinion. • I can show my understanding of a text by asking and responding to literal, inferential and evaluative questions. • I can understand the importance of giving evidence for my opinions. • I can participate in a debate about a given subject. • I can organise and shape a talk, making connections between ideas and drawing on different points of view. • I can evaluate the reliability of some of my sources. • I can identify when I am being persuaded. • I am beginning to understand the techniques used to persuade or influence me.
	• With support, I can tell the difference between story, information text and poem. • I can offer a relevant comment about a text. • I can ask questions about what I watch or listen to. • I can link what I listen to or watch with what I already know.	• I can explain how useful I found a text. • I can ask more complex questions. • I can respond appropriately to simple and complex questions with increasing confidence. • I can confidently ask questions to secure understanding. • I can comment constructively on the success of a performance. • I can participate in peer and self evaluation. • I can recognise some different types of texts and genres with increasing confidence. • I can recognise and understand the difference between fact and opinion. • I am becoming more aware of how others influence my opinion.	• I can comment on the usefulness of a text and justify my opinion using evidence from what I have watched or listened to. • I can show my understanding of a text by asking and responding to complex literal, inferential and evaluative questions I can understand the importance of giving evidence for my opinions and can demonstrate this. • I can participate more fully in a debate about a given subject, clearly expressing my opinion. • I can organise and shape a talk for a debate making connections between ideas and drawing on different points of view. • I can evaluate the reliability of some of my sources. • I can identify when I am being persuaded. • I can recognise and understand some of the techniques used to persuade or influence me.
	To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. **LIT 0-07a / LIT 0-16a / ENG 0-17a**	*I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.* **LIT 1-07a** *To help me develop an informed view, I am learning to recognise the difference between fact and opinion.* **LIT 1-08a**	*I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own.* **LIT 2-07a** *To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are.* **LIT 2-08a**

Listening & Talking / Creating texts

• I can talk about experiences and events. • I can share news and other information. • I can observe an activity and recount some details about it. • I can share some of my experiences or feelings. • I can explore ideas in real and imaginary contexts including listening to and making stories. • Through role play I can explore characters and situations. • I am beginning to listen to others in a variety of situations. • I am beginning to listen to and take part in conversations and discussions. • I am beginning to learn new words and phrases. • I can make a response to what others have to say in a group.	• I am beginning to offer information, experiences, ideas and opinions in discussions. • I am beginning to ask questions to show I understand. • I am beginning to respond appropriately to the opinions of others. • I am beginning to communicate clearly and audibly. • I am beginning to use resources to enhance my talk as required.	• I can share information, experiences and opinions. • I can explain some processes and ideas. • I am beginning to summarise main points of what I listen to or watch. • I can clarify points by asking questions. • I am beginning to develop my confidence when working with others within and beyond my place of learning. • In role play situations, I can offer opinions and make sustained contributions on the pros and cons of a topic. • I can speak clearly and audibly and select relevant resources to help me.
	• I can offer information, experiences, ideas and opinions in discussions. • I am beginning to ask questions to show I understand or to find out more. • I can respond appropriately to the opinions of others. • I can communicate clearly and audibly. • I am beginning to use resources I can use resources provided for me to enhance my talk as required.	• I can share information, experiences and opinions. • I can explain more complex processes and ideas. • I can identify issues. • I can summarise main points of what I listen to or watch. • I can ask others to say more by asking questions. I am developing my confidence when working with others within and beyond my place of learning. • I can participate in and evaluate different aspects of a live performance, including characterisation and dramatic effects. • I can speak confidently, clearly and audibly and select relevant resources to help me.
• I can talk clearly and logically about experiences and events. • I can confidently share news and other information. • I can observe an activity and recount it in a clear logical sequence. • I can share experiences and feelings. • I can explore ideas in real and imaginary contexts including listening to and making stories. • I can use improvisation and work in role to explore characters and situations. • I can listen to others in a variety of situations. • I can listen to and take part in conversations and discussions. • I can use new words and phrases. • I am beginning to converse confidently in social situations. • I can respond to what others have to say in a group.	• I can offer information, experiences, ideas and opinions in discussions with increasing confidence. • I can ask questions to show I understand or want to find out more. • I can respond appropriately to the opinions of others and offer my own opinion. • I can encourage others to say more by asking them directly. • I can communicate clearly, audibly and with increasing confidence. • I can independently use resources to enhance my talk as required.	• I can share information, experiences and opinions with increasing confidence. • I can explain more complex processes and ideas using a variety of talking tools. • I can identify issues. • I can summarise main points or findings of what I listen to or watch. • I can ask others to say more by asking questions or prompting. • I can work with others within and beyond my place of learning with growing confidence. • I can participate in and evaluate different aspects of a live performance, including characterisation, dramatic effects and suitability for different audiences. • I can speak confidently, clearly, audibly, fluently and expressively. • I can select and organise resources independently.
Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. **LIT 0-09a** *I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.* **LIT 0-09b / LIT 0-31a** *As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings.* **LIT 0-10a**	*When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more.* **LIT 1-09a** *I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources[2] as required.* **LIT 1-10a**	*When listening and talking with others for different purposes, I can:* • *share information, experiences and opinions* • *explain processes and ideas* • *identify issues raised and summarise main points or findings* • *clarify points by asking questions or by asking others to say more.* **LIT 2-09a** *I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.* **LIT 2-10a**

Reading - Enjoyment and Choice			
	• I can recognise that some words rhyme. • I can identify rhyming words. • I can recite some rhymes confidently. • I can choose my favourite text from a range of genres and listen attentively when this is read to me. • I can recall repetitive parts of a story, song or rhyme. • I can anticipate and predict what is going to happen in a familiar story. • I can say what I like/dislike about a story.	• I can choose my favourite fiction and non-fiction text from a range of genres and talk about it. • I am beginning to select texts using the title, author and cover illustration to help me choose. • I can explain why I like certain authors. • I can explain why I would/would not recommend a text to others.	• I can choose books at my own level from a range of texts and read them confidently. • I can make informed choices about what I read for pleasure and explain my reasons. • I can explain clearly why I prefer certain texts/authors.
		• I can make reading choices from a selection of genres based on what I have read, watched or listened to before. • I can use the title, picture and blurb to help me choose more complex fiction and non-fiction texts. • I can tell others why I like/dislike a text/writer. • I can use evidence from the text to support my views. • I can retell a story I enjoyed and use details to make it clear.	• I can regularly select and read more complex material at my own level. • I can justify my choices about what I read for pleasure. • I can give clear reasons for my preferences. • I can explain my preferences using evidence from the text.
	• I can identify rhyming words confidently. • I can generate rhyme from a given word. • I can recite rhymes confidently and independently. • I can clap out the syllables in familiar names. • I can choose my favourite text from a wide range of genres and talk about it. • I can re-read and enjoy my favourite books, songs and rhymes. • I can use the pictures and the repetitive parts of the story, song or rhyme to help me anticipate and predict what is going to happen. • I can say what I think about the stories I choose. • I expect my reading books to make sense.	• I can choose a selection of texts from a range of genres to read independently. • I can make choices based on key features of the text including the book covers, my knowledge of the writer and the recommendations of others. • I can explain why I like a text by commenting on the language that the author has used to convey character, plot and setting. • I can explain why I like a non-fiction text by referring to the layout and content. • I can use evidence from the text to back up my view	• I can regularly select and read increasingly challenging reading material at my own level. • I can justify my reading and author preferences confidently. • I can explain my preferences clearly using evidence from the text. • I can comment on the writer's style when recommending a text.
	I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. **LIT 0-01a / LIT 0-11a / LIT 0-20a** *I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.* **LIT 0-01b / LIT 0-11b**	*I 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**	

	Column A	Column B	Column C
	• I am beginning to have an awareness of environmental print. • I can recognise simple sounds/combinations of sounds. • I can associate some words with symbols. • I know that texts and illustrations are related. • I know that print is read from left to right and from top to bottom. • I can match objects to their initial sound.	• I can read some high frequency words and core topic words accurately and automatically. • I am beginning to use some word recognition strategies. • I can blend two letter phonemes to read new words. • I can split unfamiliar words into parts that I know. • I can read with increasing fluency and understanding. • I can use pictures clues to help me to understand what I read. • I am beginning to use grammar and punctuation to help me read with expression. • I can use the cover, title and pictures before I read to help develop my understanding of the text. • I can scan a text for key words and ideas. • I am beginning to make simple predictions about the text. • I know how to use a basic picture dictionary. • I am beginning to spot my own mistakes in reading.	• I can skim a text in order to predict context. • I am beginning to use my knowledge of context, punctuation, grammar and layout clues to read an unfamiliar word or text. • I can read with fluency and understanding. • I can read new texts with increasing confidence. • I can use some reading skills and strategies to self monitor and self correct. • I can skim a range of text types in order to predict genre and key vocabulary. • I can generate questions to help me make appropriate predictions about the text. • I can read sentences of varying lengths and structures with understanding. • I can use a tool to check the meaning of unknown words.
		• I can read high frequency words and core topic words accurately and automatically. • I can use a range of word recognition strategies. • I can blend three letter phonemes to read new words. • I can use a range of techniques to split unfamiliar words into parts that I know. • I can use picture and context clues to help me to understand what I read. • I am beginning to use grammar, punctuation and layout to help me read with expression. • I can skim the features of a text to predict its content and genre. • I can read carefully around key words and ideas to help literal understanding of a text. • I can make simple predictions about the text and give a reason to show my understanding. • I can use context cues, general knowledge, and pictures to help me understand what I read. • I can use first letter alphabetical order to locate information. • I can spot and correct my own mistakes in reading.	• I can skim a wider range of text types in order to predict context. • I can combine my knowledge of context, punctuation, grammar and layout clues to read an unfamiliar word or text. • I can read with fluency, understanding and expression. • I can use a wider range of reading skills and strategies to self monitor and self correct. • I can skim a wide range of text types in order to predict genre and key vocabulary. • I can use my knowledge of layout and structure to generate questions and make appropriate predictions about the text. • I can read complex sentences of varying lengths and structures with understanding. • I can read and understand specialist words needed for particular curricular areas using tools, e.g. dictionaries and reference books.
	• I know that environmental print conveys meaning and can recognise simple words in the environment by their shape or features. • I can tell the difference between a word, a letter and a space. • I can look at the pictures to help me understand the words. • I can provide a word with the same initial sound as a given word. • I can point to and hear each separate word. • I can say the individual sounds in a two letter word. • I can read CVC words like cat, dog, pig, pot, sat. • I can blend phonemes to read words like play and push. • I can use my letter sounds to read and write new words.	• I can read an increasing number of high frequency words, core topic words and words of personal significance to me. • I can use a range of word recognition strategies confidently and independently. • I can pick out known words in a text. • I can read unknown words by locating and pronouncing familiar letter patterns and blends. • I can independently use a range of techniques to split unfamiliar words into parts that I know. • I can use context clues to help me to understand what I read. • I can use grammar, punctuation and layout to help me read with expression. I can independently skim the features of a text to predict its content and genre. • I can read around key words and ideas on short sections of texts and make simple inferences. • I can make appropriate predictions about the text and give a reason to show my understanding. • I can use second and third letter alphabetical order to locate information. • I can spot my own mistakes in reading and correct them independently.	• I can independently skim a wide range of text types in order to predict context. • I can independently combine my knowledge of context, punctuation, grammar and layout clues to read an unfamiliar word or text. • I can read with fluency, understanding and expression, using the right tone for the content. • I can confidently and independently use a wide range of reading skills and strategies to self monitor and self correct. • I can independently skim a wide range of text types in order to predict genre and key vocabulary. • I can use my knowledge of layout and structure to independently generate questions and make appropriate predictions about the text. • I can read complex sentences of varying lengths and structures with understanding and explain their meaning. • I can use tools to help me read specialist words and use the vocabulary in discussion.
	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. **ENG 0-12a / LIT 0-13a / LIT 0-21a**	I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. **ENG 1-12a** *I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear.* **LIT 1-13a**	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** *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**

Reading — Finding and using information

Early	First	Second
• I can understand book words: title, page, cover, word, pictures, etc. • With support I enjoy looking at and talking about information from a variety of sources. • I can learn new things from this information. • I can choose information I need to learn new things. • I am able to re-call the facts afterwards. • I can recognise my name label and those of my friends.	• I can tell the difference between fiction and non-fiction. • I can show that I understand the way information texts are organised and use this to help me when reading. • I can find information in a non-fiction text, using the layout and text knowledge to help me. • I am beginning to select relevant information and use it for a specific purpose. • I can ask simple questions about a topic before I read. I can highlight the key words in a sentence. • I can write my own sentence using the key words. • I am beginning to use some strategies to find relevant information in a text. • I can recognise that notes are not full sentences. • I can use pictures and word prompts to help me organise my writing. • I can use a mind map with support.	• I can use what I know about the text structure to help me find information. • I can find information on a given topic from more than one source. • I can use this information to create my own text. • I can begin to use the skills of skimming, scanning and text-marking to identify the information I require. • I can identify the main structural features of range of texts and can draw simple comparisons between two texts of the same genre. • I can scan to identify key words and phrases. • I can underline or highlight key words and phrases to help me make useful notes. • I can organise my notes under simple headings. • I can use my notes to show my understanding of the information. • I can use my notes to help create a new text. • I can use my own words as appropriate. • I am beginning to acknowledge my sources.
	• I am beginning to identify some key features of fiction and non-fiction texts. • I can use the contents, headings, and index pages to help me locate information. • I can select relevant information and use it for a specific purpose. • I can ask questions about a topic and scan for key words to help me locate the answers. • I can understand that paragraphs are used to organise ideas. I can use given headings to scan for key words in a short text. • I can highlight the key words in a short text. • I can write my own sentences using the key words. • I can use a range of strategies to find relevant information in a text. • I can suggest words you can miss out when making notes. • I can create a mind map with support.	• I can explain the techniques the author has used to organise different types of text. • I can find information on a given topic from more than one source and select some of the most relevant points. • I can use the skills of skimming, scanning and text-marking to identify the information I require with increasing confidence. • I can identify the main structural features of an increasing range of texts and can draw simple comparisons between two texts of the same genre. • I can make notes using some of my own words from a piece of information. • I can use headings, sub-headings and key words to organise my notes. • I can use my notes to develop my thinking on a topic. • I can use my notes from more than one source to create texts of my own. • I can understand the difference between quoting and using my own words. • I can acknowledge my sources.
• I can use book words to predict what the text will be about. • I can tell the difference between fiction and non-fiction texts. • With support I can locate information I am interested in from a variety of sources. • I can use this information to engage with the text and make meaning from it. • I can use patterns and structures when I am retelling a story. • I can recognise some everyday signs and act on the information they convey.	• I can identify the key features of fiction and non-fiction texts. • I can use the contents, index, headings, sub-headings and diagrams to help me locate information. • I can select relevant information and confidently use it for a specific purpose. • I can ask questions about a topic and scan for the information I require. • I can identify the main idea of a paragraph. • I can use given headings to scan for key words in a text. • I can highlight the key words in a text and use these to create a new text of my own. • I can use a range of strategies with increasing confidence to find relevant information in a text. • I can suggest some simple headings to help me create new texts. • I can create my own mind map to generate and organise my ideas and explore given problems.	• I can compare and contrast the key features of a range of texts at my level. • I can find information on a given topic from more than one source and select many of the most relevant points. • I can independently use this information to create my own complex text. • I can confidently use the skills of skimming, scanning and text-marking to identify the information I require. • I can identify the main structural features of an increasing range of texts. • I can draw detailed comparisons between two texts of the same genre/different texts. • I can make notes using many of my own words from a piece of information. • I can organise different forms of notes including mind-maps. • I can collect and organise key ideas from a range of sources. • I can use my notes to create a range of texts for a variety of purposes and audiences. • I can use my notes to create a text that conveys my thinking and understanding of the topic in my own words. • I can acknowledge my sources and create a bibliography.
I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things. **LIT 0-14a**	*Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.* **LIT 1-14a** *I am learning to make notes under given headings and use them to understand information, explore ideas and problems and create new texts.* **LIT 1-15a**	*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** *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**

• I am aware that there are different levels of questioning. • I can ask questions about the story that has been read to me. • I can use what is in the text to make predictions about what will happen next. • I can link what happens in a text to my own experiences. • I am beginning to use context clues to work out the meaning of new words. • I can use props to help me retell the main parts of the story. • I can take on the role of a character in the story. • I can re-tell repetitive parts of the story. • I can express my views about different texts in pictures, discussion, etc.	• I know that I can find information from a variety of sources. • I am beginning to read across learning for a variety of purposes. • I am beginning to identify different genres of texts. • I am beginning to identify the main ideas in a text. • I can answer different questions about my text. • I can frame understanding questions to help me make sense of the text. • I am beginning to recognise the difference between fact and opinion. • I can describe the main plot in a story and say what I think of it. • I can say what I think about a character in a story. • I can relate some settings, events and characters to my own experiences. • I am beginning to make comments on the writer's use of language to convey ideas. • I can compare stories and identify similarities and differences.	• I can identify the main idea of a short text and pick out some supporting details. • I am beginning to discuss the structure and style of a variety of texts in light of the author's purpose for writing and the audience intended. • I am beginning to recognise the ways in which a writer presents issues and points of view in fiction and non-fiction. • I am aware of the individual genres in a mixed-genre text. (e.g. an explanation within an information text) • I can discuss the structure and style of a non-fiction text in light of the author's purpose for writing and the audience intended. • I can demonstrate my understanding of new vocabulary by using it in related discussions. • I can begin to use evidence from the text to support my views. • I can identify points of view when they are clearly stated. • I can read around key words and ideas to help literal understanding. • I can begin to discuss messages, moods, feelings and attitudes by reading between the lines and using deduction. • I can frame analysing and evaluating questions about a text. • I am beginning to generate questions to help me investigate gaps in my understanding. • I can identify the difference between a fact and opinion. • I am beginning to identify when I am being influenced or persuaded by the language the writer uses. • I can identify and discuss the information and ideas represented in a text. • I am beginning to assess how useful and reliable my sources are, including digital media. • I can state my own opinion of a given topic. • I can discuss aspects of structure, characterisation and setting. • I can offer a critical response to the character and setting. • I can identify the language the author has used to create different themes and feelings. • I can identify and describe the particular ways in which different authors write. • I am beginning to understand the effect of figurative and descriptive language. • I can explain how this relates to my own experiences and those of my peers.
	• I can identify the relevant text to help me find the information I need for my learning. • I can read across learning with increasing confidence for a variety of purposes. • I can recognise the purpose of different genres. • I can identify some of the key ideas in a text. • I can answer some simple analysing and evaluating questions about a text • I can frame some questions about the text to ask others. • With support I can use the clues in a text to read between the lines. • I can recognise and understand the difference between fact and opinion. • I can talk about the theme of a story. • I can discuss the reasons for events in a story. • I can discuss what characters might be thinking or feeling using clues in the text. • I can recognise the writer's theme and relate it to my own experiences. • I am beginning to make comments on the writer's use of language and structure to convey ideas. • I can create a simple evaluation of a text.	• I can identify purposes and main ideas in a text and pick out supporting details. • I can discuss the structure and style of a variety of texts in light of the author's purpose for writing and the audience intended. • I can recognise the ways in which a writer presents issues and points of view in fiction and non-fiction. • I can comment on the genre-specific language an author has used to present information in a non-fiction text. • I am beginning to pick out the individual genres in a mixed-genre text. • I can discuss more independently the structure and style of a non-fiction text in light of the author's purpose for writing and the audience intended. • I can demonstrate my understanding of new vocabulary by using synonyms and/or antonyms for these words. • I can use evidence from the text to support my views. • I can identify points of view whether they are suggested or clearly stated. • I can read around key words and ideas to aid simple inference within a short piece of text. • With increasing confidence I can discuss messages, moods, feelings and attitudes by reading between the lines and using deduction. • I can frame analysing and evaluating questions about a text with increasing confidence. • I can generate questions to help me investigate gaps in my understanding. • I can identify the different language authors use to present fact or opinion. • I can identify when I am being influenced or persuaded by the language the writer uses. • I can identify and discuss the information, ideas, values and attitudes represented in a text. • I can assess how useful and reliable my sources are, including digital media. • I can compare my point of view with that of the author. • I am beginning to recognise bias and use evidence from the text to support my view. • I can confidently discuss aspects of structure, characterisation and setting using some examples from the text. • I can offer a critical response to the structure, character and setting. • I can analyse how the author has created different themes, moods and feelings through different aspects of language. • I can compare and contrast the styles of individual writers and provide evidence from the text to back up my views. • I am beginning to evaluate how well a text has been written. • I can articulate my responses about the effect of figurative and descriptive language. • I can explain how this relates to my own experiences and those of my peers and offer an emotional response.

• I am beginning to ask and answer questions at different levels about events and ideas in my text. • I can ask questions to help me predict what will happen next. • I can guess what is going to happen in a story that has repeated patterns. • I can talk about my own similar experiences after engaging with a text. • I can demonstrate understanding of new vocabulary in talking and writing. • I can retell a story in different ways including role play, puppets and drawing. • I can retell the main points in a recount in the right order. • I can talk about what I like and dislike about the characters and events in stories and say why. • I can talk about the feelings of characters and justify my opinions.	• I can use a variety of sources to obtain information. • I can read across learning independently for a variety of purposes. • I can confidently identify the purpose of different genres. • I can identify the main ideas in a text. • I can answer some analysing and evaluating questions about the text. • I can frame more complex analysing and evaluating questions. • I can read between the lines using clues in the text. • I can independently recognise and understand the difference between fact and opinion. • I can recognise the writer's message. • I can explain my views on actions and events using evidence from the text. • I can evaluate why characters act in the way they do. • I can recognise the writer's theme and clearly relate it to my own experiences. • I can make comments on the writer's use of language, structure and layout to convey ideas. • I can identify aspects of language the writer has used to create moods or build tension. • I can create an evaluation of a text using evidence to back up my opinion/views.	• I can identify purposes and main ideas across a range of texts and pick out supporting details. • I can confidently discuss the structure and style of a variety of texts in light of the author's purpose for writing and the audience intended. • I can recognise the ways in which a writer presents issues and points of view in increasingly complex fiction and non-fiction texts. • I can pick out the individual genres in a mixed-genre text. • I can transfer my reading skills to all areas of my learning. • I can confidently discuss the structure and style of a non-fiction text in light of the author's purpose for writing and the audience intended. • I can confidently demonstrate my understanding of new vocabulary by using synonyms and/or antonyms for these words in a different context. • I can use detailed evidence from the text to support my views. • I can compare and contrast points of view which are inferred with those that are openly stated. • I can make more complex inferences by interpreting and integrating literal and inferential information from across the text. • I can discuss messages, moods, feelings and attitudes by reading between the lines and using deduction. • I can frame analysing and evaluating questions and justify my responses with evidence from the text. • I can generate questions and use appropriate strategies to help me investigate gaps in my understanding. • I can confidently identify the different language authors use to present fact or opinion. • I can identify when I am being influenced or persuaded and articulate my response to this. • I can identify, discuss and make comments on the information, ideas, values and attitudes represented in a text. • I can assess how useful and reliable my sources are and use evidence to support my view. • I can compare the author's point of view with my own beliefs and justify my point of view. • I can recognise bias and use evidence from the text to support my view. • I can confidently discuss structure, characterisation, setting and theme using quotations from the text. • I can offer a critical response to the structure, character, setting and theme. • I can analyse how the author has created different themes, moods, feelings and attitudes through different aspects of language using examples from the text. • I can compare, contrast and a explore the styles of different writers and provide evidence from the text to back up my views. • I can identify and articulate my responses about the effect of figurative and descriptive language. • I can explain how this relates to my own experiences and those of my peers and offer a critical response or emotional engagement. • I can recognise and discuss irony and how it affects the text.
To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. **LIT 0-07a / LIT 0-16a / ENG 0-17a** *I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.* **LIT 0-19a**	*To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text.* **LIT 1-16a** *To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own.* **ENG 1-17a** *To help me develop an informed view, I can recognise the difference between fact and opinion.* **LIT 1-18a** I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features. **ENG 1-19a**	*To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.* **LIT 2-16a** *To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own.* **ENG 2-17a** *To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are.* **LIT 2-18a** I can: ● discuss structure, characterisation and/or setting ● recognise the relevance of the writer's theme and how this relates to my own and others' experiences ● discuss the writer's style and other features appropriate to genre. **ENG 2-19a**

Writing **Enjoyment and choice**	• I can say some nursery rhymes with correct words and rhythm and choose my favourite one. • I can identify names of friends that begin with the same sound. • I can use simple listening games to explore rhyme.	• I am beginning to understand and use the term 'planning'. • I am beginning to make choices for publishing using a range of media, including IT. • I am given opportunities to create texts, including Scots language, on an agreed theme/subject using simple writing formats. • I am beginning to experiment with word and language structures that I have encountered in my reading and talking. • I can spell some words from the 60 most commonly used words list. • I am beginning to use a wordbank or simple dictionary to help my spelling. • I can attempt spelling unknown words using what I know about sounds.	• I can make choices for planning and publishing in a range of media, including digital and visual. • I can select from a range of genres when creating texts, including Scots language, on an agreed theme/subject.
		• I can understand and use the term' planning' and 'purpose'. • I can make choices for publishing using a range of media, including IT. • I am given opportunities to create texts, including Scots language, using the appropriate format, on an agreed theme/subject. • I can experiment with word and language structures that I have encountered in my reading and talking.	• I can confidently make choices for planning and publishing in a range of media, including digital and visual. • I can select from a wide range of genres when creating texts on a variety of themes and subjects.
	• I can say some nursery rhymes and can write/identify the missing rhyming word. • I can identify words that begin with the same sound. • I can sort words and pictures that begin with the same sound. • I can use games to explore rhyme. • I can provide a real or nonsense word which rhymes with a given word. • I can clap the correct number of syllables in my name.	• I can understand and use the terms 'planning', 'purpose' and 'audience'. • I can make choices for publishing in a range of media, including digital and visual. • I am given opportunities to create texts, including Scots language, using the appropriate format and resources, on an agreed theme/subject. • I can experiment with word and language structures that I have encountered in my reading and talking and explain why I have used them.	• I can confidently and independently make choices for planning and publishing in a range of media, including digital and visual. • I can regularly select from a wide range of appropriate genres when creating texts.
	I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. **LIT 0-01a / LIT 0-11a /LIT 0-20a**	*I enjoy 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**	

Writing Tools for writing			
	• I can recognise some key words in stories and in my environment. • I can link sounds to letters, thoughts, ideas and feelings to convey information. • I can make marks using a variety of materials. • I can use magnetic letters to write my name. • I can draw to create a story and ask an adult to scribe my ideas for me.	• I can recite the alphabet in order using the letter names or sounds. • I can use a capital letter and full stop to punctuate a sentence accurately. • I can use 'and' and 'but' to join sentences. • I am beginning to use speech bubbles to show when someone is speaking. • I can order words to make sense in sentences. • I can space out my words when writing. • I can read over what I have written to check that it make sense. • I can hold a pencil correctly. • I can form my letters correctly. • I can display my writing attractively and illustrate it appropriately.	• I can apply knowledge of common patterns and simple rules and strategies when spelling unknown words. • I am beginning to spell words used less often with increasing accuracy in extended writing tasks. • I understand and use common prefixes, and suffixes related to meaning. • I can confidently use a dictionary to support spelling. • 'I can use a thesaurus to find appropriate and interesting words. • I can self correct using a variety of resources. • I can use common punctuation appropriately. • I can use a variety of sentence structure to fit the task. • I can recognise and use direct speech and dialogue. • I can recognise the key features and layout of a paragraph. • I am beginning to use paragraphs in my writing. • I can use key grammatical terms in my writing. • I am beginning to proof read and edit my own work. • I can use a variety of self-correction techniques, including visual approaches and IT. • I can use a fluent joined script. • I can present and display my work attractively. • I can use word processing to plan, draft and present my writing.
		• I can automatically spell many of the 100 most commonly used words. • I can use a wordbank or simple dictionary to help my spelling. • I can attempt spelling unknown words using what I know about sounds and spelling patterns. • I can use a capital letter, full stop or question mark to punctuate more than one sentence accurately. • I can use 'and', 'but', 'because', 'so', 'that' and 'then' to join sentences. • I am beginning to use commas in a list. • I can use speech bubbles to show direct speech. • I can order words to make more complex sentences. • I am beginning to use a simple thesaurus to find appropriate and interesting words. I can use a capital letter, full stop or question mark to punctuate more than one sentence accurately. • I can use 'and', 'but', 'because', 'so', 'that' and 'then' to join sentences. • I am beginning to use commas in a list. • I can use speech bubbles to show direct speech. • I can order words to make more complex sentences. • I can edit my work for clarity and accuracy, often from formative feedback. • I can reread as I write to check that the meaning is consistent. I can hold a pen/pencil correctly. • I can form my letters correctly and quickly. • I am beginning to use joined handwriting. • I can display my writing attractively, using appropriate images. • I can use word processing to present writing tasks.	• I can confidently apply knowledge of common patterns and rules and strategies when spelling unknown words. • I can spell words used less often in extended writing tasks. • I understand and use common prefixes, stems and suffixes related to meaning. • I can use a more complex dictionary to support spelling. • I can use a thesaurus to find interesting and alternative words. • I can confidently self correct using a variety of resources. • I can confidently use a range of punctuation. • I can confidently use a variety of sentence structure and layout to fit the task. • I can confidently use punctuation for direct speech and dialogue. • I can use appropriate topic sentences for my paragraphs. • I can use paragraphs in extended pieces of writing. • I can use a range of grammatical terms in my writing. • I can proof read my own work and use a variety of strategies to edit it. • I can confidently use a variety of self-correction techniques. • I can use fluent, linked and legible handwriting. • I can present and display my work attractively by selecting appropriate forms of layout. • I can publish and display completed work both in and out-with class using IT when appropriate.

• I can recite the alphabet sounds in order. • I can recognise the first set of common words. • I can find the word I need from wall-charts, books, picture dictionaries or by asking someone. • I can form most letters correctly and legibly. • I understand that letters are written from left to right. • I can create a text by selecting from a range of materials. (pens, pencils, chalk, paint, inks computers) • I can use magnetic letters to record words and simple sentences. • I can space out my words when I am writing.	• I can correctly and automatically spell most high frequency words in Gaidhlig and English. • I can use a dictionary or topic wordbank to help my spelling. • I can apply my knowledge of more complex phonic strategies when spelling unknown words. • I can use a thesaurus to find appropriate and interesting words. • I can use a capital letter, full stop, question mark and exclamation mark to punctuate many sentences accurately. • I can use common conjunctions to join sentences. • I can use commas in a list. • I am beginning to use speech marks to show direct speech. • I can construct complex sentences using more elaborate clauses. • I can proof read my work, recognising spelling errors and applying strategies to correct them. • I can reread as I write to check for consistency of meaning and fitness for purpose. • I can use joined handwriting confidently and consistently. • I can display my writing attractively, using appropriate images and other features. • I can use word processing to re-draft and present writing.	• I can confidently and independently apply knowledge of patterns, rules and strategies when spelling unknown words. • I can confidently and accurately spell words used less often in extended writing tasks. • I can confidently understand and use prefixes, stems and suffixes related to meaning. • I can independently and accurately use a more complex dictionary to support spelling. • I can independently use a thesaurus to enhance my writing. • I can confidently and independently self correct using a wide range of resources. • I can confidently and accurately use a wide range of punctuation. • I can confidently use more complex sentence structures and layout to fit the task. • I can confidently and accurately use punctuation for direct speech and dialogue. • I can use appropriate topic and linking sentences in my paragraphs. • I can confidently use paragraphs appropriately in extended pieces of writing. • I can confidently use a wide range of grammatical terms in my writing. I can independently proof read my own work and use a wide variety of strategies to edit it. • I can confidently and independently use a wide variety of self-correction techniques I can use consistent, fluent, linked and legible handwriting. • I can consistently present my work attractively by selecting appropriate forms of layout for the purpose and audience. • I can select the most appropriate method to publish and display completed work both in and out-with class.
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. **ENG 0-12a / LIT 0-13a / LIT 0-21a** *As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information.* **LIT 0-21b**	*I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words.* **LIT 1-21a** *I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense.* **LIT 1-22a** *Throughout the writing process, I can check that my writing makes sense.* **LIT 1-23a** *I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features.* **LIT 1-24a**	*I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources.* **LIT 2-21a** *In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader.* **LIT 2-22a** *Throughout the writing process, I can check that my writing makes sense and meets its purpose.* **LIT 2-23a** *I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.* **LIT 2-24a**

Writing / Organising and using information			
	• I can make marks during play and use them to convey information, thoughts, ideas and feelings.	• I can include simple details in writing to make it clear. • I can record my ideas in a logical sequence. • I can use at least two interesting and ambitious words in context. • I can generate ideas alone and by collaborating with others. • I can include simple details in writing to make it clear. • I can link one or two ideas in a logical sequence. • I can use at least two interesting and ambitious words which are specific to the task. • I am beginning to generate ideas alone and by collaborating with others. • I am aware of the features of one or two text types.	• I can organise my notes under simple headings. • I can use my notes to show my understanding of the information. • I can use my notes to help create a new text. • I can use my own words as appropriate. • I can name the titles of texts I have used to in my research task. • I can understand the terms: planning, purpose, audience. • I am beginning to choose appropriate forms of layout appropriate for the audience. • I can create a text that gives the main idea and clear information. • I can create a text that has appropriate topic vocabulary. • I am beginning to use suitable openings and conclusions.
		• I can make notes to help plan writing. • I can plan and organise ideas and information logically using headings. • I can use a variety of formats for planning my work. • I am beginning to create mind maps. • I can include detail in personal writing to make the meaning clear. • I can include one or two details which are linked and relevant to the task. • I can use several interesting and ambitious words which are specific to the task and which interest the reader. • I can generate ideas alone and by collaborating with others. • I can recognise the features of some different text types	• I can use headings, sub-headings and key words to organise my notes. • I can use my notes from more than one source to create texts of my own. • I can use quotes in my texts. • I can acknowledge my sources by recording the titles and authors of texts I have used in a bibliography. • I can use and understand the terms: planning, purpose, audience. • I can choose appropriate forms of layout appropriate for the audience. • I can create a detailed text that gives clear, logically sequenced information. • I can create a text that contains main ideas with supporting detail. • I can create a text that has appropriate topic vocabulary, illustrations and diagrams. • I can use suitable openings and conclusions.
	• I can write to convey messages or information during play, (eg receipts at the shop) • I can use talk, pictures or role-play to develop my ideas for writing. • I can turn some of my ideas into sentences. • I can reread the text I have created.	• I can make notes to help plan writing and use my notes to create a new text. • I can plan and organise my ideas and information using tools such as headings, graphic organisers, questions and mindmapping. • I can choose an appropriate format for planning my work. • I can include sufficient detail in my writing to make the meaning clear. • I include several relevant details appropriate to the purpose of my writing which are mostly organised in a logical sequence. • I can select and use several interesting and ambitious words which are specific to the task and which interest the reader. • I can generate ideas alone and by collaborating with others and present them appropriately. • I can use some of the features of some different text types.	• I can organise different forms of notes including mind-maps. • I can collect and organise key ideas from a range of sources. • I can use my notes to create a range of texts for a variety of purposes and audiences. • I can use my notes to create a text that conveys my thinking and understanding of the topic in my own words. • I can reference my sources appropriately in a bibliography. • I can confidently use the terms: planning, purpose, audience. • I can independently choose appropriate forms of layout appropriate for the audience. • I can create a more detailed text that gives clear, logically sequenced information. • I can confidently and independently create a text that contains main ideas with supporting detail. • I can create a text that has appropriate topic vocabulary, illustrations, diagrams and/or charts. • I can use suitable openings, lead sentences in my paragraphs and conclusions.
	Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. **LIT 0-26a**	*I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text.* **LIT 1-25a** *By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others.* **LIT 1-26a**	*I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text.* *I recognise the need to acknowledge my sources and can do this appropriately.* **LIT 2-25a** *By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.* **LIT 2-26a**

Writing **Creating Texts**	• I can create a simple story by drawing pictures and asking an adult to scribe for me. • I can draw characters and events from the stories I have listened to. • I can draw a picture of myself. • I can write my name. • I can copy some words accurately.	• I can write a report to include the main ideas. • I can write a simple set of instructions in the correct sequence. • I can use pictures and diagrams to make my instructions clearer. • I can design a poster with simple detail. • I can make a labelled diagram. • I can write a clear set of directions. • I can sequence a simple flowchart to give instructions. • I can include an opinion in my writing. • I can write a recount of something that has happened to me. • I can add some details and personal feelings to my recount. • I can write a simple letter using appropriate layout. • I can write a story/account telling when and where something happened • I can give one or two details about the character in my story. • I can give one or two details about the setting of my story. • I can write a story with a beginning, middle and end. • I am beginning to write interesting sentence openers. • I can write a simple poem, sometimes using another poem as a model. • I can use simple rhymes and rhythms to write my poems. • I understand the difference between a story, a play and a poem.	• I am beginning to use interesting openings and conclusions to engage the audience. • I can develop characters by considering their actions. • I can create a setting appropriate to the context, using words and phrases to engage the audience. • I can use vocabulary that builds atmosphere which engages or influences the audience. • I can use and understand alliteration. • I can create a text with a clear sequence of events that conveys key messages to the audience. I can write a report that contains clear information and is written in the third person. • I can write a set of instructions which are in the correct sequence. • I can write a set of directions which follow a logical sequence. • I can design a poster conveying the idea or event. • I can design a leaflet with sufficient detail of idea or event. • I can design an advertisement with sufficient detail of the idea or event. • I can complete a simple form. • I can express thoughts and opinions in my writing using some supporting detail. • I can state the issue to be addressed and give reasons for and against, using powerful verbs and strong adjectives I can express and explain my thoughts and feelings in a range of texts. • I can write a clear, sequenced account of a real life experience including a sense of atmosphere when appropriate. • I am beginning to use what I have learned about the structures of different genres when choosing structures for my own texts. • I can write a poem using a suggested structure. • I can develop characters in stories through their actions and feelings. • I can use interesting and descriptive language to describe the setting. • I can write an interesting opening to engage the reader. • I can use a variety of sentence structures to create different effects. • I can use similes and alliteration. • I can write in a clear sequence with an interesting ending.
		• I can write a report that contains main ideas and uses correct vocabulary. • I can write a set of instructions in the present tense which are clear and in correct sequence, using pictures or diagrams where appropriate. • I can design a poster with sufficient detail to convey the idea or event. • I can make a diagram using labelled illustrations and appropriate language. • I can write a set of directions which follow a logical sequence. • I can produce a simple flowchart to give instructions using illustrations. • I can write a newspaper report with an exciting headline. • I can include my own opinion or view in my writing.	• I can use interesting openings and conclusions to engage the audience. • I can develop characters by considering actions and feelings. • I can develop a setting using appropriate vocabulary to convey tone and mood. • I can use vocabulary that builds atmosphere and tension which engages or influences the audience. • I can use and understand similes, and alliteration. • I can create a text with a logical and cohesive sequence of events that conveys key messages to the audience. • I can write a clear, logically sequenced report written in the third person. • I can write a set of instructions using commands and sequenced steps. • I can write a detailed set of directions which follow a logical sequence. • I can design a poster with sufficient detail conveying the idea or event and using an appropriate format and language. • I can design a leaflet using persuasive language and appropriate format. • I can design an advertisement using persuasive language and appropriate format. • I can complete a form. I can express thoughts and opinions in my writing using some supporting detail and evidence. • I can use separate paragraphs to list reasons for and against, using emotive language and rhetorical questions. • I can express and explain my thoughts and feelings in a wide range of texts and for a variety of purposes. • I can write a clear, sequenced account of a real life experience including a sense of atmosphere when appropriate. • I can use what I have learned about the structures of different genres when choosing structures for my own texts. • I can write a poem using a range of suggested structures. • I can develop characters through their actions, feelings and dialogue. • I can use interesting and descriptive language to describe the setting and convey the atmosphere. • I can use a variety of interesting openers to engage the reader. • I can vary the structure and length of my sentences to create atmosphere and tension. • I can use similes, metaphors and alliteration. • I can write in a clear sequence using paragraphs to separate thoughts and ideas and with an interesting ending.

	• I can say some nursery rhymes and can write/identify the missing rhyming word. • I can identify words that begin with the same sound. • I can sort words and pictures that begin with the same sound. • I can use games to explore rhyme	• I can write a report that contains main ideas, gives clear information and uses correct vocabulary. • I can write a set of instructions in the present tense which are clear and in correct sequence, using linking words and pictures or diagrams where appropriate. • I can design a poster/leaflet with sufficient detail conveying the idea or event and using an appropriate format. • I can make a diagram using labelled illustrations and logical language. • I can write a set of directions which follow a sequence using sufficient detail to make the meaning clear. • I can produce a flowchart to give instructions using illustrations. • I can write a newspaper report with an exciting headline and one or two supporting details. • I can include my own opinion or view in my writing in an attempt to persuade the reader. • I can express my thoughts and feelings in my writing, using appropriate language. • I can write accounts of personal experiences in correct sequence, using appropriate vocabulary to describe my feelings and thoughts and engage the reader. • I can write a simple letter using appropriate layout, tone and vocabulary. • I can write an account/story telling where, when, how and why something happened. • I can develop characters in my stories through their actions and feelings. • I can use interesting vocabulary to describe the setting of my story and convey its atmosphere. • I can write a story concentrating on the opening and the setting. • I can write a story concentrating on the ending. • I can use a variety of sentence structures and sentence openers and understand how they can be used to create different effects. • I can write a story concentrating on the sequence of events. • I can create my own poem using a variety of structures. • I can write a non-rhyming poem using my own imaginative ideas. • I can continue a play-script. • I can continue a story in the same style as the writer.	• I can use a variety interesting openings and conclusions to engage the audience. • I can develop characters, plot and setting by considering actions, feelings and dialogue. • I can create and develop a variety of setting using appropriate vocabulary to convey tone, mood and atmosphere. • I can confidently use vocabulary that influences the audience. • I can use and understand similes, metaphors and alliteration. • I can create a text with more complex sequence of events that conveys key messages to the audience. • I can write a clear, logically sequenced report using topic sentences in each paragraph. • I can write a set of instructions that are clear, concise, in sequenced steps and using commands. • I can write a more complex set of directions which follow a logical sequence. • I can design a more complex poster conveying the idea or event and supporting details, using an appropriate format and language. • I can independently design an informative poster/leaflet/advertisement using persuasive language and appropriate format. • I can complete an application form giving clear reasons for the request. • I can confidently express thoughts and opinions in my writing using supporting detail and evidence. • I can use separate paragraphs to list reasons for and against, using cause and effect, emotive language and rhetorical questions. • I can confidently express and explain my thoughts and feelings in a wide range of texts and for a variety of purposes. • I can write accounts of real life experiences with a coherent thread running through to include a sense of atmosphere and/or a personal response to the circumstances. I can confidently and independently use what I have learned about the structures of different genres when choosing structures for my own texts. • I can write a poem choosing from a range of structures. • I can develop characters through their actions, interactions, feelings and dialogue. • I can use interesting and descriptive language to describe the mood and atmosphere of the setting. • I can use a variety of openers to create atmosphere and engage the reader. • I can vary the structure and length of my sentences to create atmosphere, mood and tension. • I can include similes, metaphors, alliteration and imagery. • I can write in a clear sequence with paragraphs to separate thoughts and ideas and using a variety of interesting endings.
	I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. **LIT 0-09b / LIT 0-31a**	*I can convey information, describe events or processes, share my opinions or persuade my reader in different ways.* **LIT 1-28a / LIT 1-29a** I can describe and share my experiences and how they made me feel. **ENG 1-30a** Having explored the elements which writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/or settings. **ENG 1-31a**	I am learning to use language and style in a way which engages and/or influences my reader. **ENG 2-27a** *I can convey information, describe events, explain processes or combine ideas in different ways.* **LIT 2-28a** *I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence.* **LIT 2-29a** As I write for different purposes and readers, I can describe and share my experiences, expressing what they made me think about and how they made me feel. **ENG 2-30a** Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life. **ENG 2-31a**

Appendix 1: Progression Framework for Literacy

Literacy and English: assessing progress and achievement framework

This progression framework is a guide which is intended to support practitioners as they consider the evidence of knowledge and understanding, skills, attributes and capabilities provided by learners as they progress through and achieve a level in **Listening and Talking**, **Reading** or **Writing.**

The Benchmarks (Appendix 2) relate to the statements for each level within this progression framework. They should be considered jointly when assessing progress and achievement.

In order to demonstrate achievement of a level in **Listening and Talking**, **Reading** or **Writing**, the learner provides a range of evidence related to the experiences and outcomes *within* a level as well as towards learning at the *next* level.

Although teaching and learning will often take place across more than one benchmark of learning in **Literacy and English**, a learner may achieve a level in **Listening and Talking** or **Reading** or **Writing**. Progress and achievement within these three significant aspects of learning in Literacy and English will be evidenced as children and young people achieve across the following key themes:

Early	First	Second
	• engage with a broad range of increasingly complex texts, including Scottish and Scots texts • develop and apply knowledge and understanding of language • find, use and organise information, including developing critical literacy skills • use reading and listening strategies to understand, analyse and evaluate texts • create texts of increasing complexity using more sophisticated language	

This is also demonstrated in the following model:

Appendix 2: Benchmarks in Literacy:

Early Level:

Talking and Listening	Reading	Writing
- Hears and says patterns in words. - Hears and says rhyming words and generates rhyme from a given word. - Hears and says the different single sounds made by letters. - Hears and says letter blends/sounds made by a combination of letters. - Participates actively in songs, rhymes and stories. - Chooses a story or other texts for enjoyment, making use of the cover, title, author and/or illustrator. - Engages with and enjoys watching, reading or listening to different texts, including stories, songs and rhymes, and can share likes and dislikes. - Engages with stories and texts in different ways, for example, retelling/re-enacting stories and/or using puppets/props. - Makes an attempt to take turns when listening and talking in a variety of contexts. - Makes an attempt to use appropriate body language when listening to others, for example, eye contact. - Listens and responds to others appropriately. - Asks questions and responds relevantly to questions from others. - Follows and gives simple instructions. - Shares ideas with a wider audience, for example, group or class. - Understands and responds to spoken texts. - Identifies new or interesting information from spoken texts. - Asks and answers questions about texts to show and support understanding. - Makes simple predictions about texts. - Talks clearly to others in different contexts, sharing feelings, ideas and thoughts. - Recounts experiences, stories and events in a logical sequence for different purposes. - Communicates and shares stories in different ways, for example, in imaginative play. - Uses new vocabulary and phrases in different contexts, for example, when expressing ideas and feelings or discussing a text.	- Chooses a story or other texts for enjoyment making use of the cover, title, author and/or illustrator. - Engages with and enjoys watching, reading or listening to different texts, including stories, songs and rhymes, and can share likes and dislikes. - Hears and says patterns in words. - Hears and says the different single sounds made by letters. - Hears and says blends/sounds made by a combination of letters. - Knows the difference between a letter, word and numeral. - Reads from left to right and top to bottom. - Uses knowledge of sounds, letters and patterns to read words. - Uses knowledge of sight vocabulary/tricky words to read familiar words in context. - Reads aloud familiar texts with attention to simple punctuation. - Uses context clues to support understanding of different texts. - Reading - Finds information in a text to learn new things. - Shows an awareness of a few features of fiction and non-fiction texts when using/choosing texts for particular purposes. - Engages with texts read to them. - Asks and answers questions about events and ideas in a text. - Answers questions to help predict what will happen next. - Contributes to discussions about events, characters and ideas relevant to the text. - Shares thoughts and feelings about stories and other texts in different ways. - Retells familiar stories in different ways, for example, role play, puppets and/or drawings. - Relates information and ideas from a text to personal experiences.	- Writes for enjoyment, exploring patterns and sounds, in a range of play, imaginative and real contexts. - Forms most lowercase letters legibly. - Uses a pencil with increasing control and confidence. - Knows the sounds of lowercase and some uppercase letters. - Leaves a space between words when writing. - Writes words from left to right. - Makes an attempt to spell familiar words correctly. - Makes an attempt to use a capital letter and a full stop in at least one sentence. - Writes to convey ideas, messages and information in different ways in play, imaginative and real contexts. - Writes to reflect own experiences and feelings using appropriate vocabulary to convey meaning. - Invents own stories and characters to share with others in play, imaginative and real contexts. - Shares feelings, experiences, information, messages or ideas in pictures, print or digital texts.

First Level:

Talking and Listening	Reading	Writing
- Selects spoken texts regularly for enjoyment or to find information for a specific purpose and gives a reason for preferences. - Takes turns and contributes at the appropriate time when engaging with others in a variety of contexts. - Listens and responds appropriately to others in a respectful way, for example, by nodding or agreeing, asking and answering questions. - Applies a few techniques (verbal and non-verbal) when engaging with others, for example, vocabulary, eye contact, expression and/or body language. - Takes turns and contributes at the appropriate time when engaging with others in a variety of contexts. - Listens and responds appropriately to others in a respectful way, for example, by nodding or agreeing, asking and answering questions. - Applies a few techniques (verbal and non-verbal) when engaging with others, for example, vocabulary, eye contact, expression and/or body language. - Identifies the purpose and main ideas of spoken texts and uses the information gathered for a specific purpose. - Makes relevant notes under given headings and can use these for different purposes. - Uses notes to create and sequence new texts. - Asks and responds to different types of questions to show understanding of the main ideas of spoken texts. - Recognises simple differences between fact and opinion in spoken texts. - Communicates clearly and audibly. - Contributes to group/class discussions, engaging with others for a range of purposes. - Selects and shares ideas/information using appropriate vocabulary in a logical order. - Selects and uses, with support, appropriate resources to engage with others, for example, objects, pictures and/or photographs.	- Selects different texts regularly for enjoyment or for a specific purpose using, for example, cover, title, author, illustrator and/or blurb. - Explains preferences for particular texts and authors. - Reads aloud a familiar piece of text adding expression and can show understanding. - Reads an increasing number of common/high frequency words, key reading words, core topic words and words of personal significance. - Uses a range of word recognition strategies independently. - Decodes unknown words by locating and pronouncing familiar letter patterns and blends. - Uses context clues to read and understand texts. - Uses punctuation and grammar to read with understanding and expression. - Reading - Identifies and finds key information in fiction and non-fiction texts using content page, index, headings, sub-headings and diagrams to help locate information. - Makes notes under given headings for different purposes. - Readi - Identifies the main ideas of texts. - Makes appropriate suggestions about the purpose of a text. - Answers literal, inferential and evaluative questions about texts. - Asks questions to help make sense of a text. - Recognises the difference between fact and opinion. - Offers own ideas about characters, writer's use of language, structure and/or setting. - Offers own ideas about the writer's message and, when appropriate, relates these to personal experiences.	- Creates texts selecting subject, purpose, format and resources for a range of purposes and audiences. - Spells most commonly used words correctly. - Spells most vocabulary used across the curriculum correctly. - Uses knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words. - Uses knowledge of the alphabet to locate words in a dictionary or other reference source to help spell tricky or unfamiliar words. - Writes independently, punctuating most sentences accurately, for example, using a capital letter, full stop, question mark or exclamation mark. - Links sentences using common conjunctions, for example, and, because, but or so. - Starts sentences in a variety of ways to engage the reader. - Checks writing to ensure it makes sense. - Presents writing in a clear and legible way using images and other features as appropriate. - Plans and organises ideas and information using an appropriate format. - Makes notes to help plan writing and uses them to create new texts. - Includes relevant information in written texts. - Organises writing in a logical order and as appropriate to audience. - Uses relevant and/or interesting vocabulary as appropriate for the context. - Creates a variety of texts for different purposes. - When writing to convey information, describe events or processes, share opinions or persuade readers in different ways: - Selects, organises and conveys information in different ways. - Uses vocabulary and language for specific purposes. - Shares own viewpoint and makes one or two attempts to persuade the reader as appropriate to the purpose. - When writing to describe and share experiences: - Writes about personal experiences in a logical order, using appropriate vocabulary to describe feelings, thoughts and events. - When writing imaginatively and creatively: - Creates own texts, for example, stories, poems and plays, with recognisable features of genre. - Creates texts with evidence of structure. - Creates interesting characters through their feelings and actions and physical description.

Second Level:

Talking and Listening	Reading	Writing
• Selects spoken texts regularly for enjoyment or to find information for a specific purpose. Explains preferences. • Contributes a number of relevant ideas, information and opinions when engaging with others. • Shows respect for the views of others and offers own viewpoint. • Builds on the contributions of others, for example, by asking or answering questions, clarifying points or supporting others' opinions or ideas. • Applies verbal and non-verbal techniques in oral presentations and interactions, for example, vocabulary, eye contact, body language, emphasis, pace and/or tone. • Recognises some techniques used to engage or influence the listener, for example, vocabulary, emphasis, tone and/or rhetorical questions. • Identifies the purpose of spoken texts with suitable explanation. • Identifies the main ideas of spoken texts, with supporting detail, and uses the information gathered for a specific purpose. • Makes relevant notes using own words, for the most part, and uses these to create new texts for a range of purposes. • Asks and responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of spoken texts. • Identifies the difference between fact and opinion with suitable explanation. • Communicates clearly, audibly and with expression in different contexts. • Plans and delivers an organised presentation/talk with relevant content and appropriate structure. • Uses suitable vocabulary for purpose and audience. • Selects and uses resources to support communication.	• Selects texts regularly for enjoyment or to find information for a specific purpose. • Explains preferences for particular texts, authors or sources with supporting detail. • Reads with fluency, understanding and expression using appropriate pace and tone. • Uses knowledge of context clues, punctuation, grammar and layout to read unfamiliar texts with understanding. • Applies a range of reading skills and strategies to read and understand texts, for example, skimming, scanning, predicting, clarifying and/or summarising. • Skims texts to identify purpose and main ideas. • Scans texts to find key information. • Finds, selects and sorts relevant information from a range of sources. • Makes and organises notes using own words, for the most part. • Uses notes to create new texts that show understanding of the topic or issue. • Identifies the purpose of a text with suitable explanation. • Identifies the main ideas of a text with appropriate detail. • Makes relevant comments about features of language, for example, vocabulary, sentence structure and punctuation. • Responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of texts. • Creates different types of questions to show understanding of texts. • Distinguishes between fact and opinion with appropriate explanation. • Recognises techniques used to influence the reader, for example, word choice, emotive language, rhetorical questions and/or repetition. • Identifies which sources are most useful/reliable. • Makes relevant comments about structure, characterisation and/or setting with reference to the text. • Relates the writer's theme to own and/or others' experiences. • Makes relevant comments about aspects of the writer's style, use of language and other features appropriate to genre, with reference to the text.	• Creates texts regularly for a range of purposes and audiences selecting appropriate genre, form, structure and style. • Applies knowledge of spelling patterns, rules and strategies to spell most words correctly. • 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. • Writes most sentences in a grammatically accurate way. • Uses sentences of different lengths and types and varies sentence openings. • Links sentences using a range of conjunctions. • Uses paragraphs to separate thoughts and ideas. • Writes in a fluent and legible way. • Reviews and corrects writing to ensure it makes sense, is technically accurate and meets its purpose. • Makes appropriate choices about layout and presentation, including in digital texts, to engage the reader, for example, headings, bullet points, fonts, graphics and/or captions. • Uses notes and/or other sources to develop thinking and create new texts. • Acknowledges sources making clear where the information came from. • Organises information in a logical way. • Selects relevant ideas and information. • Uses appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience. • Writing • Creates a range of short and extended texts regularly for different purposes. • Attempts to engage and/or influence the reader through vocabulary and/or use of language as appropriate to genre. • When writing to convey information, describe events, explain processes or combine ideas in different ways: • Uses appropriate style and format to convey information applying key features of the chosen genre. • Includes relevant ideas, knowledge and information. • Organises and presents information in a logical way. • Uses tone and vocabulary appropriate to purpose. • When writing to persuade, evaluate, explore issues or express an opinion: • Presents relevant ideas and information, including supporting detail, to convey view point. • Organises ideas in a logical way. • Includes an introduction that makes the topic clear and a conclusion that rounds off the writing. • Attempts to use language to influence or persuade the reader, for example, word choice, punctuation, repetition, rhetorical questions and/or emotive language. • When writing to describe and share experiences: • Describes personal experiences, making context and events clear. • Describes thoughts and feelings about the experience. • Attempts to engage and/or influence the reader through vocabulary and/or use of language. • When writing imaginatively and creatively: • Applies a few features of the chosen genre. • Creates interesting characters through, for example, their feelings and actions, physical description and/or dialogue. • Creates setting/context with some descriptive detail. • Attempts to use figurative language (imagery) to engage the reader, for example, simile, metaphor, alliteration and onomatopoeia. • Creates plots with clear structures, for example, suitable opening, turning point, climax and/or satisfactory ending.