

Effective Learning and Teaching in Literacy



through the Workshop for Literacy Approach

Progression Pathways

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GUIDANCE

Workshop for Literacy (WfL) is Fife's approach to developing skills that are fundamental for reading, writing, listening and talking. In line with the core WfL principles, a suite of support documentation has been developed and is intended to assist practitioners as they plan their literacy curriculum responsively to meet the needs of all learners. The **Workshop for Literacy Overview** provides a pedagogical understanding of the approach itself and it is highly recommended that staff engage with this to complement their use of the supporting documentation.

Within the **Progression Pathways**, developmental stages of learning in literacy are clearly outlined. These amalgamate both **Experiences and Outcomes** with the national **Benchmarks**. These are not prescribed in a hierarchical way but rather enable practitioners to be responsive and flexible in their planning of learning pathways as appropriate to the needs of their learners. Though skills at the base are often required for further learning to be built upon, these are not aligned to any particular year group nor always the starting point for all. Learners will progress through their learning pathways within each curriculum organiser as appropriate to their developmental needs. It should also be noted that there is no intention that every outcome should be covered in a given year. Careful monitoring and tracking of pupils' progress in each of the curriculum organisers will allow practitioners to recognise both strengths and developmental needs. The purpose of this document is to support practitioners in identifying key skills for development and devising a continuum of learning within and across levels to ensure personalisation and choice, coherence, relevance, challenge and enjoyment, breadth, depth and progression.

Points to Consider sections complement the Progression Pathways for each curriculum organiser, providing clear and concise practical ideas and guidance for teachers. These reference some features of highly effective practice which are extensively based on proven approaches and strategies from a wide range of research. Practitioners may draw on these to inform their practice when developing rich and varied learning experiences to effectively motivate, challenge and support all learners. **Appendices** have also been included to provide a glossary of terminology used throughout the documentation as well as useful information regarding spelling patterns and rules. These may be accessed more easily, when using this document in electronic format, by using the hyperlink feature.

The national **Benchmarks**, which support practitioners' professional judgement of achievement of a level, are embedded within each of the **Progression Pathways**. These are emboldened for ease of identification. As the recording of learners' progress in relation to these national standards is essential, the **Benchmark Overview** can be used to support this. **Records of Understanding** (also available in Excel format) consist of each **Benchmark** located within the **Progression Pathways**. As well as providing a record of attainment of key knowledge and skills, this document can also provide an effective tool to aid early identification of learners who may be exceeding expectations of progress, or those with significant gaps in their learning.

Effective and creative use of the documentation is best supported by engaging in professional learning around the Workshop for Literacy approach and a collaborative, whole school agreement as to how it can be used consistently for planning and assessment purposes. Schools, on an individual basis, should also establish their own systems for evaluating learning to inform ongoing professional judgements about assessment and attainment. Through holistic approaches to assessment, and consistent use of the support documentation, practitioners should feel confident in making decisions about learners' attainment and the tracking thereof.

Early Level – Points to Consider – Enjoyment and Choice

Some features of highly effective practice include:

1. Opportunities for learners to listen to and engage with familiar rhymes, songs and stories to support them in beginning to recognise repetitive phrases as well as anticipate these when joining in.

Avoiding interruptions, such as asking questions or engaging in discussions, when reading aloud to help learners gain an appreciation of the flow of a text. Any unfamiliar vocabulary that is likely to affect understanding could instead be discussed prior to, or following, reading.
2. Re-reading popular texts, as requested by learners, for pleasure. Ensuring these are accessible to learners at other times also enables them to further explore and enjoy texts independently.
3. Opportunities for learners to talk about texts and share their views. This may be achieved informally or through the use of more structured activities such as a linear continuum in which learners place themselves on a scale between two opposing views. This can support learners in acquiring the appropriate vocabulary when beginning to make their own evaluative comments (*e.g. amusing – serious, exciting – uninteresting*).
4. Engaging learners in discussion around rich visual images, including wordless picture books, to support learners in the acquisition of prediction and inferencing skills which support reading development.
5. Frequently refreshing the collection of reading material available in response to the evolving interests of learners.
6. Involving learners in the process of recommending and sourcing appropriate reading material or resources to foster ownership.
7. Developing meaningful contexts for learners to explore writing, either independently for a range of purposes or in response to a shared text (*e.g. a list of things to take to Grandma in Little Red Riding Hood*).
8. Engaging learners through a stimulating introduction, often referred to as a 'book blessing', to generate curiosity or interest in a text that is to be shared. This may take many forms such as the use of questions, a statement to discuss, ambiguous images, film clips or objects.

9. Opportunities for learners to explore a range of reading material and talk about how people interact appropriately with text.
10. Modelling how to use the features of a text to determine if it is suitable for a particular purpose. This may also involve engaging learners in purposeful practice of how to appropriately choose texts for enjoyment or to find information from a range of reading material.
11. Direct use or provision of props, puppets, costumes or other resources to stimulate interest, sustain engagement and deepen understanding when engaging with, or responding to, texts.

Developing opportunities for learners to engage in shared reading experiences (*e.g. paired reading with another class, involving parents or other members of the local community as part of a whole school event*).
12. Daily opportunities for learners to be read to from stimulating texts which evoke imagination and through which positive reading behaviours can be modelled. The use of audio books may also be considered.

Developing learners' understanding of terms such as author, illustrator, illustrations, front cover and title. Encouraging the use of appropriate terminology from an early stage supports their own use of these when sharing their views on, or understanding of, texts.

Introducing learners to reading material which incorporates a wide selection of genre, form and authors with which they may be unfamiliar.

Displaying environmental print at eye level to make it easier for learners to see and refer to.
13. Involving learners in creating environmental print for the classroom (*e.g. charts, labels, signs*) to provide a clear purpose for developing skills.

A literacy rich environment which provides easily-accessible resources to support independent exploration and discovery learning. This may include a range of literary sources, magnetic letters, letter or word cards, varied writing materials or models of different forms of writing.

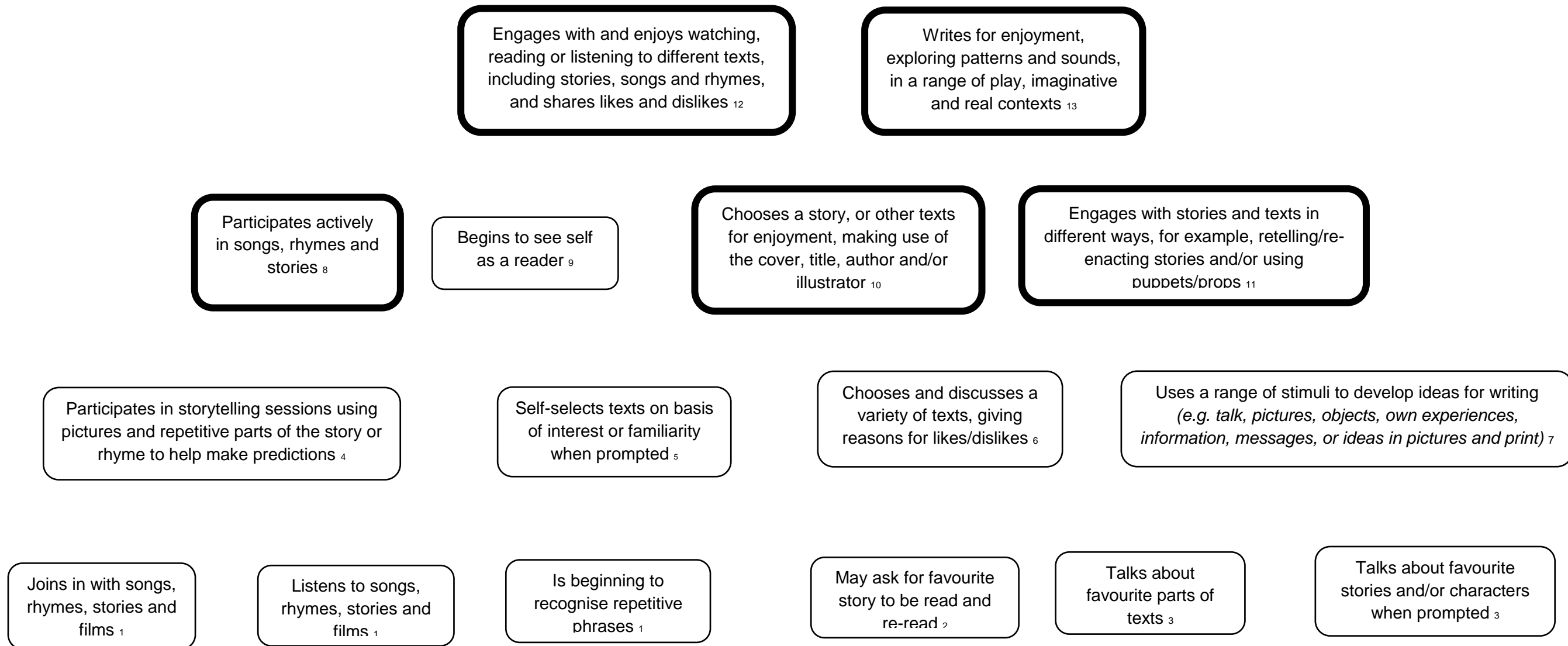
Early Level: Enjoyment and Choice

LIT 0-01a / LIT 0-11a / LIT 0-20a I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn.

LIT 0-01b / LIT 0-11b I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.

LIT 0-01c I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.

(This pathway works across Reading, Writing, Listening and Talking)



Early Level – Points to Consider – Tools for Listening and Talking

Some features of highly effective practice include:

1. Supporting learners to acquire appropriate speech sounds and grammar as poor pronunciation can have implications for socialisation, fluency, clarity of speech, spelling and expressive language development. Demonstrating correct speech by repeating exactly what a child has said back to them, emphasising the correct pronunciation or grammar sensitively. Being face to face enables learners to see the mouth shapes formed when particular sounds or words are being articulated.

Shape Coding as an approach to support learners presenting difficulties with understanding and forming basic oral sentences that are grammatically correct. Shape Coding involves learning the rules of English grammar visually through the use of shapes, colours and arrows to make these more explicit.

Colourful Semantics as a strategy to support learners in building strong foundations in oral language. It can support learners to construct spoken sentences clearly, use connectives and develop a concept of narrative. These skills are transferrable to writing and are important building blocks for success in literacy.

2. Modelling, together with explicit teaching of, the positive behaviours associated with talking and listening in classrooms to support all learners in responding in a range of situations. Learners demonstrating signs of frustration or withdrawal may equally be facing difficulties in communicating with or understanding others. Some common situations may include:

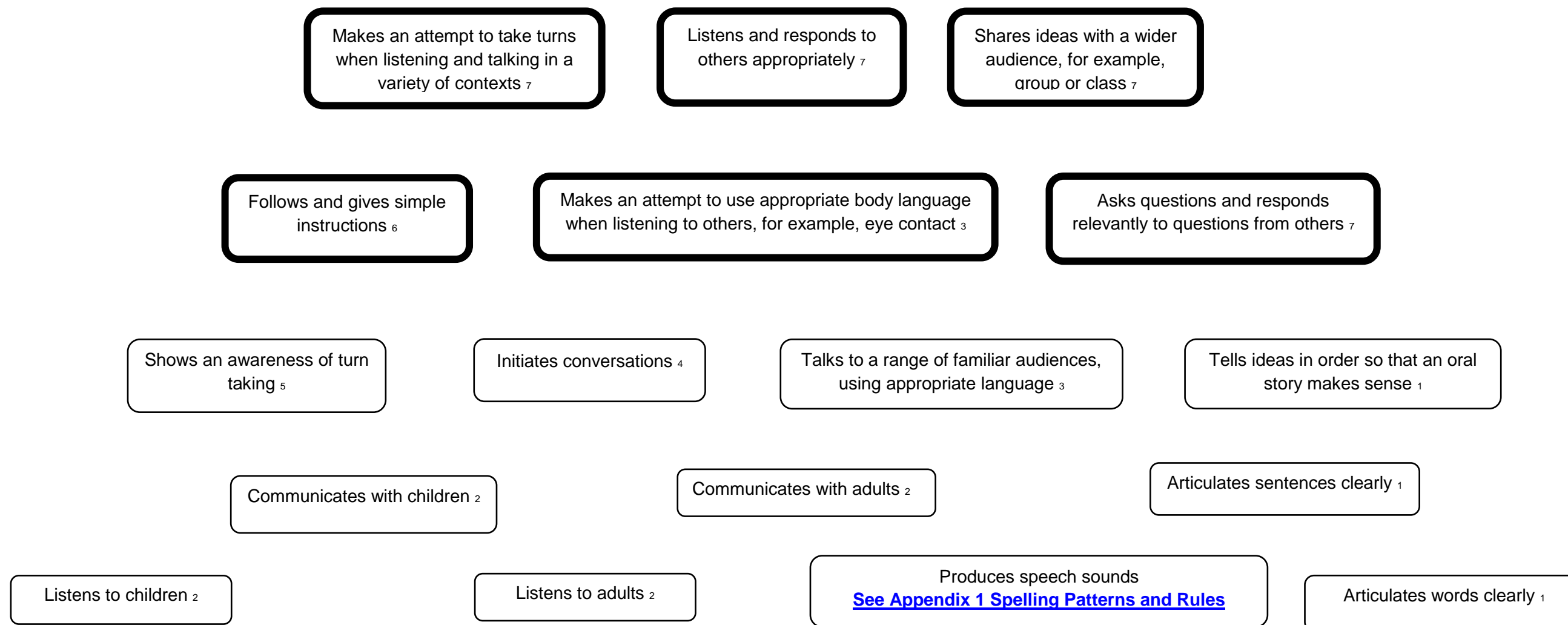
Joining in a conversation or a game
Resolving conflict
Negotiating
Giving and following directions or instructions
Unfamiliar contexts (e.g. assembly, visitor, outing)
Sharing
Turn taking
Asking for assistance

Exposing learners to the most common scenarios they will likely encounter (as outlined) will support them in acquiring and practising the skills required to communicate effectively with others.

3. Exploring how people talk and listen in different situations. Modelling of this, particularly the use of appropriate language, will support learners to adopt specific vocabulary that is relevant to the situation. Opportunities for learners to practise this is helpful in consolidating their developing communication skills.
4. Supporting learners who demonstrate a reluctance to communicate with others sensitively. Learners should never be forced, challenged or bribed to speak. It can be helpful to avoid asking direct questions and rather invite them to respond through agreeing or disagreeing with statements (e.g. *I wonder if... tell me if I'm right... I'm thinking...*). Avoiding direct eye contact following a question or request may also help reduce the potential levels of stress or anxiety a learner may experience. Any attempts at communication, however small, may be acknowledged by non-verbal gestures which can reinforce a positive message without drawing too much attention.
5. Activities that encourage learners to use talking and listening skills to develop positive relationships when working with others (e.g. *solving a problem, selecting resources, playing a game*). In supporting young learners to take turns and contribute at the appropriate times, it may be more effective to demonstrate this visually through use of an object, such as a talking stick.
6. Activities which develop learners' listening skills in which they must respond to oral instructions (e.g. *moving in a particular way in the gym hall, the order in which to draw the details of a picture*). Learners can then progress to giving instructions to others and explore the appropriate vocabulary to introduce each step (e.g. *first, next, then*).
7. Promoting opportunities for learners to develop talking and listening skills through collaborative experiences. This may be achieved through the use of strategies, such as talk partners, which involve learners in establishing criteria for sharing and discussing ideas and information in pairs. This shared criteria remains constant, though pairings can be changed frequently and randomised to ensure learners interact and develop these skills with a wider range of their peers.

Early Level: Tools for Listening and Talking

LIT 0-02a / ENG 0-03a 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.



Early Level – Points to Consider – Tools for Reading

Some features of highly effective practice include:

1. The use of visual discrimination activities, predominantly involving shapes and symbols, which progress through levels of difficulty ranging from identifying and sorting, to matching, oddity and finally producing. Though recognition of shapes, symbols and print will develop more readily for some than others, all learners must be able to discriminate between shapes and symbols before moving onto letters and words. As learners will eventually need to determine letters based on their shape, size or colour, visual discrimination is a key skill for learning to read.
 2. The use of rich visual picture books to support the acquisition of essential pre-reading skills. These offer an open-ended experience for emerging readers to develop visual discrimination skills and inferential thinking. With experience of constructing their own interpretations from detailed illustrations learners are prepared for seeking out pictorial clues as a reading strategy when they encounter unknown words in texts.
 3. Exposing learners to words they are likely to encounter most frequently in a variety of sizes, fonts, colours and contexts. As learners begin to understand how letters form words, they will naturally begin to recognise these in their environment and in print. This growing repertoire of words (sight word vocabulary) will likely include their own name and most of the common words (e.g. *the, they, like*). As these often cannot be sounded out using basic phonetic rules, learners must rely on their memory of the shape and combination of letters as well as how the word appears in print. It is important to ensure that learners can 'read' these; that is they can recognise these words in different contexts.
 4. Writing and sharing modelled sentences when reflecting on experiences (e.g. *Today we planted bulbs in the school garden. We learned about what plants need to grow.*). This provides a natural opportunity for learners to learn about how to interact with text such as developing awareness of the directionality when reading, distinguishing between terms letters, numerals and words or matching spoken words to print.
 5. Developing learners' knowledge of sound and letter relationships through associating phonemes with an action, song, object or creature that is familiar to help make abstract sounds more concrete. The use of visuals and other multi-sensory activities can also aid correlation between phonemes and graphemes.
- Phonics instruction which introduces the 44 core phonemes of our language to facilitate learners' ability to decode and construct a wide range of words. See [Appendix 1 Spelling Patterns and Rules](#) for guidance on the order in which phonemes are introduced through the Semi-Phonetic Spelling Stage.
6. Explicitly modelling reading strategies, including the use of illustrations, initial sounds or context, through multiple demonstrations together with opportunities for learners to draw on these phonological (syntactic), semantic (meaning) and orthographic (written) cues to help them identify unknown words. These cues focus on the relationships between sounds and symbols. They include knowledge of letters and word structure, the sounds associated with letters and groups of letters, knowledge of print concepts and grammatical features.
 7. Talking about words with learners to help them appreciate the many possibilities of sound-letter relationships that are inherent in the English language system to support them when they encounter words in which some letters may represent a number of different sounds (e.g. *ant, want, many*). Learners should initially be able to recognise all letters by their name and regular sound before exploring a wider range of sounds and letter relationships that exist more explicitly throughout First and Second levels.
 8. Regular opportunities for learners to practise applying reading strategies with guidance and support. Using illustrations, initial sounds or the context clues can all help learners deduce an unknown word and determine whether it makes sense. Activities, such as simple sentence strips or cloze passages, can develop their autonomy where they are encouraged to 'have a go' in applying these reading strategies. However, it is important that learners do not become too reliant on one strategy as too much sounding out will impact on fluency. Likewise, too much prediction may lead to inaccurate word identification.
- The use of core reading books, or teacher devised text, to support assessment of how learners are applying their developing skills, such as recognition of high frequency words, attention to simple punctuation and the use of reading strategies to support their understanding. Texts selected should have a significant proportion of decodable words and cumulatively incorporate the letter patterns learners are familiar with.

Early Level: Tools for Reading

ENG 0-12a / LIT 0-13a / LIT 0-21a 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.

Uses knowledge of sight vocabulary/tricky words to read familiar words in context ⁸

Reads aloud familiar texts with attention to simple punctuation ⁸

Uses context clues to support understanding of different texts ⁸

Recognises some core vocabulary in different contexts (e.g. *high frequency words, personally specific words*) ³

Uses knowledge of sounds, letters and patterns to read words ⁷

Shows an understanding of the conventions of print (e.g. *left to right, top to bottom, capital letters, full stops, question marks and exclamation marks*) ⁴

Knows the difference between a letter, word and numeral ⁴

Recognises common words in texts ³

Reads from left to right and top to bottom ⁴

Predicts unknown words **within text** using initial sounds ⁶

Predicts unknown words by using context ⁶

Recognises own name tag with, and then without, symbol or picture ³

Recognises all letters by name and their regular sound ⁵

Matches one to one spoken/ printed words ⁴

Identifies where to begin reading (left to right tracking) ⁴

Predicts unknown **isolated words** using initial sounds ⁶

Predicts unknown words by using pictures ²

Sorts, groups and matches colours, shapes and symbols - visual perception ¹

Finds the odd one out in colours, shapes and symbols – visual discrimination ¹

Recognises and matches direction in shapes and symbols ¹

Recognises, recalls and recreates colour, shape or symbol patterns ¹

Identifies a picture, shape or symbol hidden amongst other images ¹

Early Level – Points to Consider – Tools for Reading (Phonology)

Some features of highly effective practice include:

1. Exploring the different lip shapes formed while articulating different sounds. As continuant sounds (e.g. /m/, /s/, /f/) are easier to hear and discriminate than stop sounds (e.g. /t/, /b/, /p/), many learners can face difficulties with these. For those struggling with the initial stages of phonology, it is preferable to concentrate on the sustainable initial sounds (*f, l, m, n, r, s, v, w and y*). Two sounds, with contrasting lip shapes, may be selected at a time when modelling this to demonstrate a clear distinction. Learners may enjoy opportunities to use small, hand-held mirrors to observe themselves making these lip shapes.
2. Opportunities for learners to identify the separate words in a spoken sentence. Activities which involve initially counting the number of words in an oral sentence may include clapping the number of separate words they hear or passing around an object. This may be visually represented through use of an Elkonin box where a counter is associated to each word heard and placed in a box with the same number of spaces as there are words in the sentence. Words in a written sentence could be circled to support learners in recognising words as orthographic units.
3. Frequent talking and listening activities involving songs, stories and rhymes which focus on developing learners' ability to identify and segment units of sound in speech (e.g. *words, syllables and sounds*).

Phonics instruction which introduces the 44 core phonemes. See [Appendix 1 Spelling Patterns and Rules](#) for guidance on the order in which phonemes are introduced through the Semi-Phonetic Spelling Stage.
4. Activities which develop learners' ability to identify the sounds and names for both upper case and lower case letters. These may involve the use of songs, sequencing or matching games, or writing letters.
5. Teaching learners about vowels to support them in identifying the number of syllables in a spoken word. Activities to support this may include clapping hands, jumping between hoops or markers, or using instruments such as a tambourine or drum for each vowel sound heard.
6. The use of activities to develop awareness of initial sounds in words and support learners' use of alliteration (e.g. *I Spy, tongue twisters, creating oral sentences which contain words with the same initial sound*).
7. Exploring onset and rime through texts or songs which feature rhyme. Learners could be encouraged to replace the original words found in familiar songs or nursery rhymes (e.g. *Humpty Dumpty sat ... in a car, Humpty Dumpty... drove very far*). Similarly, pausing before saying the second word in a rhyming couplet encourages learners to predict and offer their own ideas drawing on their developing understanding.

It can be helpful to use activities which progress through levels of difficulty ranging from identifying (e.g. "*Does box rhyme with fox?*"), to matching (e.g. "*Which one rhymes with box (fox/man)*"), to oddity (e.g. "*Which one doesn't rhyme? Toy, cat, boy*") to producing (e.g. *Give me a word that rhymes with log?*). Visual clues greatly support this process.
8. Activities which encourage learners to identify sounds in different positions to support with the later task of segmenting whole words into isolated sound components. Most learners find it easier to identify a sound in the initial position, followed by the final position, with the medial position often being most difficult to distinguish.
9. Activities which develop learners' ability to manipulate sounds within spoken words to create new words. This may involve progressing from orally to visually adding, deleting or substituting sounds. This can help learners in generating rhyming words and exploring compound words.
10. The use of resources such as coloured cards, pictures or objects to initially help make abstract sounds more concrete for learners when segmenting words. As they develop their awareness of sound-letter correspondence, magnetic letters may be used instead to support learners in selecting the correct grapheme for the phoneme heard.
11. Activities which initially focus on blending phonemes together to form CVC words. Learners will initially sound out each individual phoneme though, as they focus on CCVC and CVCC words, drawing attention to consonant blends will support them in beginning to recognise and blend these together more fluidly.
12. Regular assessment of learners' phonological awareness and phonic knowledge to identify those who appear to be at risk for difficulty in acquiring skills essential for reading success.

Early Level: Tools for Reading (Phonology)

ENG 0-12a / LIT 0-13a / LIT 0-21a

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.

[See Appendix 1 Spelling Patterns and Rules](#)

Uses knowledge of sounds/letters and patterns to read words ¹²

Hears and says blends/sounds made by a combination of letters ¹¹

Says the phoneme for a grapheme 40+ Visual
→ Auditory ¹²

Applies knowledge of phonemes to decode print ¹²

Is beginning to identify **initial** consonant blends (e.g. *sl, dr, thr*) ¹¹

Is beginning to identify **final** consonant blends (e.g. *ng, lk, ft*) ¹¹

Hears and says rhyming words and generates rhyme from a given word ⁷

Joins two words or syllables to create a compound word or new word ⁹

Segments individual phonemes in a spoken word (e.g. *ch-i-ck*) ¹⁰

Decodes then blends to identify a CVC word ¹¹

Is beginning to use blending to identify CCVC words ¹¹

Is beginning to use onset and rime to generate rhyming words (e.g. *bat, cat, flat*) ⁷

Discriminates between phonemes (e.g. *p and m, ch and th*) ⁹

Hears and identifies compound words ⁹

Hears and says the different single sounds made by letters ³

Identifies medial sounds in spoken words ⁸

Recites the alphabet through rhyme and song ⁴

Hears and identifies syllables in a word ⁵

Identifies alliteration in spoken words ⁶

Is beginning to identify and use phonemes (single sounds) in words ³

Identifies initial sounds in spoken words ⁷

Identifies final sounds in spoken words ⁸

Says the names and sounds for uppercase letters ⁴

Generates oral sentences ³

Repeats spoken sounds in sequence ³

Hears, identifies and uses words in a sentence ³

Hears and says patterns in words ³

Says the names and sounds for lower case letters ⁴

Copies oral sentences ¹

Repeats spoken sounds ¹

Counts the number of words in a spoken phrase or sentence ²

Recognises a word as a unit of print with a space on either side ²

Produces most of the core phonemes in normal speech ¹

Early Level – Points to Consider – Tools for Writing

Some features of highly effective practice include:

1. The use of visual discrimination activities, predominantly involving shapes and symbols, which progress through levels of difficulty ranging from identifying and sorting, to matching, oddity and finally producing.
2. Informal and direct teaching of pre-handwriting patterns which include a variety of shapes (including straight and curved lines) to help learners master the directional pushes and pulls required to successfully form letters. Sand, chalk, paint, along with a varied selection of writing tools, can all be effective materials for independently practising these patterns.



Handwriting is a developmental process. Through the initial mark making process it is normal for the arm and elbow to stay rigid, with the movement coming from the shoulder.



Improved arm and hand control allows the elbow to be slightly away from the body, providing greater flexibility. The thumb will now be used to secure it closer at the tip.

All five fingers will now be used resulting in the wrist being off the table. Movement of the pencil now comes from the wrist but as the hand strength improves there will start to be some finger movement.



As control of the finger muscles improves, the fingers will start to move the pencil and control it using the conventional tripod grip. This is considered the most appropriate pencil grip, for right and left handed writers.



Depending on the child's age and development stage, it may be appropriate to teach them how to form a tripod grip for handwriting, however it is important to be aware that while some learners are ready by the age of 4, and most by 5, there will be some who are not physically ready until much later.

Providing vertical surfaces (*e.g. easels, chalkboards, walls which can be written on with chalk*) for learners to paint, write and draw on. This can help strengthen and develop the wrist flexibility required to use a pencil. Learners who shake or rub their hand when writing may have weaker fine motor skills.

Hand swapping may also be an indicator of this. Many learners who are struggling with their handwriting can be reluctant to write. Through focused fine motor skill activities, muscle strength and dexterity can be gradually built up in their dominant hand.

3. Activities, such as sorting magnetic letters or replacing the letters on a printed computer keyboard, to support learners in recognising the lowercase and uppercase equivalent of a letter.
4. Explicit modelling and practice of how to make the letter shapes with the correct start point, directional flow and finish point. This is required if learners are to refine their 'marks' and develop proper letter formation. If bad habits are acquired, these can be very difficult to put right later.

Teaching letter formation in groups/families as certain letters use the same, or similar, shape and directional push and pulls of the pencil to form it. It may be helpful to draw learners' attention to those numbers which use a particular shape for formation. Learners should be able to recognise the difference between a letter and a numeral.
5. Examining words and punctuation in text to support learners in recognising their function. Learners must first have an awareness of common and proper nouns to begin to apply this in their own writing.
6. Encouraging learners to write their own name. As some will learn to do this through simply copying the letter shapes prior to explicit handwriting practice, it is crucial to be aware of those learners who may not be forming these, or other, letters correctly as this can avoid bad habits.
7. Modelling how to construct text to support learners in attempting to organise this appropriately, use punctuation and begin to link ideas.
8. Explicit teaching of high frequency vocabulary. As learners develop a small bank of frequently used words, it is essential that they learn to spell any irregular words correctly. Focusing in on what makes these words 'tricky' can support learners in developing their own strategies for remembering their spellings. Reference to word walls, displays and other prompts, can support them in making attempts to do this independently.

Early Level: Tools for Writing

ENG 0-12a / LIT 0-13a / LIT 0-21a 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.

LIT 0-21b As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information.

Attempts to use appropriate punctuation (e.g. full stops, capital letters, questions marks) ⁷

Links ideas using simple conjunctions (e.g. and, then) ⁷

Shows awareness of
- common nouns
- proper nouns
- adjectives -

Makes an attempt to use a capital letter and a full stop in at least one sentence ⁵

Uses a pencil with increasing control and confidence ²

Writes high frequency words accurately with reference to a wordbank ²

Recognises and understands the function of a question mark ⁵

Forms most lowercase letters legibly ⁴

Leaves a space between words when writing ⁷

Writes words from left to right ⁷

Holds a pencil using the traditional tripod grip ²

Recognises and understands the function of a full stop ⁵

Makes the link between upper and lowercase letters when using a keyboard ³

Recognises the difference between numerals and letters when writing ⁴

Uses 'symbols'/marks to communicate a message ⁴

Writes own name ⁶

Continues a pattern (left to right tracking) ¹

Copies letter shapes when writing ²

Copies a simple shape or picture ¹

Completes an image to make it whole ¹

Makes large scale shapes and symbols (e.g. in sand tray, sky writing with different materials) ²

Uses a variety of materials to make marks ²

Early Level – Points to Consider – Tools for Writing (Phonology)

Some features of highly effective practice include:

1. Developing meaningful contexts within different areas of the classroom for learners to experiment with making marks in different ways to represent written language in a purposeful way.

Encouraging learners to state the purpose for their writing to help them understand the various forms this may take. This should occur naturally through their exploration of these formats in different writing contexts.

2. Encouraging learners to talk about and read back their own writing. As sound-symbol relationships are yet to develop, this will not be readable by others therefore it is crucial that learners have opportunities to verbalise what they have written.

A strong emphasis on the ‘message’ of the learners’ writing as they will be composing text to share experiences, information or feelings. Scribbles will gradually become more refined, resembling letter-like patterns. These may appear as a string of letters and be a mix of upper and lowercase and even numerals. Learners should begin to demonstrate some awareness of directionality, and begin to form the letters with which they are becoming increasingly familiar.

3. Opportunities to manipulate, compare and order letters through informal, planned instruction or independent activities to support learners in identifying, naming, and writing both upper case and lower case versions of each letter.
4. Encouraging learners to apply their developing understanding of sound-letter correspondence as appropriate. A crucial stage in literacy development is the awareness that words are made up of groups of individual letters. As learners continue to experience print and develop their understanding of sound-letter relationships, they may begin to use these letters alongside those with which they are most familiar.
5. Supporting learners to build words through developing their ability to identify initial, medial and final sounds. Some words may be represented by only a few letters, typically those that are most obvious when spoken aloud. This is developmentally appropriate as most learners find it easier to identify the beginning and ending sounds in words before the medial sounds.

6. The use of resources such as coloured cards, pictures or objects to initially help make abstract sounds more concrete for learners when segmenting words. As they develop their awareness of sound-letter correspondence, magnetic letters may be used to support learners in selecting the correct grapheme for the phoneme heard. As learners become more familiar with forming letters, they may progress to copying and then writing the words independently.

Encouraging learners to select letters on the basis of sound and adopt a ‘have-a-go’ approach using a small range of strategies such as sounding out, chunking or onset and rime.

7. Opportunities to explore various text forms and modelled writing experiences to support learners in developing the appropriate directionality and organisation of their writing.
8. The use of resources such as coloured cards, pictures or objects to initially help make oral sentences more concrete for learners. By counting out the number of words in a sentence they can then identify how many orthographic units they need. An Elkonin box, paper strips or post-its can be useful to support learners in beginning to compose each word in their sentence using their known sounds. These can also support learners in exploring how words can be moved around in a sentence when exploring sequencing. (See Early Level – Points to Consider – Creating Texts)
9. Explicit teaching of high frequency vocabulary. As learners develop a small bank of frequently used words, it is essential that they learn to spell any irregular words correctly. Focusing in on what makes these words ‘tricky’ can support learners in developing their own strategies for remembering their spellings.

See [Appendix 1 Spelling Patterns and Rules](#) for further guidance on high frequency words.

Word walls, displays and other prompts, to support learners in making attempts to spell irregular words independently. These are often most effectively referred to when learners have been involved in creating them.

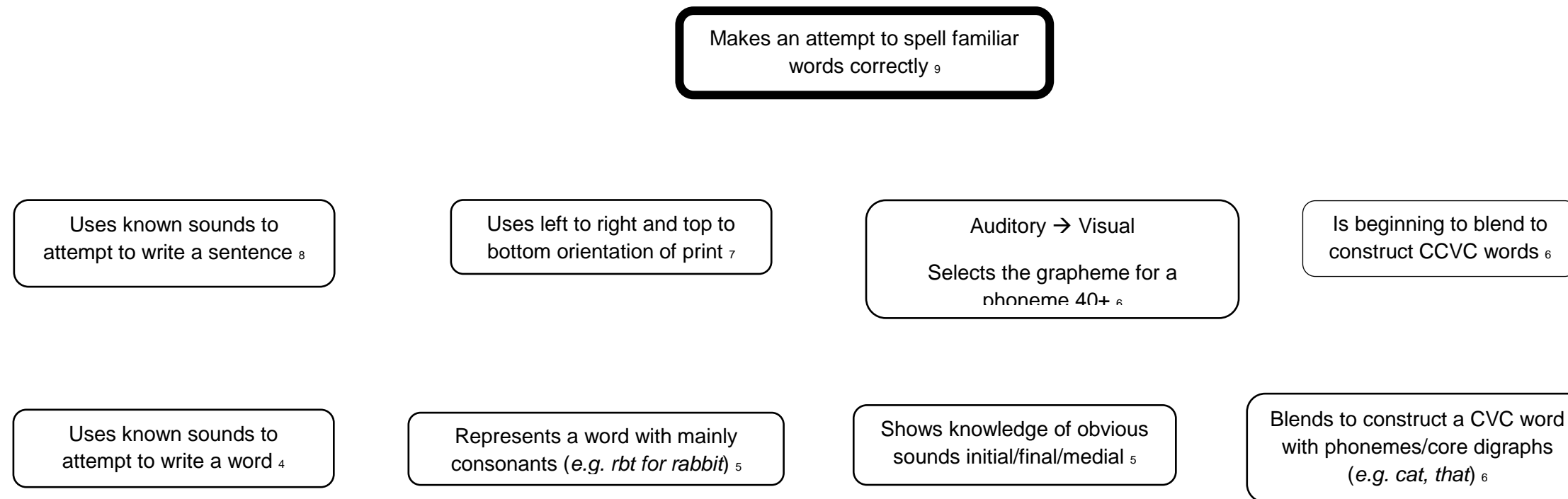
Early Level: Tools for Writing (Phonology)

ENG 0-12a / LIT 0-13a / LIT 0-21a 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.

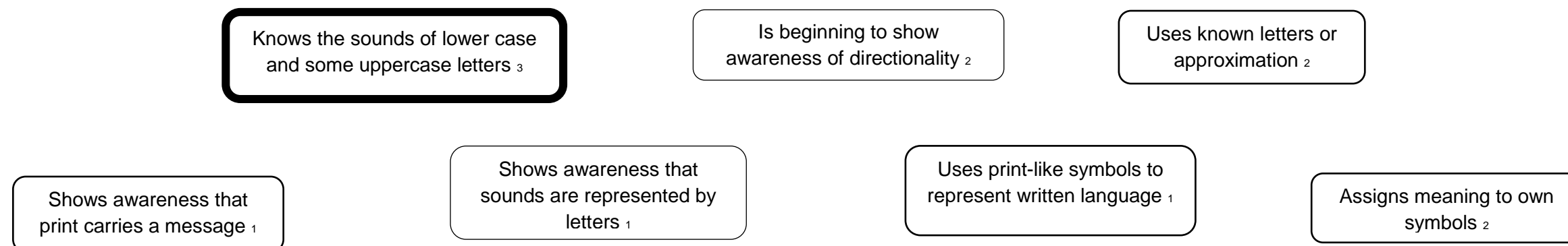
LIT 0-21b As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information.

[See Appendix 1 Spelling Patterns and Rules](#)

SEMI-PHONETIC SPELLING STAGE



PRELIMINARY SPELLING STAGE



Early Level – Points to Consider – Creating Texts

Some features of highly effective practice include:

1. Supporting learners to share their ideas or opinions about writing with others. It may be helpful to represent this contribution visually by giving each child a cube or counter. When they have given theirs over, this signifies to more active participants that they have shared their idea and will help them to appreciate that others will take a turn to which they must listen. Likewise, this can also help identify those who have not contributed, allowing an adult to consider ways to encourage their participation (e.g. “*What do you think... Do you agree...?*”).

It may be helpful to provide prompts to scaffold learners in using the appropriate language when communicating with others in different contexts where they can share their thoughts, feelings or ideas.

2. Involving learners in discussions about why texts are written to help them understand that writing has a purpose and intended audience. This may involve discussion with learners about what they might write and who they could share this with (e.g. *writing a thank you letter to Gran for a birthday gift, writing out a shopping list to help Dad at the supermarket*). It is important to examine models of these different forms of writing and provide opportunities for further practice and independent experimentation of their various features.
3. Opportunities for learners to engage in role play around a shared text to support them in becoming more physically and cognitively involved. This can provide a means for learners to sequence events, develop their vocabulary and think more deeply about characters, the setting or specific events.
4. Encouraging learners to write for themselves, initially using print-like symbols to represent written language. In doing so, they will develop their understanding that print carries a message and assign their own meaning to what has been written. When reading back their own writing, learners may do this differently each time and meaning may vary. While it is important to value all attempts at writing, it is also critical that learners begin to understand that the message of a written text remains constant. Modelling a sentence, or sentences, can help demonstrate this and support them in making connections between oral and written language.

Scribing sentences as dictated by learners can help to draw attention to the connection between oral and written language. However, care should be taken to ensure learners do not become over dependent on this. As they continue to learn more about sound-letter relationships, their writing should begin to reflect this developing understanding. In doing so, learners should be making plausible attempts at writing what has been verbalised. They should always be encouraged to have a go.

5. Valuing learners’ illustrations which complement pieces of written text or are used as a means of planning before writing. Drawing prior to writing can act as a metacognitive scaffold to help learners to think more deeply about their ideas. These drawings can be a visual reminder of their thinking and provide useful cues during the writing process.
6. Sequencing activities using a range of text forms including poems, rhymes, songs or informational text. Opportunities to sequence pictures or objects logically, discuss selections and create accompanying oral text is an effective pre-writing activity. Sequencing a text with a simple, repetitive storyline can support learners in making links between the structures of spoken and written language.

Focusing on initially describing pictures or illustrations from a story book to support learners in oral sequencing progressing from reproduction (the straight retelling of familiar text) to innovation (extending or changing elements of the text) and finally invention (creating their own text using their own words). These techniques can be adapted to support the oral rehearsal of other forms of writing and be used to help scaffold learners’ writing as they experiment with different forms.

7. The use of a semantic gradient to support learners in developing their awareness of synonyms and use of more varied vocabulary when talking, reading or writing.
8. Colourful Semantics as a strategy to support all learners in developing their use of language in addition to sentence structure and sequencing.
9. Opportunities for learners to present their ideas combining print and pictures (including digitally where appropriate).

Early Level: Creating Texts

LIT 0-09a Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.

LIT 0-09b / LIT 0-31a I enjoy exploring events and characters in stories and other texts and use what I learn to invent my own, sharing these with others in imaginative ways.

LIT 0-10a 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.

(This pathway works across Reading, Writing, Listening and Talking)

Uses new vocabulary and phrases in different contexts (*e.g. when expressing ideas and feelings or discussing a text*) ⁷

Uses own words to make up stories or recount events ⁶

Recounts experiences, stories and events in a logical sequence for different purposes ⁸

Shares feelings, experiences, information, messages or ideas in pictures, print or digital text ⁹

Talks clearly to others in different contexts, sharing feelings, ideas and thoughts ¹

Links sentences with simple connectives such as *and, but, because* ⁶

Writes in the first person ⁶

Writes 2-3 sentences in sequential order ⁶

Invents own stories and characters to share with others in play, imaginative and real contexts ⁶

Uses simple sentences to express ideas ¹

Participates in class/group brainstorming activities to elicit ideas before writing ²

Makes oral text tell *who, what, when* ⁶

Begins to sequence ideas so that a story makes sense ⁶

Experiments with familiar forms of writing (*e.g. lists, captions, personal events, story retells, imaginative stories*) ⁶

Creates illustrations to match written text ⁵

Takes part in simple conversations in familiar situations ¹

Talks clearly in simple sentences using an appropriate range of vocabulary in different contexts ¹

Shares ideas about writing with peers or teacher ¹

Communicates and shares stories in different ways, for example, in imaginative play ⁷

Reads back 'own' writing ⁴

Uses pictures and images to create text ⁵

Talks or draws as a means of planning before writing ⁵

Early Level – Points to Consider – Finding, Using and Organising Information

Some features of highly effective practice include:

1. Exploring the common symbols learners will likely encounter in their environment (e.g. *fire exit, recycling, no entry, danger*). An environmental walk may be one way to support learners to recognise these and develop an awareness of the meaning associated with each.
2. Attaching pictures to labels or signs to support learners in determining the meaning of environmental print (e.g. *name tags, resources, simple instructions, areas of the classroom*). As learners develop their reading skills they should begin to rely less on these visuals.
3. Opportunities for learners to engage in open-ended sorting activities which can be used to facilitate guided discovery of many key elements of literacy development including similar shapes in letters, patterns in words, sounds (e.g. *short/long vowel words, rhyming/non rhyming words, number of syllables*) or word meanings (e.g. *synonyms, antonyms*). Sorting activities may be based on criteria that is specifically set or must be deduced by the learners. The use of pictures to solely represent, or complement, text can be beneficial for all learners.
4. Opportunities to manipulate, compare and order letters through informal, planned instruction or independent activities to support learners in identifying, naming, and writing both upper case and lower case versions of each letter. Reading development is dependent on a secure understanding of the alphabetic principle. Learners usually acquire alphabetic knowledge in a sequence that begins with letter names, then letter shapes and sounds. Not knowing letter names can be indicative of difficulties with learning sounds and words. Once learners are able to identify and name letters with ease, they can begin to learn letter sounds and spellings.
5. Activities that focus on naming speed to support the development of word retrieval skills and sight word vocabulary. Learners who may be facing difficulties with their reading fluency at a later stage may benefit from further practice of these kinds of activities.
6. Explicit vocabulary teaching, involving both spoken word and visual presentation methods, which can benefit all learners in using new words in different contexts.
7. Repeated exposure to, and varied use of, unfamiliar words is essential to developing familiarity and an assured understanding. The use of pictures, real objects, physical actions or other devices could be considered to make the words and their meaning clear and memorable.
8. Verbal reasoning activities (e.g. *true, false, can't tell*) to help learners develop their ability to answer questions by identifying evidence within the text to support their justification. The use of more ambiguous statements can promote the development of inferencing skills where learners are required to relate information to prior knowledge or experiences to draw conclusions about characters and events.
9. The use of a semantic gradient to support learners in developing their awareness of synonyms and use of more varied vocabulary when talking, reading or writing.
10. Modelling how to use the features of a text to determine if it is suitable for a particular purpose. This may also involve engaging learners in purposeful practice of how to appropriately choose texts for enjoyment or to find information from a range of reading material.
11. Opportunities for learners to discuss and share their views, ideas and thoughts on a text.
12. Opportunities for learners to explore a range of reading material to help them find information and apply their developing reading strategies.
13. Opportunities for learners to observe adults writing and to talk about the process involved in writing a variety of formats (e.g. *story books, newspapers, poetry, articles, reviews, letters, recipes, leaflets, posters, song lyrics, invitations, graphic texts, instructions*). As learners become more familiar with the literary language and features associated with different kinds of text, they can be involved in establishing appropriate success criteria when experimenting with writing themselves.
14. Exploring the features associated with particular forms of writing, particularly fiction and non-fiction texts, through collecting and sorting examples. This can help learners analyse and identify which kinds of texts will likely meet their intended purpose.

Early Level: Finding, Using and Organising Information

LIT 0-14a 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 0-04a I listen or watch for useful or interesting information and I use this to make choices or learn new things.

LIT 0-26a Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.

(This pathway works across Reading, Writing, Listening and Talking)

Writes to convey ideas, messages and information in different ways in play, imaginative and real contexts ¹²

Shows an awareness of a few features of fiction and non-fiction texts when using/choosing texts for particular purposes ¹³

Writes to reflect own experiences and feelings using appropriate vocabulary to convey meaning ¹²

Finds information in a text to learn new things ¹¹

Identifies new or interesting information from spoken texts ¹⁰

Uses varied, appropriate vocabulary ⁸

With support, selects texts appropriate to purpose or interest ⁹

With support, finds information in text appropriate to purpose or interest ⁹

Understands and responds to spoken texts ¹⁰

Uses new words/topic related words with ease ⁶

Is beginning to tell where letters are in the alphabet (*e.g. a is at the beginning, w is near the end*) ⁴

Identifies a true/false statement giving simple justification ⁷

Is beginning to recognise the names of characters in stories ⁵

Recognises labels in a common environment (with **no** picture to support) ²

Sorts words or pictures into groups and explains choice ³

Recognises and names some lowercase letters in a variety of texts ⁴

Is beginning to recognise the alphabet in the correct order ⁴

Recognises and names some uppercase letters in a variety of texts ⁴

Recognises some common symbols in the environment ¹

Recognises labels in a common environment (with a picture to support) ²

Early Level – Points to Consider – Understanding, Analysing and Evaluating

Some features of highly effective practice include:

1. Devoting time to examining the front cover of a shared text. This allows learners to discuss the various features and consider its purpose. It can provide a natural context for promoting the use of related terminology (*e.g. author, illustrator, illustrations, title*) as well as develop the learners' use of prediction about subject, characters or events. As they read, or are read to, learners will go through a process of verifying, rejecting or refining their predictions based on new developments in the text.
2. Opportunities for learners to further explore, and demonstrate their understanding of, a text in different ways, including drama, using pictures, their own drawings or play. Such activities can encourage learners to become cognitively and physically involved, promoting the development of vocabulary, and metacognitive and higher order thinking skills. Direct use or provision of props, puppets, costumes or other resources can help to stimulate interest, sustain engagement and deepen understanding when engaging with, or responding to, texts.
3. Questioning learners about a text that has been shared. Encouraging learners to generate their own questions to help them seek more information or clarification can also help foster the intrinsic motivation to engage with texts or read themselves. A question matrix may be used to scaffold learners in constructing their own literal questions. This may be used prior to, or following, the reading of a text.
4. Teaching learners how to draw on evidence from the text to answer literal questions and developing their understanding of how this can help them answer inferential questions. Gathering evidence from illustrations or the context to help inform answers to questions that may be more ambiguous should be explicitly modelled.
5. Exploring the features associated with particular forms of writing, particularly fiction and non-fiction texts, through collecting and sorting examples. This can help learners analyse and identify language (*e.g. 'once upon a time' in a fairytale*) and help them become familiar with predictable story structures.
6. Opportunities for learners to make connections between a text and their own Supporting learners to make evaluative comments about a text. This may be achieved through the use of more structured activities such as a linear continuum in which learners place themselves on a scale between two opposing views (*e.g. reality – fantasy*). Modelling how to gather evidence from a text can support learners in beginning to justify and give reasons.
7. Opportunities for learners to make connections between a text and their own knowledge or personal experiences in and out of school. Being in a position where they can relate information and ideas to a text can support their inferential thinking, making predictions and overall comprehension.
8. Encouraging learners to share their thoughts and feelings about texts in different ways (*e.g. giving a book a review by awarding stars, creating a whole class chart of books they have read and would recommend*).
9. Considering how learners might be encouraged to become more actively involved in the reading experience through:
 - Listening for specific information and responding by giving a non-verbal signal when they hear the relevant part read aloud.
 - The use of props, puppets or role play during particular parts to assist visualisation or encourage engagement.
 - Encouraging learners to join in with rhyming or repetitive parts. Assigning an action or some movement can also support this.
 - Posing a question prior to reading to encourage learners to listen for the specific information needed to answer it afterwards.
 - Appointing a learner to point to the words, if the text can be copied or shown on a screen, as they are read aloud.
 - Drawing pictures prior to reading, or as they listen to, the text to develop their ideas or thinking.

Early Level: Understanding, Analysing and Evaluating

LIT 0-07a / LIT 0-16a / ENG 0-17a To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.

LIT 0-19a I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.

(This pathway works across Reading, Writing, Listening and Talking)

Engages with texts
read to them ⁹

Shares thoughts and feelings
about stories and other texts
in different ways ⁸

Asks and answers questions
about texts to show and support
understanding ³

Relates information
and ideas from a text
to personal
experiences ⁷

Identifies some differences
between fiction and non-fiction
texts (e.g. *layout, contents page,*
pictures, illustrations) ⁵

Contributes to
discussions about events,
characters and ideas
relevant to the text ⁶

Asks and answers
questions about events and
ideas in a text ³

Expresses a personal view about the
actions of a character and speculates on
own behaviour in a similar situation ⁷

Makes
judgements of
right/wrong ⁶

Makes
judgements of
reality/fantasy ⁶

Connects ideas/events
by using knowledge of
story structure ⁵

Asks and answers questions
to seek more information and
clarification ³

Answers
inferential
questions ⁴

Demonstrates an awareness of
literary language (e.g. *'Once
upon a time' is a fairy tale*) ⁵

Predicts ideas/events by using knowledge
of story structure (e.g. *joining in with
repeated phrases "I'll huff and I'll puff"*) ⁵

Anticipates stages in familiar
spoken texts (e.g. *familiar
instructions, routines*) ⁵

Answers questions to help
predict what will happen
next ³

Asks literal
questions ³

Identifies the subject of a story through
the use of titles and illustrations ¹

Retells familiar stories in different ways (e.g.
role play, puppets and/or drawings) ²

Makes simple predictions
about texts ¹

Interprets simple statements
and commands ⁷

Interprets and responds
to non-verbal cues ²

Answers literal
questions ³

First Level – Points to Consider – Enjoyment and Choice

Some features of highly effective practice include:

1. Daily opportunities for learners to be read to from stimulating texts which evoke imagination and promote positive reading behaviours.

Engaging learners through a stimulating introduction, often referred to as a ‘book blessing’, to generate curiosity or interest in a text that is to be shared. This may take many forms such as the use of questions, a statement to discuss, ambiguous images, film clips or objects.

Considering how learners might be encouraged to become more actively involved and supported in the reading experience through:

Listening for specific information and responding by giving a non-verbal signal when they hear the relevant part read aloud.
Posing a question prior to reading to encourage learners to listen for specific information.
Choral or Echo reading of a shared text.
The use of props, puppets, role play or drawing pictures to assist visualisation prior to, during or after reading.
Inviting learners to read a familiar piece of text aloud to the rest of the class.

Avoiding interruptions, such as asking questions or engaging in discussions, when reading aloud to help learners gain an appreciation of the flow of a text. Any unfamiliar vocabulary that is likely to affect understanding could instead be discussed prior to, or following, reading.

2. Frequent opportunities for learners to explore texts for their own purposes of enjoyment, relaxation or information gathering. Time devoted to purposeful, independent reading will help them develop their ability to sustain their engagement with texts for longer periods.
3. Frequently refreshing the collection of reading material available in response to the evolving interests of learners. Involving them in this process can help promote discussion around favourite authors or texts. Recommending and sourcing appropriate reading material or resources also fosters a shared sense of ownership.

4. Introducing learners to reading material which incorporates a wide selection of genre, form and authors with which they may be unfamiliar. This can help them to widen their reading preferences.

5. Activities which help learners develop their use of appropriate vocabulary when discussing texts and making their own evaluative comments (*e.g. a linear continuum, in which learners place themselves on a scale between two opposing views*). This can provide a way for learners to share their views and begin to appreciate how these may differ from others.

Highlighting the reading preferences of all learners to encourage discussion and enthusiasm around reading. This may be achieved in many ways (*e.g. displays, class charts, book reviews, ‘swap shop’*).

6. Modelling how to use the features of a text to determine if it is suitable for a particular purpose. This may also involve engaging learners in purposeful practice of how to appropriately choose texts for enjoyment or to find information from a range of reading material.

7. Developing learners’ understanding of terms such as author, illustrator, illustrations, front cover and title. Encouraging the use of appropriate terminology from an early stage supports their own use of these when using these features to select and talk about texts.

Opportunities for learners to explore texts for their own purposes of enjoyment, relaxation or to find specific information.

8. Discussing why texts are written to help learners understand that writing has a purpose and intended audience. Involving learners in reading or creating print in response to their interests (*e.g. a poster for a charity event, a recount of a recent competition, changing the lyrics of a song to share information*) can provide a meaningful and engaging purpose for developing skills.

A literacy rich environment which provides easily-accessible resources to support independent exploration and discovery learning. This may include a range of literary sources, magnetic letters, letter or word cards, varied writing materials or models of different forms of writing.

First Level: Enjoyment and Choice

LIT 1-01a / LIT 2-01a I regularly select and listen to, or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources.

LIT 1-11a / LIT 2-11a 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 1-01a / LIT 2-01a I regularly select subject, purpose, format and resources to create texts of my choice.

LIT 1-20a / LIT 2-20a I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.

(This pathway works across Reading, Writing, Listening and Talking)

Selects spoken texts regularly for enjoyment or to find information for a specific purpose and gives a reason for preferences ⁷

Creates texts selecting subject, purpose, format and resources for a range of purposes and audiences ⁸

Selects different texts regularly for enjoyment or for a specific purpose using, for example, cover, title, author, illustrator and/or blurb ⁷

Recognises that their own interpretation may differ from that of other readers ⁵

Explains preferences for particular texts and authors ⁵

Explains a preferred source of information (e.g. *radio*, *reference book*) ⁶

May favour a particular author ³

Makes comparisons with other texts read ⁴

May favour a particular genre (e.g. *adventure stories*) and may seek out other stories of this type ⁴

Is self-motivated to read for pleasure ³

Reads independently for a sustained period ²

Talks about feelings in response to a text ³

Discusses favourite books ³

Talks about favourite book/author and give reasons ³

Says why text and/or author has been selected ³

Reads for a range of purposes ²

Enjoys reading, or being read to from, a variety of different texts including digital media ¹

First Level – Points to Consider – Tools for Listening and Talking

Some features of highly effective practice include:

1. Supporting learners to select and use words when communicating by repeating exactly what a child has said back to them, emphasising appropriate pronunciation, grammar or word choice.

Demonstrating the correct speech sounds sensitively. Being face to face enables learners to see the mouth shapes formed when particular sounds or words are being articulated.

Shape Coding as an approach to support learners presenting difficulties with understanding and forming basic oral sentences that are grammatically correct. Shape Coding involves learning the rules of English grammar visually through the use of shapes, colours and arrows to make these more explicit.

Colourful Semantics as a strategy to support learners in building strong foundations in oral language. It can support learners to construct spoken sentences clearly, use connectives and develop a concept of narrative. These skills are transferrable to writing and are important building blocks for success in literacy.

2. Exposing learners to the most common scenarios they will likely encounter (e.g. *turn taking, working collaboratively on a task, resolving conflict*) to support them in acquiring and practising the skills required to communicate effectively with others. Modelling, together with explicit teaching of, these skills will support all learners in responding in a range of situations, particularly those demonstrating signs of frustration or withdrawal.

Exploring and using appropriate language (e.g. *my belief, my view*) to enable learners to express their opinions and recognise those of others.

3. Exploring how people use particular techniques when communicating and discussing the effects they create, (e.g. *emphasis of particular words for impact*) to help learners determine aspects that could be used when presenting or performing.

4. Explicitly focusing on expression and how this can be used to engage an audience whether the purpose is to entertain, inform or persuade. Verbal language, and how this is received, can take on different meanings dependent on the emphasis or expression used. One way of exploring this may be to emphasise a different word each time in a spoken sentence and discuss the implications for an audience (e.g. ***Mary** had a little lamb, Mary had a **little** lamb, Mary had a little **lamb***).

5. Promoting opportunities for learners to develop talking and listening skills through collaborative experiences. This may be achieved through the use of book discussion groups or other strategies, such as talk partners, which involve learners in establishing criteria for sharing and discussing ideas and information. This shared criteria remains constant, though groupings can be changed frequently and randomised to ensure learners interact and develop these skills with a wider range of their peers.

Developing an ethos that encourages learners to use talking and listening skills to develop positive relationships when working with others (e.g. *solving a problem, selecting resources, playing a game*). In supporting learners to take turns and contribute at the appropriate times, it may be more effective to demonstrate this visually through use of an object, such as a talking stick.

6. Modelling an appropriate pace when reading aloud to allow an audience to understand the messages being communicated.

7. Investigating the use of gesture and body language when presenting.

8. Frequent opportunities for learners to participate in a variety of planned talking experiences to present ideas using a variety of media.

Assessment of learners through oral presentations as these are an opportunity to collect information about their use of strategies and processes (e.g. *planning*). As the aim of a presentation is to engage an audience through expression and fluency, this can help identify areas that learners need to develop through further rehearsal.

First Level: Tools for Listening and Talking

LIT 1-02a 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.

ENG 1-03a I am exploring how pace, gesture and expression, emphasis and choice of words are used to engage others, and I can use what I learn.

Listens and responds appropriately to others in a respectful way, for example, by nodding or agreeing, asking and answering questions ⁵

Takes turns and contributes at the appropriate time when engaging with others in a variety of contexts ²

Applies a few techniques (verbal and non-verbal), when engaging with others, for example, vocabulary, eye contact, expression and/or body language ⁷

Uses gesture to engage an audience ⁷

Uses appropriate pace to engage an audience ⁶

Selects and presents ideas using a variety of media ⁸

Selects and presents ideas to suit different audiences ⁸

Considers the opinion of others ²

Uses expression to engage an audience ⁴

Selects the appropriate tense when communicating (e.g. *past, present, futura*) ¹

Organises ideas when communicating ¹

Listens respectfully to others in a range of situations ²

Listens for words that signal fact or opinion ²

Expresses own opinion ²

Recognises different points of view when listening ²

Selects appropriate words when communicating ¹

First Level – Points to Consider – Tools for Reading

Some features of highly effective practice include:

1. Examining the front cover, characters or illustrations of a shared text with learners as this allows them to discuss the various features and consider its purpose and main ideas. It can develop the learners' use of prediction about subject, characters or events and encourage them to make connections to their own experiences or other texts they have read.
2. Developing learners' understanding of punctuation and terms such as ellipsis, simile and onomatopoeia. Encouraging the use of terminology from an early stage supports their own use of these when discussing the author's use of techniques or punctuation and the implications this has for the reader.
3. Introducing new vocabulary alongside an image to support learners in understanding its definition from a visual representation. Exploring new words can help them to develop an interest in language, make connections and actively engage with word learning strategies.

Opportunities for learners to build their vocabulary knowledge of words which will likely appear more frequently in a wide variety of written and spoken texts. This may involve identifying concepts with which they already have some familiarity and selecting words to focus on which will enhance this with greater specificity (*e.g. keep going – persevere, lucky – fortunate, did – performed*). Careful consideration should be given as to the number of words selected for focus prior to, or following, reading.

Activities which develop automatic recognition of common words (*e.g. some, through, because*). As most of these often cannot be sounded out using basic phonetic rules, learners must rely on their memory of the shape and combination of letters. It is beneficial to expose learners to these words in a variety of sizes, fonts, colours and contexts.
4. Opportunities for learners to engage in visualisation to help bring the text to life. This may involve stimulating one or more of their senses to help form mental images. Through these images, learners become more involved in the text and can be supported in their recall and understanding of different characters, settings or events.
5. Guiding learners through the summary process, modelling how to refine information until only the most key and relevant messages remain.
6. Developing learners' awareness of the many possibilities of sound-letter relationships which are inherent in the English language system to support them when they encounter words in which some letters may represent a number of different sounds. Involving learners in creating visual displays (*e.g. posters, graphic organisers*) may be one way to highlight this.
7. Explicitly modelling reading strategies, including the use of illustrations, initial sounds or context, through multiple demonstrations together with opportunities for learners to draw on these phonological (syntactic), semantic (meaning) and orthographic (written) cues to help them identify unknown words.

Regular opportunities for learners to practise applying reading strategies with guidance and support. Activities, such as simple sentence strips or cloze passages, can develop their autonomy where they are encouraged to 'have a go' in applying reading strategies. Providing time for reflection on the use of strategies is beneficial for all learners.
8. Activities which develop scanning skills to promote the correct left-right directionality and help learners build fluency. Scanning is a key skill for reading, helping learners effectively locate information. This may involve initially highlighting a particular colour, shape or picture in a sequence before progressing to letters and whole words in a passage of text.
9. The use of core reading books, or teacher devised text, to support assessment of how learners are applying their developing skills, such as recognition of high frequency words, attention to punctuation, grammar and the use of reading strategies to support their understanding.
10. Engaging learners in choral reading of a shared text to provide an opportunity for learners to interact with text. Modelling the reading first can support them in developing fluency or appropriately adjusting their expression in response to particular punctuation or word choice.

First Level – Points to Consider – Tools for Reading (Phonology)

Some features of highly effective practice include:

1. Explicit teaching focus on the most common patterns for vowel sounds. See [Appendix 1 Spelling Patterns and Rules](#) for guidance of teaching patterns through the Phonetic Stage as these are listed in order of how frequently they occur. This also outlines those which learners should have experienced during the Semi-Phonetic Stage and with which they should be more familiar.
2. Developing learners' awareness of, and ability to talk about, the multiple possibilities of sound-letter relationships that exist. Learners should understand that while the letter names are constant, sounds they make can vary. Exploring this variation can support them in appreciating that the same letter can represent different sounds (e.g. 'a' sounds different in *ant*, *any* and *all*) and also that different letters can represent the same sound (e.g. *me*, *ski*, *field* and *see*). Learners will also come across instances where the same letter pattern can represent different sounds (e.g. *tough*, *cough*, *plough*, *dough*). Highlighting these naturally in context, in addition to focused teaching, helps learners to use their developing knowledge to support their decoding strategies.
3. Teaching learners about vowels and consonants to support them in understanding how these work together and affect pronunciation depending on their position in a word (e.g. *p* and *h* if separate in a word make the individual sounds /p/ and /h/ however if they are together in a word, they make /ff/).

Opportunities for learners to explore short and long vowel sounds and construct rules for their application. It can be beneficial to begin explicit phonics instruction with a focus on short vowels as these have one predictable spelling (with few exceptions) and are the most commonly occurring vowel sounds in the English language. Learners should begin to explore long vowels when they can decode CVC and CCVC words.
4. Teaching learners about the types of syllables to support understanding of long and short vowels. See [Appendix 1 Spelling Patterns and Rules](#) for guidance.

Segmenting the syllables in a word to help develop reading strategies, such as chunking. Manipulatives may be used to support this or the use of Elkonin boxes as a way of making this more concrete for learners.

5. Developing learners' ability to identify short and long vowel sounds within words and recognise where syllable breaks occur through activities such as re-arranging jumbled letter cards to form whole words (e.g. *car – pet*, *pro – gram*).
5. Exploring the etymology of words, such as those with silent letters, to support learners in developing an interest in language, making connections and constructing their own word learning strategies.
6. Activities which focus on learners blending phonemes, consonant blends and digraphs together to form words may involve manipulating letters orally and visually. Adding, deleting or substituting sounds can also help learners in generating rhyme and exploring compound words.
7. Phonics instruction which consolidates the 44 core phonemes and develops the skill of blending with initial and final consonant blends to facilitate learners' ability to decode and construct a wider range of words. See [Appendix 1 Spelling Patterns and Rules](#) for guidance on the order in which phonemes are introduced through the Phonetic Spelling Stage.

Developing learners' knowledge of a wider range of sound and letter relationships through associating phonemes with an action, song, object or creature that is familiar to help make abstract sounds more concrete. Visuals can also aid correlation between phonemes and graphemes.

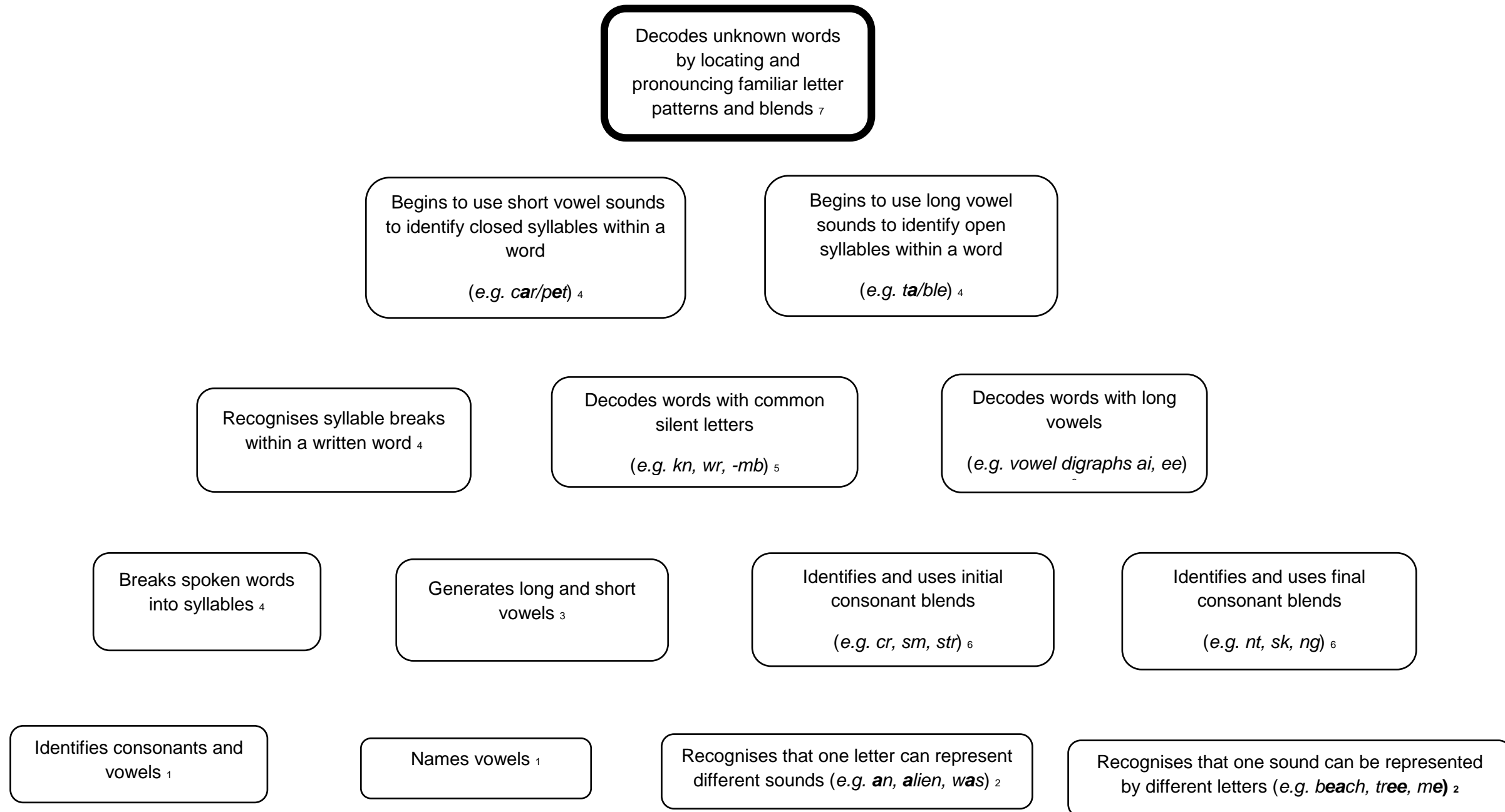
Encouraging learners to become more familiar with letter patterns through exploring words in context and guided discovery to construct their understanding.

Regular assessment of learners' reading to identify specific difficulties to be addressed. This may involve the use of a miscue analysis, which can highlight patterns of error. It may be that learners presenting difficulties require more time and practice of reading strategies or activities which help to develop more secure phonological awareness. As they develop their awareness of sound-letter correspondence, learners should say the correct sound for the grapheme or digraph read and use their awareness of how these vary to determine if it sounds right within the particular context.

First Level: Tools for Reading (Phonology)

ENG 1-12a I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression

[See Appendix 1 Spelling Patterns and Rules](#)



First Level – Points to Consider – Tools for Writing

Some features of highly effective practice include:

1. Informal and direct teaching of pre-handwriting patterns which include a variety of shapes (including straight and curved lines) to help learners master the directional pushes and pulls required to successfully form letters. It is crucial to be aware of those learners who may not be forming letters correctly as this can have implications for writing fluency.



Handwriting is a developmental process. Through the initial mark making process it is normal for the arm and elbow to stay rigid, with the movement coming from the shoulder.



Improved arm and hand control allows the elbow to be slightly away from the body, providing greater flexibility. The thumb will now be used to secure it closer at the tip.

All five fingers will now be used resulting in the wrist being off the table. Movement of the pencil now comes from the wrist but as the hand strength improves there will start to be some finger movement.



As control of the finger muscles improves, the fingers will start to move the pencil and control it using the conventional tripod grip. This is considered the most appropriate pencil grip, for right and left handed writers.



Depending on the child's age and development stage, it may be appropriate to teach them how to form a tripod grip for handwriting. It is important to be aware that while some learners are ready by the age of 4, and most by 5, there will be some who are not physically ready until much later.

2. Teaching, or reinforcing, letter formation in groups/families as certain letters use the same, or similar, shape and directional push and pulls of the pencil to form it.
3. Building learners' familiarity with a wider range of punctuation (*e.g. commas, speech marks, ellipsis*) and their grammatical understanding of each. Following explicit teaching, learners should be making their own reasonable attempts to punctuate sentences accurately.

4. Explicit teaching of grammatical rules and anomalies (*e.g. the word 'its' does not use an apostrophe to show possession*) can support learners in beginning to understand how to use apostrophes appropriately. These can be commonly misplaced if learners do not fully comprehend their purpose for showing contractions and possession.

5. Encouraging learners to develop a positive attitude towards the editing and refining process and helping them to value the effort involved in improving a piece of writing. Clear feedback, together with adequate time to act on this, is an important part of the writing process.

6. Involving learners in devising specific checklists or criteria to enable them to become more independent in reviewing their own writing.

7. Promoting a supportive culture where learners can experiment with and share their writing in different ways. Programmes (*e.g. Word, Publisher, Powerpoint*) and multi-media (*audio, video recording*) should be considered to promote word processing skills as well as develop learners' ability to use various features.

8. Developing learners' understanding of terms such as nouns, adjectives, verbs and adverbs. Encouraging the use of appropriate terminology from an early stage supports their own use of these when identifying and using them in a piece of writing.

9. Exploring common conjunctions with learners and identifying how these signal the relationship between adjacent sentences (*e.g. 'and' signifies that additional information will follow, 'but' indicates a contrast*). This supports them in understanding how text is supported and conditioned not only by the ordering of the words but by connectives which link sentences together. Learners who understand the role of conjunctions can begin to use these to create more complex sentences by drawing together two separate clauses effectively.

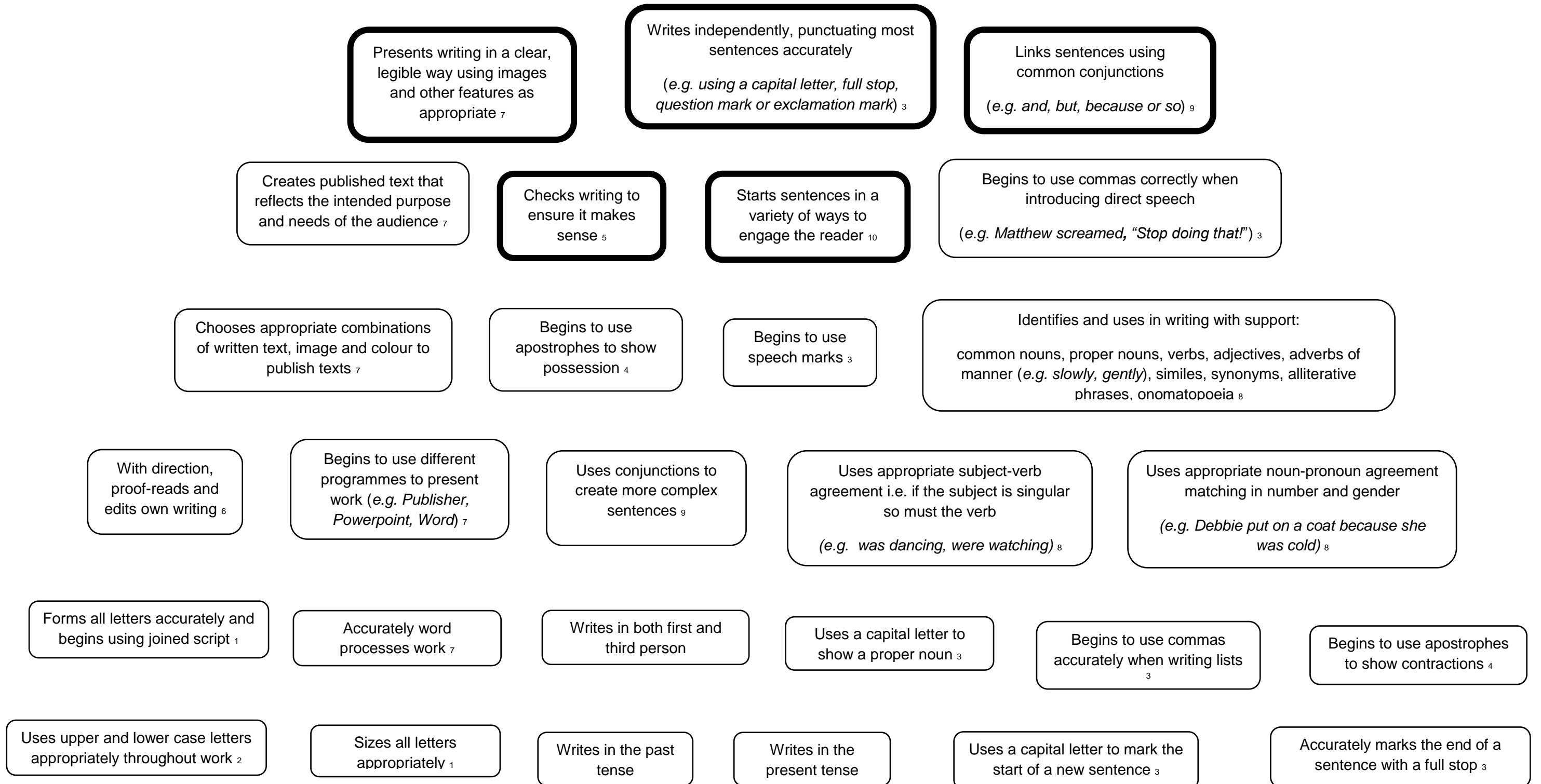
10. Experimenting with the order of words in sentences to help learners appreciate that sentence openers can be varied. Discussing the impact this has on a reader can help learners in considering the most effective openers for their intended purpose.

First Level: Tools for Writing

LIT 1-22a I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense.

LIT 1-23a Throughout the writing process, I can check that my writing makes sense.

LIT 1-24a I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features.



First Level – Points to Consider – Tools for Writing (Phonology)

Some features of highly effective practice include:

1. Valuing all attempts at writing as learners represent their thoughts, feelings and other information.

Encouraging learners to talk about and read back their own writing. As sound-letter relationships continue to develop, written words will not always adhere to conventional spelling patterns. It is therefore crucial that learners have opportunities to verbalise the message.

2. A strong emphasis on the 'message' of learners' writing as they will be composing text to share experiences, feelings or information. Following exposure to the conventions associated with different forms and explicit modelling, learners should be demonstrating an awareness of directionality and how to organise their writing as appropriate.
3. Investigating the rules for simple inflectional endings and plurals. See [Appendix 1 Spelling Patterns and Rules](#) for further guidance.
4. Encouraging learners to apply their developing understanding of sound-letter correspondence as appropriate. When writing words, learners should be encouraged to select letters on the basis of sound and should adopt a 'have-a-go' approach using a small range of strategies such as sounding out, chunking, onset and rime.
5. Teaching syllabification as a strategy to support learners in breaking up longer words into smaller chunks. This can help them identify individual phonemes heard in the word. One way of developing learners' ability to do this is through use of an Elkonin box which involves drawing a grid with boxes to match the number of syllables heard. Learners can place magnetic letters, or write the letters, in each box to represent the sounds. Again, this process will be indicative of their current knowledge and understanding of various sound-letter correspondences.
6. Encouraging learners to spell 'tricky' irregular words correctly. Bad habits are difficult and time-consuming to undo therefore effort should be invested in supporting their accurate use of these difficult to spell, but commonly used, words through use of word walls, displays and dictionaries. Multi-sensory techniques should also be considered to support effective learning of tricky or unfamiliar vocabulary.

7. Facilitating guided discovery of a wider range of word families, word structures and spelling patterns. See [Appendix 1 Spelling Patterns and Rules](#) for further guidance. This may involve word study activities in which learners find specific words in text, sort words and discuss the patterns they notice.

8. Explicit instruction of rules and anomalies that apply for particular letter patterns as appropriate to learners' stage of development. This will support them in establishing their own effective spelling strategies.

9. Providing ample repeated reading opportunities of the words with a particular pattern being focused on. This helps learners familiarise themselves with these before attempting their spelling when writing.

10. Opportunities for frequent writing, within all aspects of the curriculum, to encourage learners to apply their developing knowledge and understanding of letter patterns and spelling rules.

Regular assessment of how learners write words to determine their current stage of spelling development as well as their phonological and orthographic knowledge and understanding. Errors may highlight particular sound-letter relationships with which learners require more consolidation. It may also be clear that some have poorly developed phonological awareness which may need further development.

Using unfamiliar words when assessing to determine if learners are able to transfer their knowledge of letter patterns and spelling rules.

11. Supporting learners to draw on their phonological awareness and developing knowledge of phonics. Spelling requires a great deal of working memory as they must hear a word, apply letters to the sounds, recall which spelling pattern to use, and then represent this using letters. Many supports can be employed to aid learners with this, and can be beneficial for use with the whole class (e.g. *manipulating sounds in the word, multi-sensory techniques, word study*).

12. Developing learners' scanning skills alongside their familiarity with the use of a dictionary will support them in seeking this out independently as an alternative spelling strategy.

First Level: Tools for Writing (Phonology)

LIT 1-21a 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.

[See Appendix 1 Spelling Patterns and Rules](#)

PHONETIC SPELLING STAGE

Uses knowledge of the alphabet to locate words in a dictionary, or other reference source, to help spell tricky or unfamiliar words

Uses knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words

Spells most vocabulary used across the curriculum correctly

Spells most commonly used words correctly

Uses syllabification to aid spelling of longer words

Uses most common vowel digraphs (e.g. *oa, ue, ou*)

Uses knowledge of short and long vowel sounds to apply some spelling rules

Is beginning to use simple homophones correctly (e.g. *see/sea be/bee*)

Uses most common silent letters (e.g. *kn, wr*)

Is beginning to use knowledge of long vowels to identify open syllables

Is beginning to use knowledge of short vowels to identify closed syllables

Sounds out and represents all substantial sounds within words without regard for conventional spelling patterns

Applies rules to use simple inflectional endings (e.g. *-s -ed -ing*)

Identifies and uses knowledge of similar sounding words

Blends to construct CCVC and CCCVC words

Uses silent 'e'

First Level – Points to Consider – Creating Texts

Some features of highly effective practice include:

1. Examining spoken text (e.g. a segment on a children's TV show, news report, speech) and highlighting the type of presentation skills being demonstrated. Learners should begin to consider how they may adopt such verbal and non-verbal devices when planning and refining their own performance.
2. Opportunities for learners to talk about familiar experiences, objects or their own interests to enable them to focus on the specific skills involved in communicating this information to others.
3. Supporting all learners to share their ideas or opinions with a wider audience, (e.g. a group or the whole class). It may be helpful to represent this contribution visually through giving each child a cube or counter. When they have given theirs over, this signifies to more active participants that they have shared their idea and will help them to appreciate that others will take a turn to which they must listen. Likewise, this can also help identify those who have not contributed, allowing an adult to consider ways to encourage their participation.
4. Supporting learners who demonstrate a reluctance to communicate with others sensitively. It can be helpful to avoid asking direct questions and avoid direct eye contact to reduce the potential for stress. The use of strategies, such as think-pair-share or talk partners, can help learners begin to develop more confidence. Any attempts at communication, however small, may be acknowledged by non-verbal gestures which can reinforce a positive message without drawing too much attention.
5. Frequent opportunities for learners to participate in a variety of planned and unplanned talk, in both formal and informal situations, and present for a range of different purposes and audiences. It is important that in teaching learners to do this, there is a balance between explicit modelling, and practice, of appropriate talking and listening behaviours.
6. Involving learners in discussions about why texts are created to help them understand that both oral and written texts have a purpose and an intended audience.
7. Involving learners in establishing the purpose for a piece of writing and agreeing an appropriate format.
8. Familiarising learners with the text form which is to be focused on. This could involve discussing, reading, listening to or examining samples. Learners may initially produce their own piece of writing as a means of assessing what is known about the particular features or conventions.
9. Opportunities for learners to analyse varied exemplars help them to understand the kind of vocabulary used, how information is organised and the key features. It is important to provide learners with texts which vary in their quality as this supports learners to become more discerning when establishing success criteria.
10. Initially modelling the creation of a text. It is important to demonstrate to learners how to break down the task. 'Think Alouds' can make explicit the decision-making processes required to construct written texts.
11. Shared and guided writing opportunities before learners work independently to craft their own. Collaborative working, through interacting with a writing partner or small group, can make developing writing skills a more positive and motivating experience.
12. Sequencing activities, involving pictures, props or sections of written text to support learners in familiarising themselves with the particular text form. These can be an effective precursor to independent writing.
13. Time for learners to generate and collate ideas prior to writing.
14. Valuing learners' illustrations which complement pieces of written text or are used as a means of planning before writing. Drawing prior to writing can act as a metacognitive scaffold to help learners to think more deeply about their ideas or be a visual reminder of their thinking and provide useful cues during the writing process. Other planning aids (e.g. story maps, flow charts) can also support this.

First Level: Creating Texts

LIT 1-09a 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.

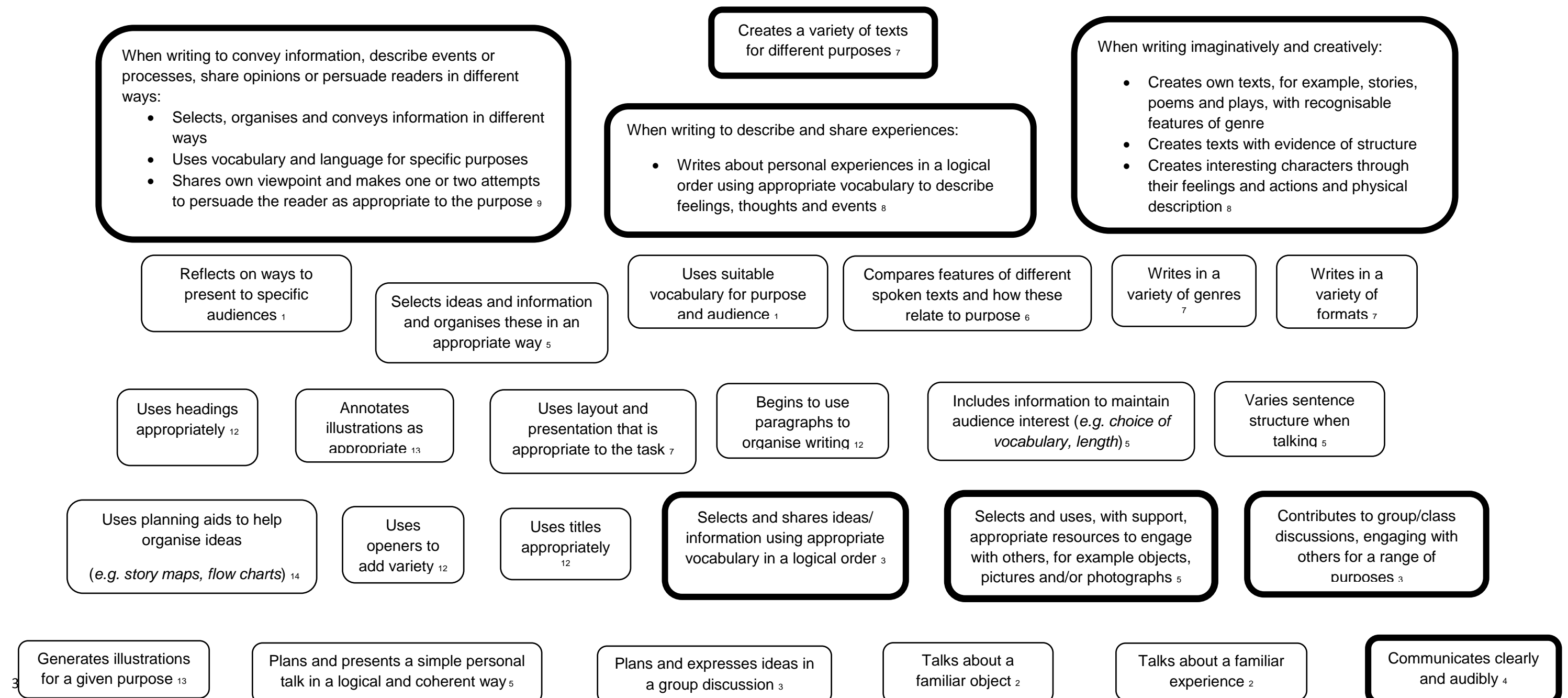
LIT 1-10a I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required.

LIT 1-28a / LIT 1-29a I can convey information, describe events or processes, share my opinions or persuade my reader in different ways.

ENG 1-30a I can describe and share my experiences and how they made me feel.

ENG 1-31a 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.

(This pathway works across Reading, Writing, Listening and Talking)



First Level – Points to Consider – Finding, Using and Organising Information

Some features of highly effective practice include:

1. Modelling various ways to record thinking (e.g. *pictures, mind maps, diagrams, notes*) and determining appropriate contexts for each to support learners in determining an approach which may best suit them.

Opportunities for learners to draw pictures, diagrams and make notes to record their thinking to support them in understanding new concepts or recalling information needed for a task.

2. Activities, such as sequencing games, which focus on consolidating learners' understanding of the alphabet to support them in developing efficient referencing skills when using a dictionary, thesaurus or index.
3. Exploring the features associated with fiction and non-fiction texts, through collecting and analysing examples, to help learners identify conventions of print and how texts can be navigated efficiently to locate information.
4. Supporting learners to identify the purpose and main ideas of a text through explicit modelling of how to gather evidence using key words and phrases. As summarising can be a challenging skill, learners will require frequent opportunities to practise with guidance and support. As they become more secure with connecting words and phrases, they should begin to determine importance and develop their ability to refine their summary of main ideas.
5. Establishing vocabulary that learners are unfamiliar with prior to introducing a new topic or text. This may be achieved through sorting activities such as a graphic organiser.

Explicit vocabulary teaching, involving both spoken word and visual presentation methods, which can benefit all learners in using new words with ease. Repeated exposure to, and varied use of, unfamiliar words is essential to developing familiarity and an assured understanding. The use of pictures, real objects, physical actions or other devices could be considered to make the words and their meaning clear and memorable.

The use of a semantic gradient to support learners in developing their awareness of synonyms and use of more varied vocabulary when talking, reading or writing.

Investigating multi-meaning words (e.g. *run, spring, coach*). If learners are unaware of the various connotations associated with a particular word, this could have implications for their understanding when reading or use of it when using a thesaurus to develop their writing.

Activities which promote discussion around descriptive language and appropriate word choice to support learners when beginning to use techniques, such as similes and metaphors, or a thesaurus to enrich their own writing. This may involve the use of a cloze passage in which words must be added, substituted or deleted to enhance description whilst remaining appropriate to the context.

Opportunities for learners to engage in open-ended sorting activities which can be used to facilitate guided discovery of many key elements of literacy development including word meanings (e.g. *synonyms, antonyms*), true/false/can't tell statements or author's technique (e.g. *similes, metaphors, onomatopoeia*). Sorting activities may be based on criteria that are specifically set or must be deduced by the learners. The use of pictures to complement text can be beneficial for all learners.

6. Verbal reasoning activities (e.g. *true, false, can't tell*) to develop learners' ability to answer questions about a text by identifying supporting evidence. These promote the use of scanning skills as learners must locate key information to provide more detailed or written justifications.
7. Opportunities for learners to observe adults writing and talk about the process involved in writing a variety of formats (e.g. *story books, newspapers, poetry, articles, reviews, letters, recipes, leaflets, posters, song lyrics, invitations, graphic texts, instructions*). As learners become more familiar with the literary language and features associated with different kinds of text, they can be involved in establishing appropriate success criteria when planning and organising their own text.

The use of planning aids (e.g. *story maps, flow charts*) to support learners in developing their ideas and making decisions as to how this will be organised. Drawings can be helpful in providing a visual reminder of their thinking as they engage in the writing process.

First Level: Finding, Using and Organising Information

LIT 1-04a 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 1-05a 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 1-06a 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.

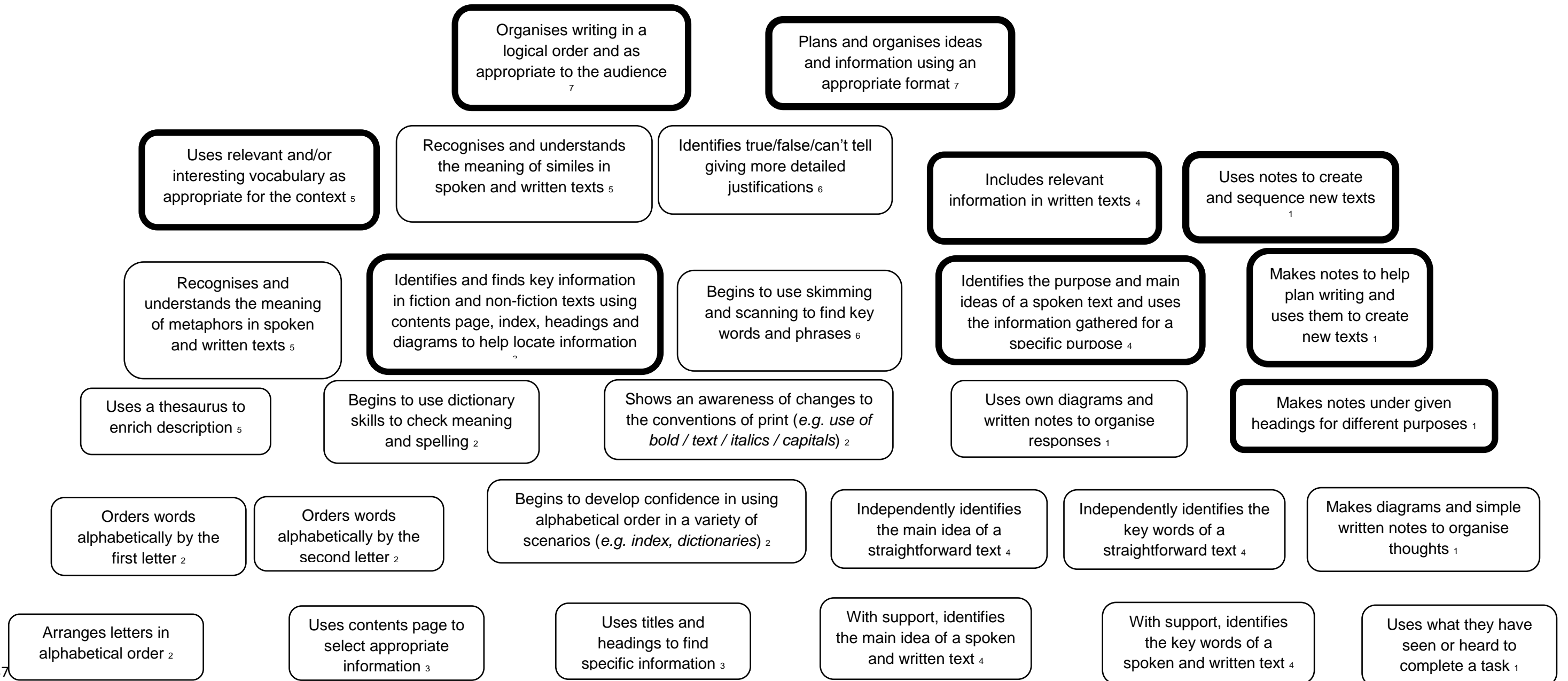
LIT 1-14a Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.

LIT 1-15a I am learning to make notes under given headings and use them to understand information, explore ideas and problems and create new texts.

LIT 1-25a 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 texts.

LIT 1-26a 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.

(This pathway works across Reading, Writing, Listening and Talking)



First Level – Points to Consider – Understanding, Analysing and Evaluating

Some features of highly effective practice include:

1. Highlighting the learners' use of prediction about subject, characters or events. It is important to provide opportunities to reflect on this process as learners will continually verify, reject or refine their predictions based on new developments in the text as they read or are read to.
2. Encouraging learners to be curious about a shared text through generating their own questions to help them seek more information or clarification. This can provide a clear purpose for engaging with different kinds of texts and develop intrinsic motivation for reading independently. A question matrix may be used to scaffold learners in constructing their own questions, particularly those which are more open ended, and may be used prior to, or following, the reading of a text.
3. Opportunities for learners to talk about texts and make connections to their own knowledge or personal experiences in and out of school. Being in a position where they can relate information and ideas to a text can support their inferential thinking, making predictions and overall comprehension.
4. Exploring the language associated with fact and opinion to support learners in determining whether a statement can be verified in some way or is an individual's judgement or belief. Opportunities to examine text and identify the use of each may be achieved through the use of different media (e.g. magazine articles, newspaper reports, advertising).
5. Posing a literal question prior to reading to encourage learners to find specific information from a spoken or written text. This can help to establish if they are able to effectively extract evidence to support their answer. Once learners are secure with this, they should begin to answer more inferential and evaluative questions which require them to draw on evidence from the text and their own opinions or inferences.

Supporting learners to engage in discussion with others about a text through modelled demonstrations and frequent opportunities to practise in group situations. This may involve establishing book discussion groups where learners ask and answer questions using evidence from the text, express their own opinions and draw on their understanding of characters, setting or events.

- The use of a framework, such as Bloom's Taxonomy, to inform the planning of key questions which promote higher order thinking skills. A question matrix may be used to support learners in developing their own questions.
6. Teaching learners how to draw on evidence from the text to support their understanding of the main idea. Gathering this evidence, and determining the importance of the supporting information, should be explicitly modelled. This may be achieved through use of a concept map in which major words, phrases or whole sentences are identified during reading. These supporting details can be grouped under key headings and lines or arrows used to connect information. Talking about these connections is a crucial process for learners to see and be involved in as this can support them in using all the information gathered to concisely establish the most important idea(s).
7. The use of cloze passages to develop learners' ability to demonstrate their understanding of a text may focus on different aspects of language (e.g. nouns, adjectives, verbs, adverbs). Initially, access to a word bank can support learners though, gradually, the level of support should be reduced as appropriate.
8. Exploring a variety of written formats (e.g. story books, newspapers, poetry, articles, reviews, letters, recipes, leaflets, posters, song lyrics, invitations, graphic texts, instructions) to support learners in determining their purpose. Sorting activities, involving a wide range of different texts, can provide a context for learners to talk about and demonstrate their understanding of a range of genre and text forms.
9. Exploring and using appropriate language (e.g. my belief, my view) to enable learners to express their opinions and recognise those of others.
10. Opportunities for learners to further explore, and demonstrate their understanding of, a text individually and in group situations. Different means including drama, book discussion groups, using pictures, their own drawings or play should be considered. Such activities can encourage learners to become cognitively and physically involved, promoting the development of vocabulary, and metacognitive and higher order thinking skills.

First Level: Understanding, Analysing and Evaluating

LIT 1-07a I can show my understanding of what I listen to or watch by responding to and asking different types of questions

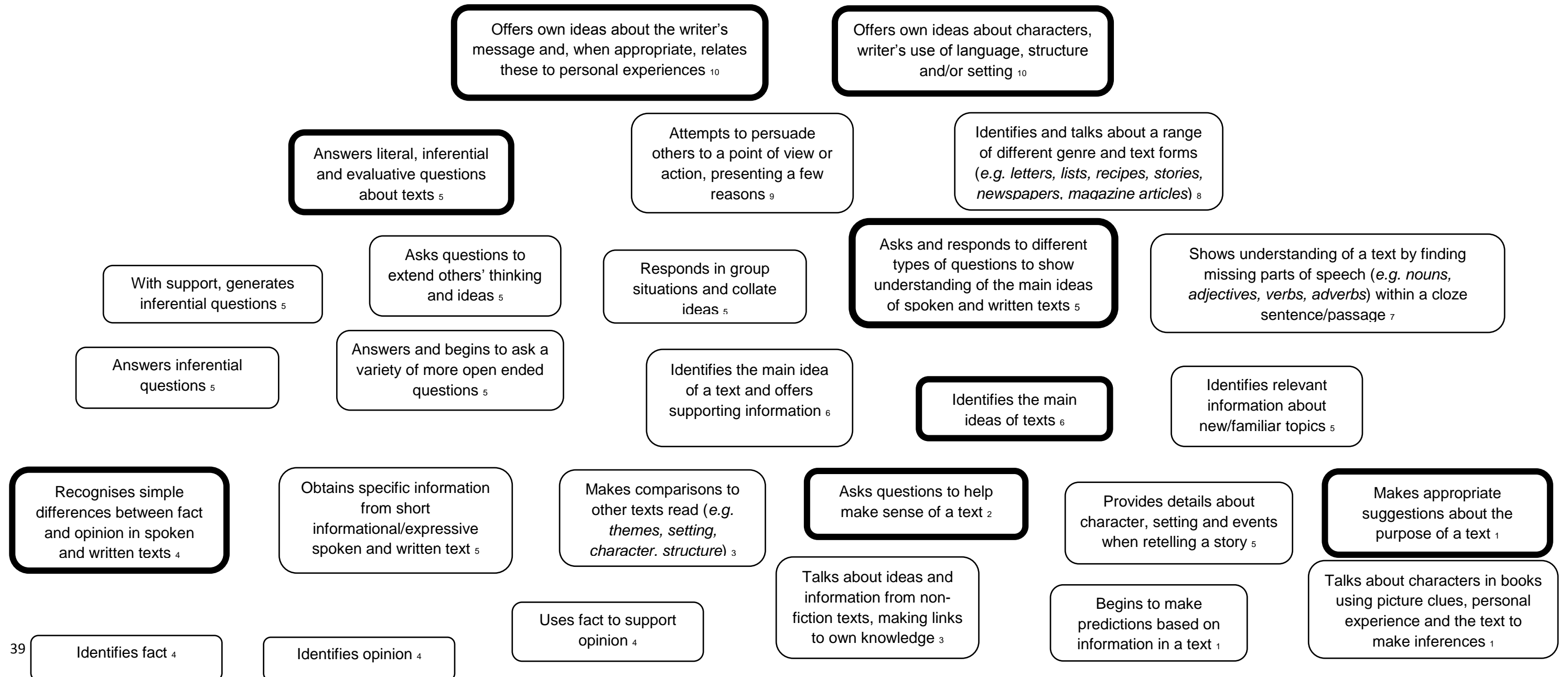
LIT 1-08a / LIT 1-18a To help me develop an informed view, I am learning to recognise the difference between fact and opinion

LIT 1-16a To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text

ENG 1-17a 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 1-19a 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.

(This pathway works across Reading, Writing, Listening and Talking)



Second Level - Points to Consider - Enjoyment and Choice

Some features of highly effective practice include:

1. Providing daily opportunities for learners to be read to from stimulating texts which evoke imagination and take them beyond their personal experiences.

Daily, independent reading of self-selected texts to offer learners an opportunity to read for enjoyment, relaxation or to find information. This provides purposeful practice in applying skills and strategies as well as exposing them to a wider range of vocabulary and contexts.

Establishing well-organised, consistent routines for reading experiences and providing comfortable, quiet spaces where appropriate.

Encouraging learners to take part in reading initiatives or programmes. While these can be motivating, careful consideration is required as to how positive reading habits are sustained.

Promoting or visiting the school and local libraries.

2. Demonstrating, through modelled or guided reading sessions, how to critically evaluate texts using appropriate language.
3. Modelling how to share a point of view and show respect for different interpretations of text using appropriate language. This can support learners in effectively engaging in book discussion groups which provide a more structured opportunity for learners to discuss reading material.
4. Opportunities for learners to make connections between a text and their own knowledge or personal experiences both prior to and following reading. Being in a position where they can relate information and ideas can support their inferential thinking when questioning a text.
5. The use of a teacher devised text, where appropriate, to enable all learners to engage with a shared text. As the level of text may not be accessible for some, it may be necessary to adapt this to reflect their developmental level.

Engaging learners in choral reading to provide a safe and supportive process for developing or anxious readers when engaging with unseen text. Modelling the reading first can support them in building confidence.

6. Inviting learners to share their reading preferences and interests informally through conversations or through specific data gathering measures (e.g. *surveys, charts*). Displaying these in the classroom or around the school can promote interest in a range of different texts.

Engaging in discussion with learners about your own favourite texts, explaining their appeal. Showing an interest in, and monitoring, their choice of reading material can be a way of providing ongoing feedback and encouragement. It can also be useful in determining if there is appropriate provision in terms of the range and accessibility of material.

Refreshing displays or resource areas regularly to ensure these are appealing and reflect the frequently evolving interests of learners. Involving learners in this process can support discussions around their own preferences for different themes, genres or form.

Hosting special events and inviting other classes, parents or community members to share and explain preferences for texts, authors and form.

7. Opportunities for learners to compare extracts of texts, outlining a clear focus for the criteria to be discussed (e.g. *characterisation, use of techniques*). This can help learners develop their ability to explain their preferences using supporting detail to inform their justifications.

Examining the features of a text to determine suitability for a purpose.
8. Frequent opportunities for learners to explore and experiment with texts for their own purposes of enjoyment, relaxation or information gathering. These opportunities should incorporate reading and writing.

Involving learners in reading or creating print in response to their interests (e.g. *rewriting a story as a play-script, a persuasive advert about their favourite product, writing a blog*) can provide a meaningful and engaging purpose for developing a range of literacy skills.

A jointly constructed environment which provides easily-accessible resources to support independent exploration and discovery learning. This may include a range of literary sources, varied writing materials or models of different forms of writing.

Second Level: Enjoyment and Choice

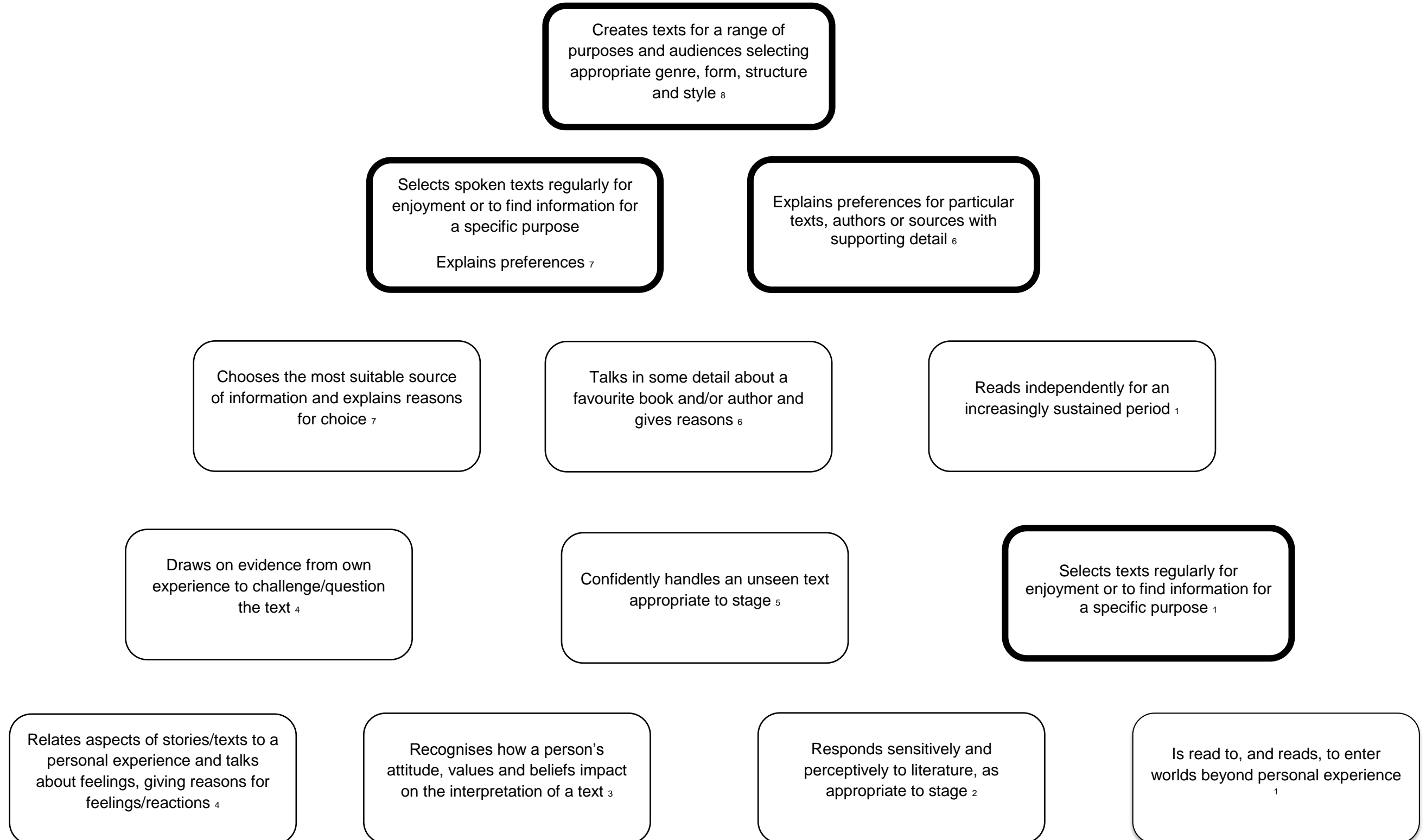
LIT 2-01a I regularly select and listen to, or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources.

LIT 2-01a I regularly select subject, purpose, format and resources to create texts of my choice.

LIT 2-11a 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 2-20a I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.

(This pathway works across Reading, Writing, Listening and Talking)



Second Level – Points to Consider – Tools for Listening and Talking

Some features of highly effective practice include:

1. Raising awareness of the structure and features of listening through referring to the different kinds (*e.g. surface, participatory, passive, in-depth, critical, empathic, non-judgemental, objective*) to support learners in identifying what is required in particular situations.
2. Opportunities for learners to participate in a variety of planned and unplanned talk, in both formal and informal situations, and present for a range of different purposes and audiences.
3. Acknowledging learners when sharing their experiences, opinions and feelings and valuing their own use of language. It may be necessary to repeat what has been said in an appropriate way to support learners in articulating this.

Establishing a positive classroom climate in which there is a balance of teacher and learner talk, and contributions or views are valued.

Supporting learners who demonstrate a reluctance to communicate with others sensitively. Maintaining eye contact may be particularly difficult for some. It can be helpful to avoid asking direct questions and avoid direct eye contact to reduce the potential for stress. The use of strategies, such as think-pair-share or talk partners, can help learners begin to develop more confidence. Any attempts at communication, however small, may be acknowledged by non-verbal gestures which can reinforce a positive message without drawing too much attention.
4. Modelling the use of tenses appropriately when talking. It may be helpful to provide learners who are finding this difficult with prompts to support them in developing oral sentences.

Comparing the language required for different situations. This may include activities which involve learners analysing and sorting phrases to develop an understanding of how language is adjusted according to the audience or context (*e.g. "Good afternoon," as opposed to "Alright,"*).
5. Explicitly teaching the use of techniques and devices and discussing how they influence meaning, (*e.g. volume, tone, pace, emphasis, word choice*).
6. Exploring how different views and interpretations are formed through familiar contexts which will naturally encourage debate (*e.g. TV shows, music, text*). This may be achieved through opportunities for learners to consider statements which are likely to produce opposing views and practise gathering evidence to support opinions.

Promoting the use of appropriate language (*e.g. my belief, my view*) to enable learners to express their own opinions and recognise others'.

Involving learners in agreeing ways to acknowledge a point of view but suggest a counter-argument in a respectful way to avoid confrontation.
7. Opportunities for learners to develop talking and listening skills through collaborative experiences. This may be achieved through the use of book discussion groups or other strategies, such as talk partners, which involve learners in establishing criteria for sharing and discussing ideas and information. This shared criteria remains constant, though groupings can be changed frequently and randomised to ensure learners work with a wider range of their peers.

Modelling and involving learners in agreeing ways to take turns or avoid interruptions when engaging with others. The use of specific roles can support learners to collaborate more effectively in group situations. These roles should be clearly defined.

Modelling appropriate language to promote positive social interactions when engaging with others in a variety of contexts and situations.

Modelling attentive listening to learners and asking questions or paraphrasing to clarify meaning or elicit additional information.
8. Providing supportive feedback that encourages learners to take responsibility in setting their own targets for formal presentations.

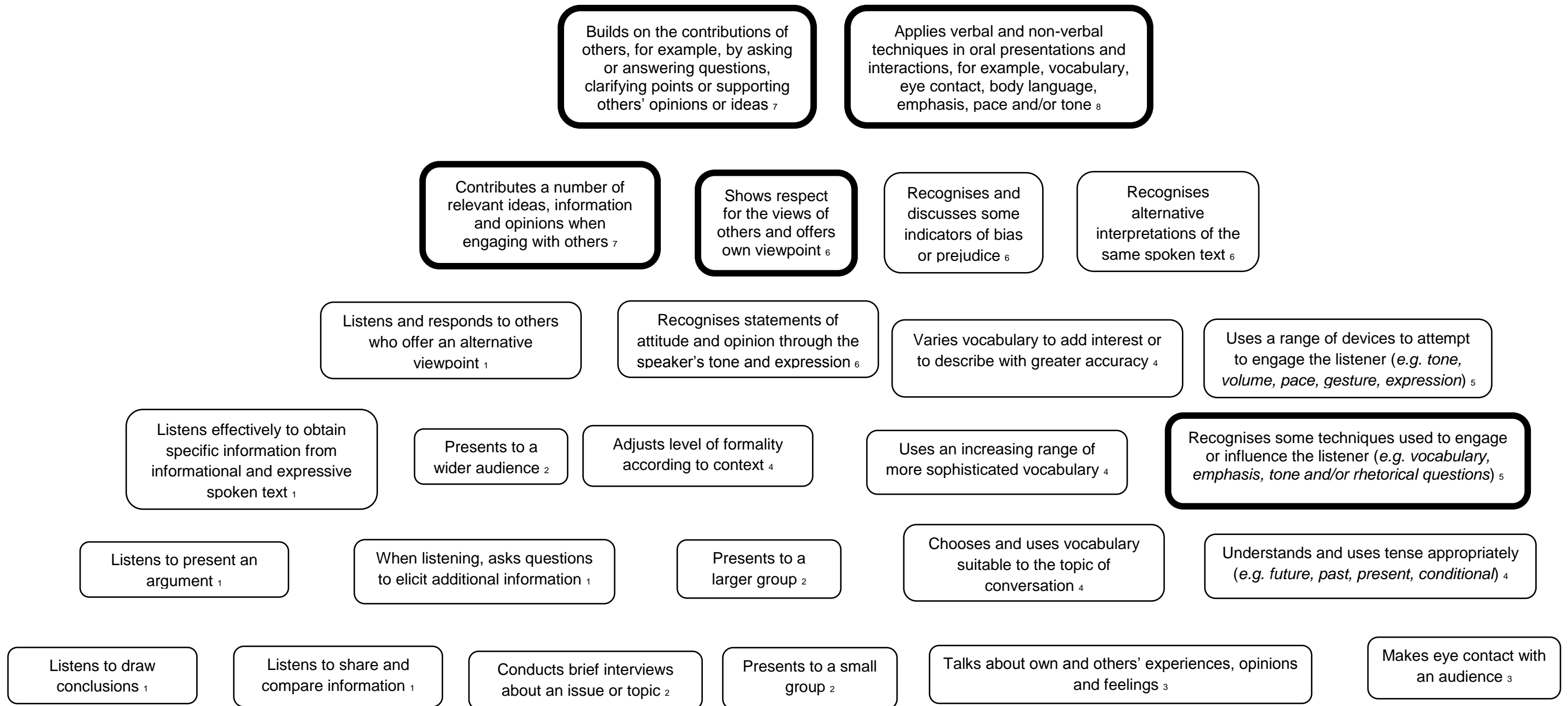
Using technology, where appropriate, to support learners in reflecting on their own listening and talking behaviours (*e.g. the use of audio or video recordings*). This can enable them to self-assess their own performance, based on jointly constructed criteria.

Second Level: Tools for Listening and Talking

LIT 2-02a 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.

ENG 2-03a I can recognise how the features of spoken language can help in communication, and I can use what I learn.

ENG 2-03a I can recognise different features of my own and others' spoken language.



Second Level – Points to Consider – Creating Oral Texts

Some features of highly effective practice include:

1. Opportunities for learners to make notes and record their thinking about a topic on which they will orally present. It is important to model how to combine notes to create new text which can be clearly and effectively communicated to an audience. Through these shared or guided writing sessions, discussion about the use of language or organisation of information can support learners in developing their own oral text.

Sequencing activities to support learners in developing their understanding of how to structure a presentation.

2. The use of prompts or objects to support learners when communicating with others. Strips with sentence starters (e.g. *I also agree with ____ and think that..., I can see what you are saying but I think...*) may be useful in supporting learners to acquire the appropriate language skills to interact effectively with others in a range of situations. It can be helpful to focus on the most common scenarios that learners will likely encounter (e.g. *working collaboratively on a task, resolving conflict, sharing their learning experiences*) and jointly devising a framework to help structure particular talking and listening skills. Charts or prompts are useful for learners to refer to when practising.

Teaching learners to utilise visual aids (e.g. *images, videos, objects, diagrams*) and exploring how useful these can be for an audience in terms of recalling key points of information or understanding ideas.

3. Exploring how people talk and listen in different situations. Examining spoken text (e.g. *a segment on a TV show, documentary, speech*) and highlighting the type of presentation skills being demonstrated can support learners to identify those which they may look to develop themselves. Investigating particular techniques used across a range of contexts and discussing the effects they create (e.g. *emphasis of particular words for impact*) can help learners to determine aspects that could be used when presenting or performing.

4. Opportunities for students to reflect on and refine aspects of their presentation or performance (e.g. *length, detail*). Encouraging learners to develop a positive attitude towards this process should help them to value the effort involved in improving their skills.

Opportunities for learners to review their use of techniques to effectively engage an audience and communicate their ideas. The use of technology could be considered to support this, where appropriate (e.g. *iPads to record learners' presentations and allow them to individually play this back to identify areas for improvement*). Clear feedback, together with adequate time to act on this, is an important part of the process.

5. Exploring the use of questioning to engage an audience, particularly:

Rhetorical (i.e. those that do not require a reply but arouse curiosity)
--

Interactive (e.g. <i>how many of you..., raise your hand if...</i>)
--

Temporal (e.g. <i>imagine..., what if..., picture this...</i>)

6. Assessment of learners through oral presentations as these are an opportunity to collect information about their use of strategies and processes (e.g. *planning*). As the aim of a presentation is to engage an audience through expression and fluency, this can help identify areas that learners need to develop through further rehearsal.
7. Explicitly focusing on expression and how this can be used to engage an audience, whether the purpose is to entertain, inform or persuade. One way of exploring this may be to emphasise a different word each time in a spoken sentence and discuss the implications for an audience. Familiar song lyrics, or even nursery rhymes could be considered as a way to motivate learners to play with language.

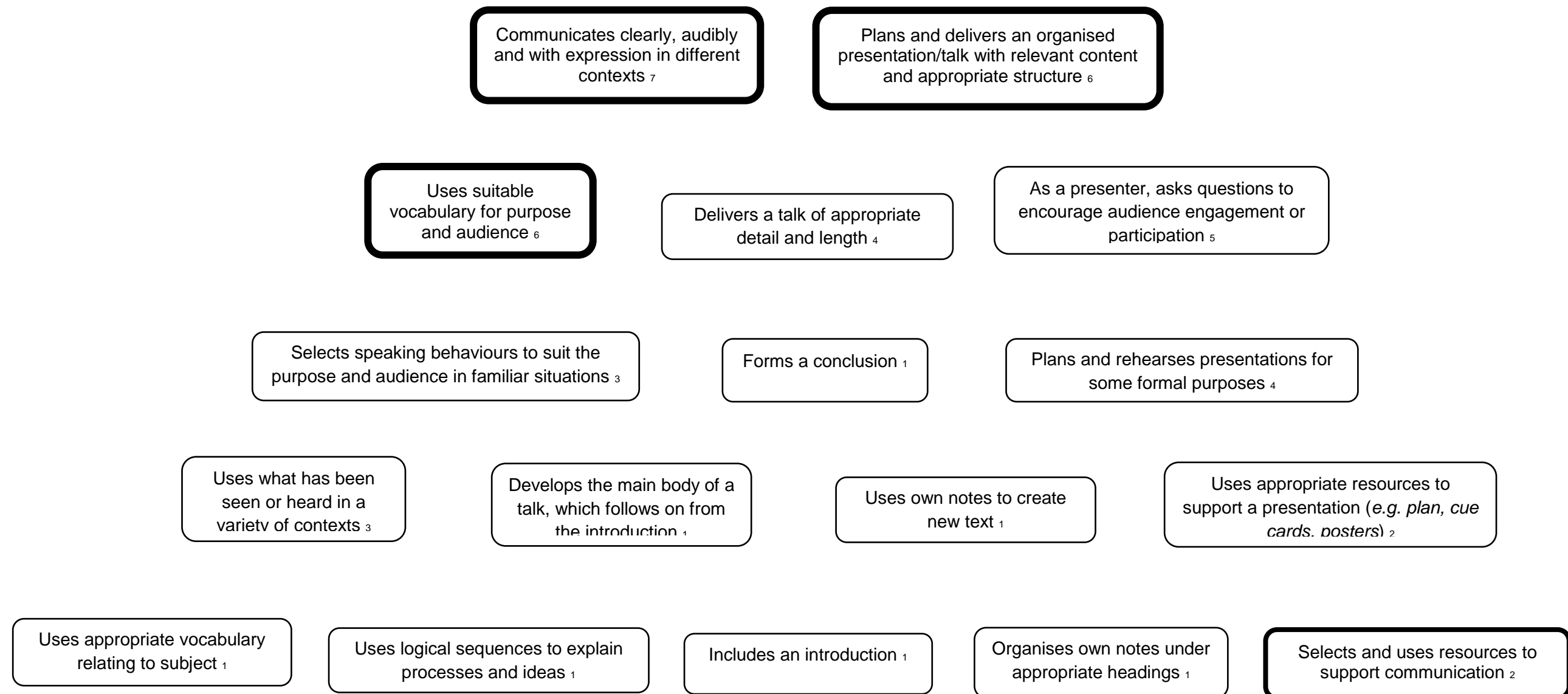
Supporting learners who demonstrate a reluctance to communicate with others sensitively. It can be helpful to avoid asking direct questions and avoid direct eye contact to reduce the potential for stress. The use of strategies, such as think-pair-share or talk partners, can help learners begin to develop more confidence. Attempts to communicate, however small, may be acknowledged by non-verbal gestures which can reinforce a positive message without drawing too much attention.

Supporting learners to select and use appropriate words when communicating by repeating exactly what a child has said back to them, emphasising appropriate pronunciation, grammar or word choice

Second Level: Creating Oral Texts

LIT 2-09a 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; and clarify points by asking questions or by asking others to say more.

LIT 2-10a 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.



Second Level – Points to Consider - Tools for Reading

Some features of highly effective practice include:

1. Examining the front cover of a shared text with learners as this allows them to discuss the various features and consider its purpose and main topic. It can develop learners' use of prediction about subject, characters or events and encourage them to make connections to their own personal experiences or other texts they have read.
2. The explicit teaching of a range of reading skills and strategies through demonstrations, shared and guided practice, and in a variety of authentic contexts will support all readers in their reading development. Drawing attention to how these are often employed simultaneously supports learners in reflecting on their use of these.
3. Opportunities to explore how information and ideas are structured through authors' use of paragraphing is crucial to support learners' reading and writing. Activities to develop this may include identifying paragraphs in a text, ordering sentences or highlighting paragraphs in continuous text.
4. Exploring a wider range of conjunctions that are used to link different ideas and information in text including:

compare and contrast (e.g. <i>yet, but, although, however</i>)
cause and effect (e.g. <i>so, then, because, as a result</i>)
problem and solution (e.g. <i>to prevent this, a solution to this, a response is</i>)
listing (e.g. <i>for example, such as, for instance</i>)
sequences (e.g. <i>first, after that, next</i>)

Learners who understand the role of conjunctions can begin to use these to effectively draw together more complex sentences.

5. Practising reading simple sentences to highlight and explore the ways in which punctuation, layout or font can affect meaning and expression. Learners can then apply their knowledge and understanding to larger passages of text in more meaningful contexts.
6. Providing opportunities for learners to analyse the conventions associated with different text forms, make comparisons and identify their defining features to support them in understanding how this affects reading (e.g. *the expression used when reading dialogue in a play-script will differ from that of stage directions*).

7. Engaging learners in choral reading of a shared text to provide an opportunity for learners to understand how to appropriately interact with text. Modelling the reading first can support them in developing fluency or appropriately adjusting their tone, intonation, pace or emphasis in response to particular punctuation or word choice. This can also prove to be a safe and supportive process for developing or anxious readers.

Allowing learners to rehearse their oral reading prior to reading aloud to a wider audience or sharing this in other ways (e.g. *audio recording*).

8. Exploring the common types of context clues that can be used to work out the meaning of an unknown word (e.g. *root word and affix, contrast, logic, definition, example or illustration, grammar*). It is important for learners to be aware of, and reflect on their use of, these in constructing word meaning. This will support them as they engage with more challenging literature or texts which contain terminology specific to the topic.
9. Using cloze procedure activities to develop learners' use of contextual information to read unfamiliar texts with understanding. It can be beneficial for learners to discuss their answers and justifications as this provides useful information about learners' use of conventions, processes or reading strategies.

Regular assessment of learners' reading to identify specific difficulties to be addressed. This may involve the use of a miscue analysis, which can highlight patterns of error or ineffective strategy use. It may be that learners presenting difficulties require more consolidation of reading strategies or activities which help to develop phonological awareness.

Providing time for reflection is important as it helps to bring awareness to the reading strategies that have been used and evaluate their effectiveness. Allowing learners to hear about strategies used by others, and alternative choices, is beneficial even for those who may have automated many of their own. It is important that learners continue to develop their ability to monitor their own use of strategies and articulate the reasons for selecting a particular strategy.

Second Level: Tools for Reading

ENG 2-12a Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.

LIT 2-13a 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.

Reads with fluency, understanding and expression using appropriate pace and tone ⁷

Reads aloud with increasing fluency, showing awareness of how punctuation, layout and changes of font can affect expression ⁷

Applies a range of reading skills and strategies to read and understand texts, for example, skimming, scanning, predicting, clarifying and/or summarising ⁹

Uses knowledge of context clues, punctuation, grammar and layout to read unfamiliar texts with understanding ⁸

Reads texts aloud showing an awareness of conventions associated with different forms (e.g. *play-scripts and verse*) ⁶

Reads aloud with appropriate empathy and awareness of style of text ⁶

Recognises and understands punctuation, including capital letters, full stops, question marks and exclamation marks and continues to develop knowledge ⁵

Reads a range of vocabulary specific to other curricular areas (e.g. *scientific terminology, topic vocabulary*) ⁷

Makes relevant links between texts and different areas of learning ²

Recognises a wide range of conjunctions within a piece of text ⁴

Recognises how punctuation will affect expression when reading ⁵

Uses the title, cover, blurb independently to select a text and help develop understanding ¹

Recognises why a writer has used a new paragraph ³

Second Level – Points to Consider – Tools for Reading (Phonology)

Some features of highly effective practice include:

1. Developing learners' ability to correctly divide a word into syllables and combine these with the adjacent syllables into one fluid word. This requires an awareness of all six syllable types. Learners who have developed their understanding of the four different types of syllable during the Phonetic Stage should typically demonstrate greater flexibility and agility in reading multisyllabic words when introduced to the two further types of syllable. See [Appendix 1 Spelling Patterns and Rules](#) for guidance.
2. Opportunities to investigate and collect words from other languages, words with common bases or words containing the same letter combinations that represent different sounds. Grouping these together visually can help learners in recognising the multiple possibilities of sound-letter relationships that exist. Being aware of this variability can support them when reading to determine whether a pattern sounds right for a given word.
3. Engaging learners in word studies, which can be a highly motivating and interesting context to develop knowledge and understanding of the origins of a wide range of words used in the English language. Exploring these can greatly support learners in recognising and understanding words with less common sound-symbol correspondence when reading. This also supports writing and spelling development.
4. Making connections to similar words to show when letters are and aren't pronounced (e.g. *debt/debit, sign/signal, resign/resignation.*) This can support learners in making connections and recalling the silent letter when spelling words.

Opportunities for learners to construct their own rules having explored examples of words with less common silent letters (e.g. *what assumption can you make from the words pneumonia, psychological, pterodactyl?*).

5. Teaching learners how to decode unfamiliar vocabulary independently through demonstrating word identification strategies such as breaking words down into their component phonemes and morphemes, using the context, or considering the grammatical function a word serves.

Explicitly teaching learners how to observe words and talk about their discoveries (e.g. *number of syllables, prefixes or suffixes, compound word*) to help them become more aware of a range of features. This can support them to identify strategies to help them decode more complex vocabulary independently.

6. Teaching learners how to decipher the meaning of unfamiliar vocabulary independently through exploring the common types of context clues that can be used to work out the meaning of an unknown word or consulting references such as a dictionary, thesaurus or glossary. See [Second Level – Points to Consider – Tools for Reading.](#)

Developing learners' familiarity with the common prefixes (*un-, re-, in-*), suffixes (*-ful, -ness, -est*), initial (*thr-, scr-, spl-*) and final (*-ed, -ing, -es*) consonant blends that occur frequently in words. Being able to quickly identify a cluster of letters and their associated sound can lead to more rapid decoding and improve fluency. As learners discover more about prefixes and suffixes, they should draw upon this morphemic knowledge to also support them in inferring the meaning of unfamiliar words (e.g. *intermission from the prefix 'inter' meaning 'between' or subordinate from the prefix 'sub' meaning 'under'*).

The use of vocabulary squares as a strategy for learning words with less common sound-letter correspondence, such as those which have been adopted from other languages (e.g. *debris, camouflage*). These can help learners begin to see the connections between words, examples of its use and the critical attributes associated with that word.

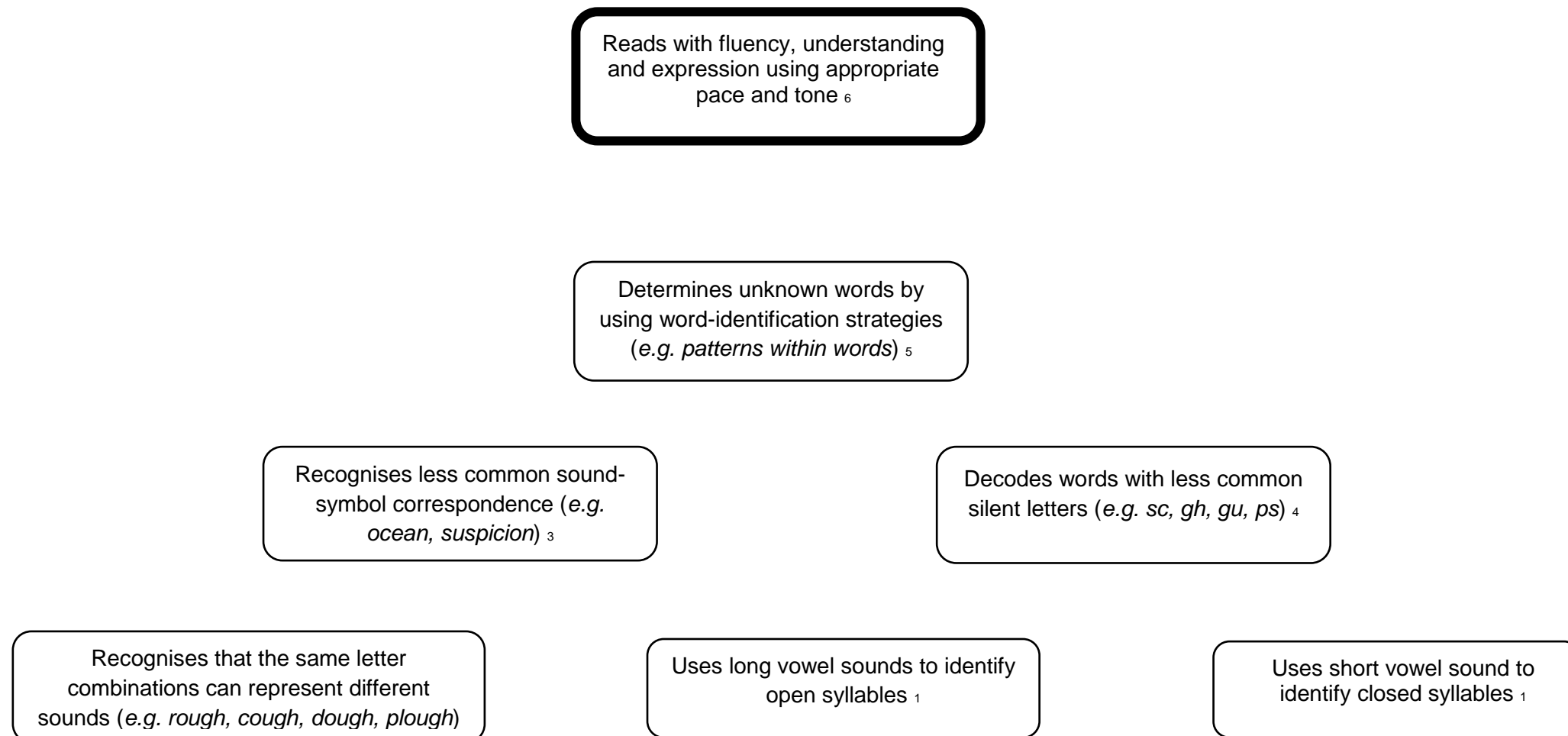
Regular assessment of how learners read words to determine their current stage of reading development as well as their phonological and orthographic knowledge and understanding. Errors may highlight particular sound-letter relationships which require consolidation. It may also be clear that some have poorly developed phonological awareness needing further development.

Using unfamiliar words when assessing to determine if learners are able to transfer their knowledge.

Second Level: Tools for Reading (Phonology)

ENG 2-12a Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression

[See Appendix 1 Spelling Patterns and Rules](#)



Second Level – Points to Consider – Tools for Writing

Some features of highly effective practice include:

1. Reinforcing letter formation in groups/families as certain letters use the same, or similar, shape and directional push and pulls of the pencil to form it. It is crucial to be aware of those learners who still may not be forming letters correctly as this can have implications for writing fluency. Bad habits can take time and regular practice to adjust.
2. Building learners' familiarity with a wider range of punctuation (*e.g. commas, speech marks, semi-colons, colons, brackets*) and their grammatical understanding of each. Following explicit teaching, learners should be making their own reasonable attempts to punctuate sentences accurately.

Exploring the use of commas, dashes and brackets to accurately include parenthesis. This may involve adding or deleting words from a sentence to develop understanding of how the addition or removal of supporting information should not alter the overall meaning.
3. Providing a variety of writing materials and resources. An environment where learners can experiment with and share their writing in different ways may promote the use of programmes (*e.g. Word, Publisher, PowerPoint*) and multi-media (*audio, video recording*). These can support the development of word processing skills as well as learners' ability to use various features when publishing text.
4. Exploring a wider of conjunctions with learners and identifying how these signal the relationship between adjacent sentences (*e.g. similarly signifies a comparison, 'consequently' indicates cause/effect*). This supports them in understanding how text is supported and conditioned not only by the ordering of the words but by connectives which link sentences together. Learners who understand the role of conjunctions can begin to use these to create more complex sentences by drawing together two separate clauses effectively.
5. Developing learners' knowledge and understanding of the basic types, and structure, of sentences. Modelling how to manipulate sentences in different ways, together with opportunities for learners to analyse an author's use of sentence structure in text, can support learners in experimenting with language for particular effects (*e.g. build suspense*).
6. Exploring paragraphing with learners. This may involve activities such as selecting information and sequencing these based on their relationship in developing a topic sentence or main idea. Learners may need lots of opportunities to explore the use of paragraphs in texts in order to effectively organise their own writing.
7. Opportunities for learners to share their work and receive feedback. Involving learners in devising specific checklists or criteria can enable them to become more independent in reviewing their own writing or that of others. Learners should have appropriate time to reflect on feedback and edit their writing.

Shared and guided writing opportunities can promote collaborative working, through interacting with a writing partner or small group. These can make the process a more positive and motivating experience as learners share their thoughts and ideas with others. This can be particularly helpful when learners are focusing on an unfamiliar style.

Conducting conferences with learners as they engage in the writing process independently to give guidance and feedback to individuals or small groups.

Listening to authors talking about the writing process through online videos or organising for authors to come into school.

Exploring models of text which have gone through the editing process can help learners to see the importance of this. Engaging them in discussion around the effects created by various changes (*e.g. the use of openers, length of sentences, word choice*) can greatly support them in determining how they might experiment when editing a piece of writing to more effectively meet a particular purpose themselves.

Valuing both the process and product to help encourage learners to develop a positive attitude and the characteristics of an effective writer whereby they begin to acknowledge a piece of writing from the reader's perspective and continually revise this to ensure it meets its purpose.

Second Level: Tools for Writing

LIT 2-22a 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 2-23a Throughout the writing process, I can check that my writing makes sense and meets its purpose.

LIT 2-24a I can consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.

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 ⁷

Reviews and corrects writing to ensure it makes sense, is technically accurate, and meets its purpose ⁷

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 ²

Uses feedback to edit and redraft ⁷

Uses paragraphs to separate thoughts and ideas ⁶

Uses a colon accurately in writing ²

Uses apostrophes accurately to show possessives ²

Uses commas, dashes and brackets to accurately include parenthesis ²

Gives attention to imaginative presentation and layout ³

Writes most sentences in a grammatically accurate way ⁵

Uses sentences of different lengths and types and varies sentence openings ⁵

Uses commas accurately to show interjections and expressions usually used at the start of a sentence (e.g. *Yes, No, Indeed,*) ²

Uses apostrophes accurately to show contractions ²

Uses speech marks to indicate a quotation ²

Uses layout and presentation that is appropriate to the task to engage the reader ³

Writes a variety of increasingly complex sentences ⁵

Links sentences using a range of conjunctions ⁴

Writes in a fluent and legible way ¹

Uses commas accurately after a transitional phrase (e.g. *However, As a result, Consequently*) ²

Uses speech marks to indicate direct speech in writing ²

Publishes and displays completed work with increasing confidence ³

Sets out completed work following established conventions appropriate to a variety of genres ³

Forms all letters accurately ¹

Uses punctuation, including capital letters, full stops, question marks and exclamation marks ²

Uses commas accurately to list information ²

Uses indirect speech appropriately ²

Uses speech bubbles appropriately ²

Second Level – Points to Consider – Tools for Writing (Phonology)

Some features of highly effective practice include:

1. Encouraging syllabification as a strategy to support learners in breaking up longer words into smaller chunks. This can help them to identify individual phonemes heard in each part and begin to determine the appropriate letters or letter patterns to construct the word.
2. Developing the ability to recognise if a word 'looks right' is a skill which can take time to acquire. It can be supported greatly by opportunities to examine and discuss words which have been spelled using different variations of letter patterns which all represent the same sound. This can help learners to reason as to which is the correct spelling, drawing on their knowledge of spelling rules and patterns as well as their experience of the word in print.

Engaging learners in word studies around etymology, which can be a highly motivating and interesting context to develop knowledge and understanding of the origins of a wide range of words. Knowledge of these roots can give learners useful clues to help with spelling (e.g. *knowing that 'aero' is the Greek word for 'air' may help them spell aerosol, aerodynamics, aerodrome*).

Investigating words according to their countries of origin. This may also involve sorting and classifying activities.
3. Investigating the rules for plurals. See [Appendix 1 Spelling Patterns and Rules](#) for guidance.
4. Opportunities to break down words with suffixes by taking off the ending and finding the root / base word. This can help with identification of the relevant spelling rules (e.g. *playing = play + ing, hope = hope – e + ing*).

Developing learners' understanding of how whether a suffix begins with a vowel or a consonant affects the spelling rules which are applied. See [Appendix 1 Spelling Patterns and Rules](#) for guidance.
5. Opportunities for learners to explore adding prefixes to appropriate root words to understand the impact this will have on the meaning of a word.

Investigating words with silent letters to help learners make the connection to similar words (e.g. *debt/debit, sign/signal, resign/resignation*).
7. Activities, such as the use of cloze procedures, which encourage learners to distinguish between the spelling of homophones based on the context in which they are being used. It is helpful to focus on those which learners are required to use most often but may have difficulty in applying correctly in their own writing (e.g. *their, they're, there*).
8. Grouping letter patterns together visually (e.g. *displays, posters, prompts*) can help learners in consolidating their understanding of the multiple possibilities of letter-sound relationships that exist. Being aware of this variability can encourage them to be more flexible in their approach by experimenting with different letter patterns when trying to work out the correct spelling.

Emphasising the use of various strategies such as the identification of visual patterns, critical features and contextual meaning. An awareness of word origin, root words and spelling patterns can support both spelling and comprehension.
9. Facilitating guided discovery of a wider range of word families, word structures and spelling patterns See [Appendix 1 Spelling Patterns and Rules](#) for guidance.
10. Opportunities to construct and deconstruct compound words including portmanteau words (e.g. *brunch, smog, horrendous*).
11. Explicit teaching of grammatical rules and anomalies to support learners in beginning to understand how to use apostrophes in order to correctly spell contractions.
12. The use of vocabulary squares as a strategy for learning words with less common letter patterns, (e.g. *weird, quay*). These can help learners to see the connections between words, examples of its use and begin to associate their own strategies for learning its spelling.

Regular assessment of how learners write words. Analysis of spelling attempts can demonstrate understandings or misunderstandings of spelling patterns, as well as strategy use. It can also highlight those learners who may have poorly developed phonological awareness. Using unfamiliar words when assessing can determine if learners are able to transfer their knowledge of letter patterns and spelling rules.

Second Level: Tools for Writing (Phonology)

LIT 2-21a I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources.

[See Appendix 1 Spelling Patterns and Rules](#)

TRANSITIONAL SPELLING STAGE

Is beginning to use other strategies for spelling including visual, meaning, letter patterns, word origins and meanings ⁸

Is beginning to use a range of independent strategies to support editing, including dictionary, thesaurus, reference books and spell-checker ⁸

Is beginning to use visual strategies to spell some words with less common letter patterns ⁸

Uses more complex homonyms and homophones (e.g. *thev're. their. there*) ⁷

Applies knowledge of most common prefixes ⁵

Constructs words with more complex silent letters (e.g. *-mb -ld*) ⁶

Represents all vowel and consonant sounds in a word, placing vowels in every syllable ¹

Uses knowledge of open and closed syllables to spell unknown words ¹

Constructs and decodes words with increasingly complex forms ¹

Is beginning to recognise if a word 'looks right' ²

Applies more complex rules for plurals ³

Shows awareness that correct spelling is important

Applies more complex rules for adding suffixes beginning with a consonant ⁴

Applies more complex rules for adding suffixes beginning with a vowel ⁴

Second Level – Points to Consider – Creating Written Texts

Some features of highly effective practice include:

1. Exploring a variety of formats with learners, to develop their understanding of how different texts are created for a specific purpose. This can also support them in being able to elicit ideas and information before writing themselves.

Opportunities to analyse, compare and identify the key features associated with particular kinds of text forms including:

Reports	Newspapers	Poetry	Reviews	Letters
Recipes	Leaflets	Posters	Invitations	Play-scripts
Instructions	Prose	Magazine Articles	Adverts	Graphic Texts

2. Discussing, brainstorming ideas and planning for writing in a range of ways (*e.g. graphic organiser, story boards, jottings, drawings*) prior to their independent application of previously learnt processes and strategies.

Valuing learners' illustrations which complement pieces of written text or are used as a means of planning before writing. Drawing prior to writing can act as a metacognitive scaffold to help learners to think more deeply about their ideas. These drawings can be a visual reminder of their thinking and provide useful cues during the writing process.

3. Opportunities for learners to gather ideas from a variety of models of particular kinds of texts (*e.g. language, layout, conjunctions*). It is important that this includes less effective pieces of writing as this helps learners become more discerning in recognising quality.
4. Explicitly modelling the creation of text to highlight the interactive nature of the process in which writers continually ask questions and make decisions to ensure it is suited for a specific purpose. Naturally occurring planned or unplanned experiences can provide a meaningful stimulus for jointly creating a text (*e.g. a recount of a class trip, instructions for fire drill procedures, a poster for a local charity event*).

Providing opportunities for learners to work collaboratively when composing an unfamiliar text form to consolidate and extend their writing behaviours and understandings.

Supporting learners in the process of writing, initially acting as a scribe for ideas and contributions to encouraging the active participation of learners at specific points as appropriate to their instructional level. This can provide an effective scaffold for learners in helping them to understand how to select ideas and relevant information and organise these in an appropriate way.

5. Exploring how persuasive language and techniques may be used to effectively present their point of view.

Promoting the use of appropriate language (*e.g. my belief, my view, one could argue*) to enable learners to express their opinions and recognise or represent those of others when exploring issues.

6. Activities which promote discussion around language and appropriate word choice to support learners when beginning to write independently or use a thesaurus to enrich their own writing. This may involve the use of a cloze passage of a particular style of text in which words must be added, substituted or deleted to enhance description whilst remaining appropriate to the context.
7. Opportunities for learners to write in a variety of genres (*e.g. personal, imaginative, persuasive and discursive*) ensuring that learners have been exposed to modelling and shared experiences of creating text before undertaking this independently. Reinforcing the key elements of writing previously demonstrated through the use of displays, models or prompts can provide a reference point to support learners when writing independently.

Identifying groups of learners who have a similar need and using this to inform guided writing sessions which have a clear focus. These sessions can provide opportunities for learners to explore and practise the specific skills required to appropriately write in a variety of genre for different purposes.

Second Level: Creating Written Texts

ENG 2-27a I am learning to use language and style in a way which engages and/or influences my reader.

LIT 2-28a I can convey information, describe events, explain processes or combine ideas in different ways.

LIT 2-29a I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence.

ENG 2-30a 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 2-31a 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.

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 ⁷

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 ⁷

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 ⁷

When writing to convey information, describe events, explain processes or concepts, and 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 ⁷

Attempts to engage and/or influence the reader through vocabulary and/or use of language as appropriate to genre ⁵

Creates a range of short and extended texts regularly for different purposes ⁷

Selects and presents ideas to suit different audiences ⁷

Writes in a variety of genres ⁷

Writes effectively in both first and third person ⁵

Uses persuasive techniques, (e.g. *repetition, use of I/we, use of questions, use of feelings to push ideas*) to involve the reader ⁵

Uses paragraphs accurately within writing ⁷

Creates text independently using a prepared story map or plan ²

Writes in a style suited for a specific purpose ⁷

Selects vocabulary to create precise meaning ⁶

Presents more than one point of view ⁵

Uses a variety of conjunctions appropriate to the text form, (e.g. *the use of however, therefore, although when writing persuasive texts*) ³

Uses appropriate words and phrases to link/connect paragraphs ³

Maintains the appropriate tense for the text form ⁴

Uses active verbs, (e.g. *I am picking up the bottle*) ⁴

Uses own notes to plan writing ²

Selects appropriate language suitable to the task ³

Conveys an opinion ⁵

Uses a wide range of conjunctions to join increasingly complex sentences ⁴

Develops a paragraph by writing a topic sentence and including supporting information ⁴

Uses the passive tense, (e.g. *The bottle was picked up*) ⁴

Plans for writing in a range of ways (e.g. *graphic organisers, story boards, jottings, drawing*) ²

Generates graphics/diagrams/illustrations and logos for a given purpose ²

Describes reactions and feelings ⁵

Expresses a personal response ⁵

Uses sentences of varying length and structure ⁴

Uses a variety of openers ⁴

Understands and uses present, past and future tense ⁴

Brainstorms to elicit ideas and information before writing ¹

Selects ideas and relevant information and organises these in an appropriate way ¹

Annotates graphics/diagrams/illustrations and logos as appropriate ²

Second Level – Points to Consider – Finding, Using and Organising Information

Some features of highly effective practice include:

- | | |
|---|---|
| <p>1. Developing learners' skimming skills through activities which promote speed in glancing quickly through material to gain a general impression or overview of the content (<i>e.g. matching simple news articles to the relevant title</i>).</p> <p>2. Developing scanning skills to help learners effectively locate information in a text. This may involve initially highlighting a particular colour, shape or picture in a sequence before progressing to letters and whole words in a passage of text.</p> <p>Activities which involve learners having to discriminate between similar initial letters of words and order these alphabetically to support them in scanning a dictionary or thesaurus efficiently to locate specific words.</p> <p>3. Supporting learners to identify the purpose and main ideas of a text through explicit modelling of how to gather evidence using key words and phrases. As summarising can be a challenging skill, learners will require frequent opportunities to practise with guidance and support. As they become more secure with connecting words and phrases, they should begin to determine importance and develop their ability to refine their summary of main ideas.</p> <p>4. Facilitating learners' use of a wider range of sources to locate and use information for different purposes. Learners should be able to access appropriate sources to support them in this.</p> <p>5. Keeping a list of sources that have been accessed when finding information. Modelling the more formal use of a bibliography to record these sources can support their understanding of the term 'plagiarism'.</p> <p>6. Opportunities for learners to build their knowledge of words which will likely appear more frequently in a wide variety of written and spoken texts. This may involve identifying concepts with which they already have some familiarity and selecting words to focus on which will enhance this with greater specificity (<i>e.g. rude – irreverent, waste time – procrastinate</i>). Explicit vocabulary teaching, involving the use of pictures, real objects, physical actions or other devices can benefit all learners in understanding and using new words with ease.</p> | <p>Activities which promote discussion around descriptive language and appropriate word choice to support learners when beginning to use a thesaurus to enrich their own writing. This may involve the use of a cloze passage in which words must be added, substituted or deleted to enhance description whilst remaining appropriate to the context.</p> <p>Investigating multi-meaning words (<i>e.g. reservation, sentence, race</i>). If learners are unaware of the various connotations associated with a particular word, this could have implications for their understanding when reading or use of it when communicating in different way.</p> <p>7. Opportunities for learners to engage in open-ended sorting activities which can be used to facilitate guided discovery of many key elements of literacy development including similar themes, word meanings (<i>e.g. synonyms, antonyms</i>), or author's technique (<i>e.g. similes, metaphors, idioms</i>). Sorting activities may be based on criteria that is specifically set or must be deduced by the learners.</p> <p>8. Teaching learners how to draw on evidence from the text to support their understanding of the main idea or purpose. Gathering evidence, and determining the importance of the supporting information, should be explicitly modelled. This may be achieved through use of a concept map in which major words, phrases or whole sentences are identified during reading. These supporting details can be grouped under key headings and lines or arrows used to connect information. Talking about these connections is a crucial process for learners to see and be involved in as this can support them in using all the information gathered to concisely establish the most important idea(s).</p> <p>9. Opportunities for learners to draw pictures or diagrams and make notes to record their thinking. It is helpful for learners to have opportunities to explore the effect removing words and phrases from a sentence or paragraph has to help them develop their note-taking skills.</p> <p>10. Modelling how to combine key words and phrases together to create new texts. 'Think Alouds' can make explicit the decision-making processes required to construct written texts from notes. This can also support learners in ensuring they are writing in their own words.</p> |
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Second Level: Finding, Using and Organising Information

LIT 2-04a 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 2-05a 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 2-06a I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.

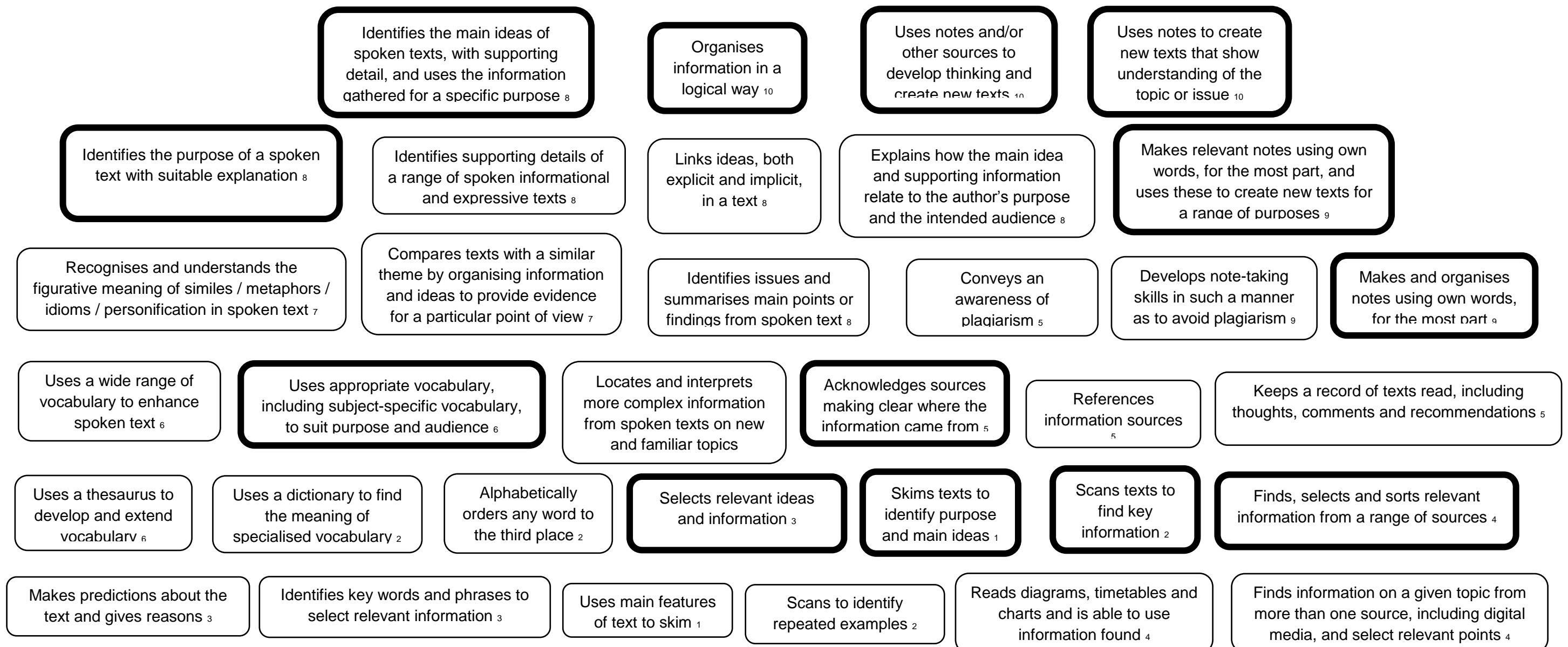
LIT 2-14a Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes.

LIT 2-15a 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 2-25a 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 2-26a 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.

(This pathway works across Reading, Writing, Listening and Talking)



Second Level – Points to Consider – Understanding, Analysing and Evaluating

Some features of highly effective practice include:

1. Opportunities to explore a range of resources including primary sources (*e.g. first-hand experiences, simulations, people and artefacts*) and secondary sources of information (*e.g. print, non-print and electronic resources*) which may involve sorting activities to support this understanding and help learners distinguish between them.

Developing learners' knowledge and understanding of how the credibility of an author, along with the currency of a text, will impact on the reliability of information.

Developing learners' awareness of the different features of text to support them in identifying which sources are most useful for their intended purpose. Sorting activities, involving a wide range of different texts, can provide a context for learners to talk about and demonstrate their understanding of a range of genre and text forms.

2. Comparing multiple extracts from texts by the same author to support learners in identifying characteristics (*e.g. Roald Dahl's use of unique adjectives, Michael Morpurgo's main characters are often an animal*).

Opportunities for learners to make connections between a text and their own knowledge or personal experiences both prior to and following reading. Being in a position where they can relate information and ideas can support their understanding of the writer's theme (*e.g. loss, justice*).

3. Building on the language associated with fact and opinion to support learners in determining how techniques are employed to influence and persuade a reader. Opportunities to explore the use of these will support learners to critically engage with informative texts (*e.g. discern fact from opinion in promotional material*).

Comparing two versions of the same text to support learners in recognising that authors' and illustrators' attempts to position readers through the way people, facts and events are represented. This can help learners to identify various techniques and the impact of these.

4. The use of a framework, such as Bloom's Taxonomy, to inform the planning of key questions which promote higher order thinking skills.

This can allow learners to consider the use of tenses, punctuation and language (*e.g. vocabulary used as openers or to link sentences*). Creating an environment which welcomes and encourages learners to be analytical, questioning and curious. Phrases which build on and extend ideas or thinking (*e.g. what makes you say... tell me more about...*) can become habit for all if these are used repeatedly when responding to what has been said in discussion. Modelling this can help learners become more confident questioners and promote a greater balance of learner-teacher talk in the classroom.

Opportunities for learners to explore a text individually and in group situations. Different means such as drama or discussion groups should be considered. These kinds of activities can enhance learners' use of related vocabulary and promote metacognitive and higher order thinking skills in demonstrating their understanding of certain aspects.

5. Using cloze procedure activities to develop learners' use of contextual information to demonstrate their understanding of text.

6. Modelling, and guided practice of, how to determine key information to support learners in summarising a text. The use of concept maps to record ideas and develop thinking could be considered. Once learners are familiar with this process, they may be encouraged to be more succinct when summarising the main ideas.

7. Identifying the features of a text which indicate its purpose (*e.g. to entertain, instruct, persuade, recount, inquire, socialise, describe, explain*) and using this knowledge to support them in their understanding of how authors' decisions about techniques, language and other features are dependent on what they are trying to achieve.

8. Analysing texts, beginning with a focus on discrete sections. This will assist in a greater understanding of the whole text and how it works.

Developing learners' understanding of literary terms such as synonym, antonym, simile, metaphor, onomatopoeia, clause, idiom, verse, stanza and personification. Encouraging the use of this appropriate terminology supports learners when engaging in meaningful discussions about texts.

Second Level: Understanding, Analysing and Evaluating

LIT 2-07a 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 2-08a 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.

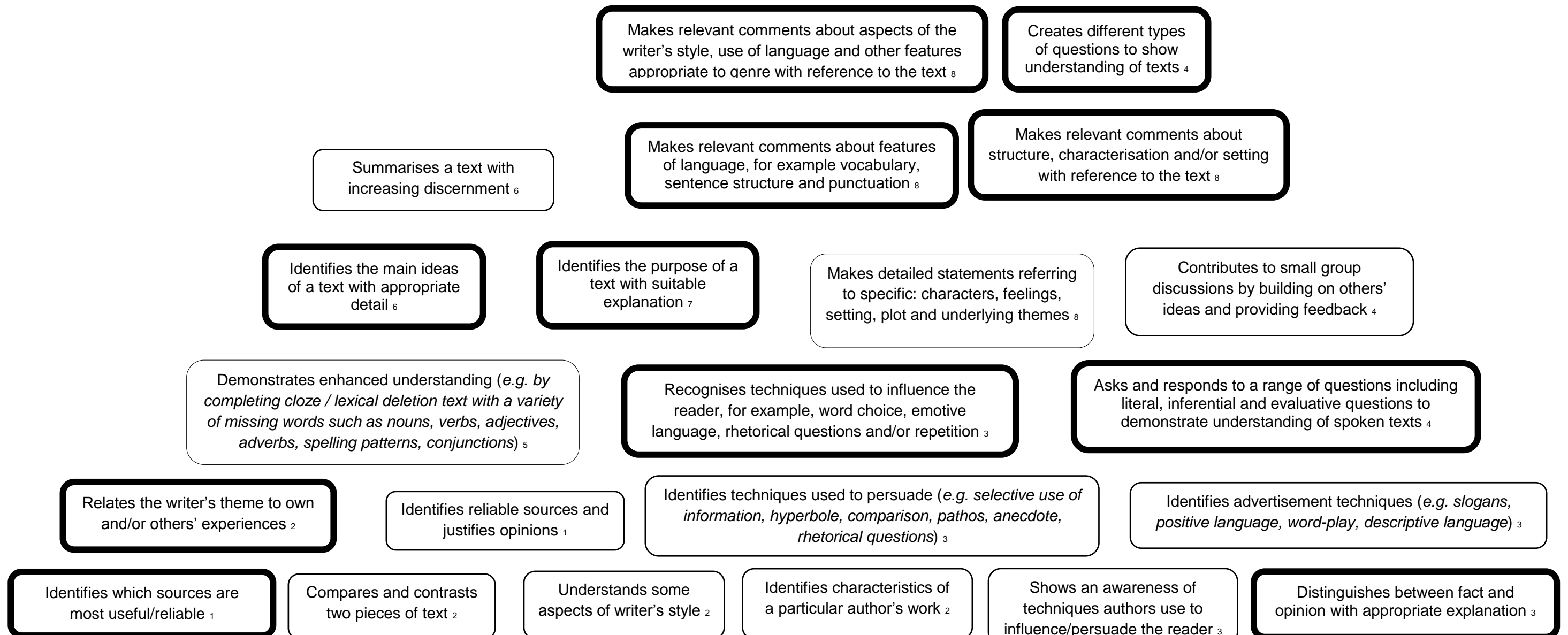
LIT 2-16a To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.

ENG 2-17a 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 on my own.

LIT 2-18a 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.

ENG 2-19a 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, and discuss the writer's style and other features appropriate to the genre.

(This pathway works across Reading, Writing, Listening and Talking)



Third Level – Points to Consider – Enjoyment and Choice

Some features of highly effective practice include:

1. Recognising that the definition of ‘texts’ needs to be broad and future proof, and therefore exposing learners to varied forms (*e.g. novels, play-scripts, poems, advertisements, posters, web pages, TV programmes, CVs, timetables*).

Opportunities for learners to identify and select different types of audio/visual texts for a particular purpose (*e.g. poetry, prose and non-fiction related to a particular theme*).

2. Inviting learners to share their reading preferences and interests informally through conversations or through specific data gathering measures (*e.g. surveys, charts*).

Using the data and conversations to create opportunities for learners to compare texts, for example a class book awards ceremony. Displaying these in the classroom or around the school, promoting interest in a range of different texts.

Engaging in discussions with learners about your own favourite texts, explaining their appeal. Showing an interest in, and monitoring, their choice of reading material can be a way of providing ongoing feedback and encouragement. It can also be useful in determining if there is appropriate provision in terms of the range and accessibility of material.

Refreshing displays or resource areas regularly to ensure these are appealing and reflect the evolving interests of learners. Involving learners in this process can support discussions around their own preferences for themes, genres or form.

Hosting special events and inviting other classes, parents or community members to share and explain preferences for texts, authors and form.

3. Opportunities for learners to compare extracts of texts, outlining a clear focus for the criteria to be discussed (*e.g. suitability for a purpose*). This can help learners develop their ability to explain their preferences using supporting detail to inform their justifications.

4. Opportunities for learners to critically discuss the text in relation to their own experiences – discussing whether the author has successfully captured what the experience is like.

5. Demonstrating, through modelled or guided sessions, how to critically evaluate texts using appropriate language, both in writing and orally.

6. Modelling how to share a point of view, and how to show respect for different interpretations, using appropriate language. This can support learners in effectively engaging in book discussion groups which provide a more structured opportunity for learners to discuss reading material.

7. Daily independent reading of self-selected texts to offer learners an opportunity to read for enjoyment, relaxation or to find information. This provides purposeful practice in applying skills and strategies as well as exposing them to a wider range of vocabulary and contexts.

Establishing well-organised, consistent routines for reading experiences and providing comfortable, quiet spaces where appropriate.

Encouraging learners to take part in reading initiatives or programmes. While these can be motivating, careful consideration is required as to how positive reading habits are sustained.

Promoting or visiting the school and local libraries.

8. Providing frequent opportunities for learners to explore and experiment with texts for their own purposes of enjoyment, relaxation or information gathering. These opportunities should incorporate reading and writing.

Involving learners in reading or creating print in response to their interests (*e.g. rewriting a story as a play-script, a persuasive advert about their favourite product, writing a blog*) which can provide a meaningful and engaging purpose for developing a range of literacy skills.

Creating opportunities to discuss difference styles of texts, and features appropriate for difference genres.

A jointly constructed environment which provides easily-accessible resources to support independent exploration and discovery learning. This may include a range of literary sources, varied writing materials or models of different forms of writing.

Discussing aspects of purpose and audience with learners, and the importance of meeting the needs of the audience. Looking at examples of texts that do and do not meet these needs, and discussing why.

Third Level: Enjoyment and Choice

LIT 3-01a I regularly select and listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations, and I can give reasons, with evidence, for my personal response.

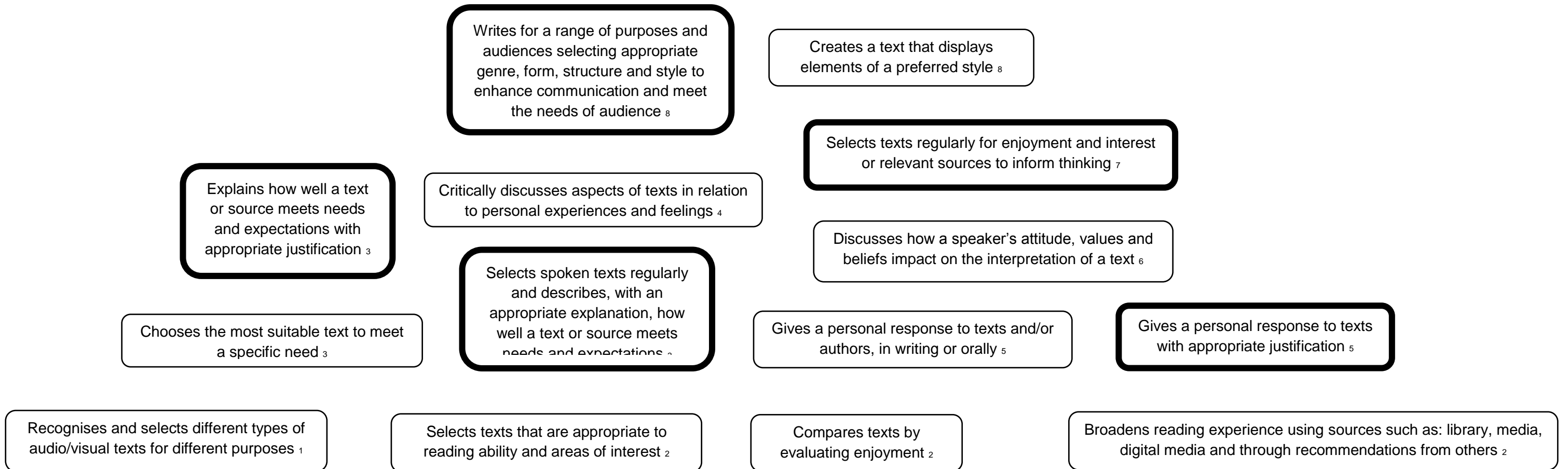
I can regularly select subject, purpose, format and resources to create texts of my choice, and am developing my own style.

LIT 3-11a I regularly select and read, listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations and give reasons, with evidence, for my personal response.

I can identify sources to develop the range of my reading.

LIT 3-20a I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience.

(This pathway works across Reading, Writing, Listening and Talking)



Third Level – Points to Consider – Tools for Listening and Talking

Some features of highly effective practice include:

1. Activities – such as producing timelines of significant moments and justifying choices through discussion – to encourage reflection on personal experiences. Encouraging learners to select and use only the most relevant information when conveying personal experiences can help them to express these concisely.
2. Encouraging learners to select speaking and listening behaviours that convey meaning and intentions with clarity to support an understanding of non-verbal communication. Modelling, in a variety of contexts, appropriate conventions including eye contact, facial expression, body language and gestures highlights appropriate and positive communication. Using technology, where appropriate, can also support learners to reflect on their own listening and talking behaviours and evaluate their effectiveness.
3. Modelling the appropriate use of tenses in a variety of contexts to help learners who find difficulty using the correct tense consistently. Explicitly acknowledging which tense is being used during discussion, and providing reasons why, supports learners to select the appropriate tense independently.
4. Opportunities for learners to develop talking and listening skills through collaborative experiences to provide opportunities for planning, using and evaluating questions. Scaffolds, such as a question matrix, can support learners to create their own appropriate questions, including inferential and evaluative questions.
5. Promoting the use of subject-specific vocabulary in both formal and informal settings. Aspects of word choice, such as recognising and using emotive language to persuade, can be the focus of explicit teaching. Learners should also be supported to develop a precise vocabulary in order to communicate feelings in a clear, succinct manner.
6. Investigating features of language used for different purposes, identifying varying degrees of formality. This may include learners identifying words and phrases suitable for a particular audience or context, and justifying their decisions.
7. Creating opportunities for learners to debate and develop their approaches to justifying their opinions, in both planned and unplanned speaking and listening. This may include critical analysis of complex themes and issues during impromptu group discussions or planned whole-class debates.
8. Explicitly teaching the skills of summarising, clarifying, questioning and predicting during class or group discussion. These skills form the Reciprocal Reading strategy, encouraging active learning and supporting learners to access all kinds of text.

Involving learners in agreeing ways to acknowledge a point of view but suggest a counter-argument in a respectful way to avoid confrontation.
9. Opportunities for learners to develop talking and listening skills through collaborative experiences. This may be achieved through strategies such as peer assessment or reciprocal reading.

Developing the use of talk partners by involving learners in establishing criteria for sharing and discussing ideas and information. While this shared criteria remains constant, pairings can be changed frequently and randomised to ensure learners collaborate with a wider range of their peers.
10. Explicitly teaching verbal techniques to improve communication, such as intonation; appropriate pace; and placing emphasis on key words or phrases. This may include opportunities to use rhetorical techniques within a spoken text, such as anecdotes, sound techniques, hyperbole and imagery.

Focusing on expression and how this can be used to effectively engage an audience, whether the purpose is to entertain, inform or persuade. One way of exploring this may be to watch clips of particularly effective presenters (*e.g. news reporters, TV hosts, political figures*) and identify the features of spoken language demonstrated.

Opportunities for learners to play with language and explore the use of various verbal techniques.

Third Level: Tools for Listening and Talking

LIT 3-02a When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.

LIT 3-02a I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.

ENG 3-03a Having explored and analysed the features of spoken language, I can use these, adopting an appropriate register to suit my purpose and audience.

Builds on the contributions of others, for example, by asking or answering questions, clarifying or summarising points, supporting or challenging opinions or ideas ⁸

Contributes regularly in group discussions or when working collaboratively, offering relevant ideas, knowledge or opinions with supporting evidence ⁹

Applies verbal and non-verbal techniques appropriately to enhance communication, for example, eye contact, body language, emphasis, pace, tone, and/or some rhetorical devices ¹⁰

Responds appropriately to the views of others, developing or adapting own thinking ⁷

Chooses between dialects and languages as appropriate to audience and purpose (e.g. between Scots, Standard Scottish English, other languages or forms of English) ⁶

Identifies features of spoken language, for example, body language, gesture, emphasis, pace, tone and/or rhetorical devices ¹⁰

Reflects on personal experience ¹

Uses and reflects on non-verbal communication ²

Uses appropriate register for purpose and audience, for the most part ⁶

Skilfully uses tone, volume, pace, gesture, eye contact, expression to engage the audience ¹⁰

Talks about, and generalises from, personal experiences and the experiences of others ¹

Uses appropriate non-verbal communication ²

Uses correct tense consistently (future, past, present, conditional) ³

Creates inferential and evaluative questions ⁴

Chooses appropriate vocabulary for audience and purpose ⁵

Third Level – Points to Consider – Creating Oral Texts

Some features of highly effective practice include:

1. Looking at examples of strong introductions and conclusions, and discussing their key features (e.g. use of quotation, humour, shock, a question, summarising or linking back).

Allowing learners to focus on writing an introduction or conclusion and receiving peer feedback, using agreed success criteria.

2. Allowing learners opportunities to explain in their own words. This could be achieved by for example watching a video of someone making something, and asking the learner to then explain what the person had done, and how they'd done it. Learners can also read texts and put it in their own words by speaking it, rather than writing it.

3. Sequencing activities to support learners in developing their understanding of how to structure a presentation.

Encouraging learners to consider how to order their presentation to create impact.

Using topic sentences at the beginning of each section in order to demonstrate a clear line of thought, and to help sustain an argument.

4. Providing strips with sentence starters (e.g. *I can see what you are saying but I think... because..., That's interesting but have you considered..., What did you mean by...?*) may be useful in supporting learners to acquire the appropriate language skills to interact effectively with others in a range of situations.

5. Encouraging leadership within groups, with all learners being given the opportunity to lead the discussion.

Giving learners the role of "encourager", who is responsible for encouraging others to join in. All members of the group can be reminded to respond positively to others making contributions, with comments such "great point" or "that's a really good one."

6. Supporting learners who demonstrate a reluctance to communicate with others sensitively. It can be helpful to avoid asking direct questions and avoid direct eye contact to reduce the potential for stress. The use of strategies, such as think-pair-share or talk partners, can help learners begin to develop more confidence. Attempts to communicate, however small, may be acknowledged by non-verbal gestures which can reinforce a positive message without drawing too much attention.

7. Modelling how to combine notes to create new texts which can be clearly and effectively communicated to an audience. Through these shared or guided writing sessions, discussion about the use of language or organisation of information can support learners in developing their own oral text.

8. Opportunities for students to reflect on and refine aspects of their presentation or performance e.g. length, detail. Encouraging learners to develop a positive attitude towards this process can help them to value the effort involved in improving their skills.

Opportunities for learners to use technology (e.g. iPads or mobile phones) to record learners' presentations and allow them to individually play this back to identify areas for improvement. Adequate time to act on this is an important part of the process.

Opportunities for learners to practise at first in pairs, then in small groups, before presenting in front of the whole class. This can be done in a "speed conferencing" style, with learners moving on to new partners after a set period of time.

9. Discussing different types of purposes and audiences with the learners, and the appropriate tone, vocabulary, register and style for each. This could be done as a carousel activity, with different scenarios (such as a ski instructor speaking to a group of beginners, or a manager addressing a group of new employees) at each station.

Ensuring learners are aware of purpose and audience before beginning their oral text.

10. Providing strips with sentence starters (e.g. *I also agree with ____ and think that..., I can see what you are saying but I think...*) may be useful in supporting learners to acquire the appropriate language skills to interact effectively with others.

11. Encouraging learners to bring in objects, photos or drawings relating to their topic.

Encouraging learners to use their ICT skills to create PowerPoints, Sways or Prezis to use during their presentation.

12. Explicitly focusing on expression and how this can engage an audience, whether the purpose is to entertain, inform or persuade. One way of exploring this may be to emphasise a different word each time in a sentence and discussing the implications for an audience.

13. Explicit teaching of rhetorical devices such as alliteration, hyperbole, repetition and word choice.

Modelling effective uses of these devices, by watching topical videos of speakers talking about subjects that engage the learners.

14. Providing a bank of possible linking phrases (e.g. *also, in addition, firstly, lastly.*)

15. Encouraging research in advance of presenting.

Watching examples/clips or teacher modelling of presentations both with and without evidence and examples, and discussing the differences.

16. Discussing different types of body language when presenting, such as posture, use of hands for emphasis and gesturing to the screen.

Modelling examples of presentations both with and without effective eye contact, pace or tone (each dealt with separately) and discussing the impact of each.

Third Level: Creating Oral Texts

LIT 3-09a When listening and talking with others for different purposes, I can: communicate information, ideas or opinions; explain processes, concepts or ideas; and identify issues raised, summarise findings or draw conclusions.

LIT 2-10a / LIT 3-10a 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.

Applies verbal and non-verbal techniques in an attempt to enhance communication and engagement with audience, for example, eye contact, body language, emphasis, pace, tone and/or some rhetorical devices. ¹⁶

Uses some rhetorical devices in unplanned speech, as appropriate. ¹³

Explains and justifies an idea or concept using appropriate evidence or examples. ¹⁵

Presents ideas, information or points of view including appropriate detail or evidence. ¹¹

Uses signposts throughout talks to provide a basic structure or argument, for example, topic sentences and/or linking phrases. ¹⁴

Uses some rhetorical devices in planned speech, as appropriate. ¹³

Communicates in a clear expressive way in a variety of contexts. ¹²

Reflects on the contributions of others and demonstrates how these contributions have developed and/or clarified thinking. ¹⁰

Uses appropriate tone and vocabulary for purpose and audience. ⁹

Selects and uses resources to enhance communication and engagement with audience. ¹⁰

Confidently adopts the most appropriate register and style to suit purpose and audience. ⁹

Builds on the contributions of others. ¹⁰

Confidently uses relevant topic-specific vocabulary. ⁹

Conveys a considered opinion with a clear introduction and a strong conclusion. ¹

Plans and rehearses formal presentations. ⁸

Chairs a group discussion. ⁵

Disagree with others in an appropriate manner, and with justification. ⁴

Questions others for clarification. ⁴

Communicates detailed and relevant information, demonstrating a clear line of thought. ³

Organises thinking and structures talks to present ideas in a logical order. ³

Uses notes and/or software to aid presentations. ⁷

Contributes relevantly. ⁶

Encourages others to contribute. ⁵

Acknowledges the right of others to offer different opinions. ⁴

Introduces and concludes talks with some attempt to engage the audience. ¹

Explains processes, concepts or ideas. ²

Sustains an argument. ³

Third Level – Points to Consider – Tools for Reading

Some features of highly effective practice include:

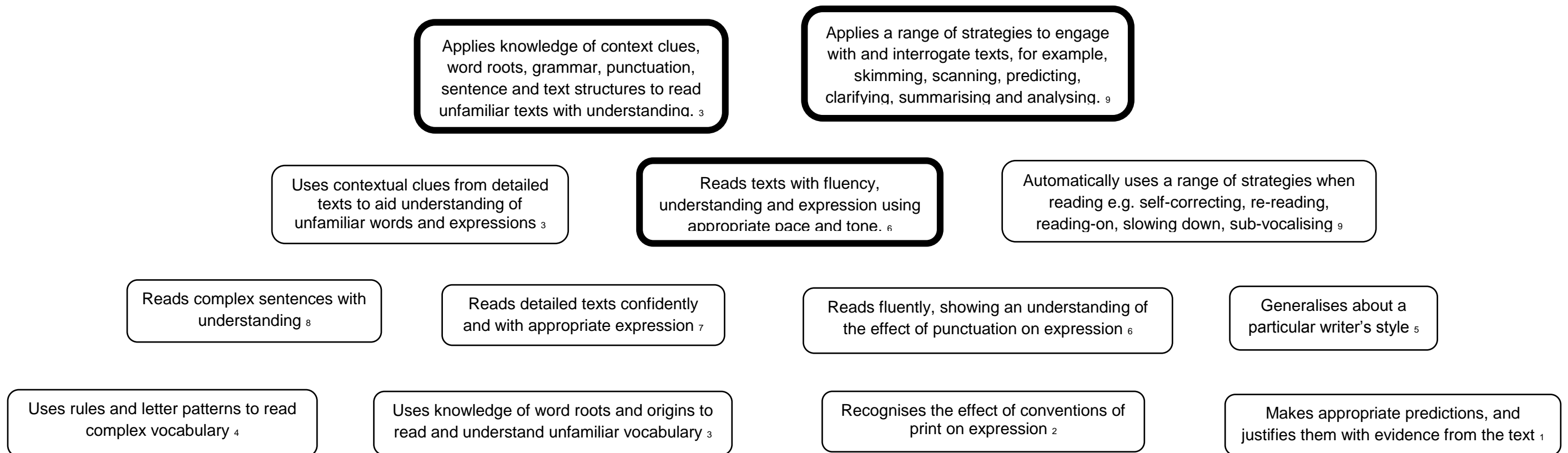
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| <p>1. Identifying appropriate points in a shared text (<i>e.g. cliff hangers, chapter endings or key scenes</i>) to share learners' predictions. Learners can make predictions about any aspect of the text.</p> <p>Modelling finding evidence to back up your own prediction, before asking learners to do the same for their own prediction/s.</p> <p>2. Providing opportunities for learners to analyse the conventions associated with different text forms, make comparisons and identify their defining features to support them in understanding how this affects reading (<i>e.g. the expression used when reading dialogue in a play-script will differ from that of stage directions</i>).</p> <p>3. Exploring the common types of context clues that can be used to work out the meaning of an unknown word (<i>e.g. root word and affix, contrast, logic, definition, example or illustration, grammar</i>). It is important for learners to be aware of, and reflect on their use of, these in constructing word meaning. This will support them as they engage with more challenging literature or texts which contain terminology specific to the topic.</p> <p>4. Exploring the many variations of letter patterns and sounds they correspond with. It's helpful to display letter patterns as groups in the classroom.</p> <p>Creating opportunities for learners to develop their own prompts (<i>e.g. bookmarks or placemats</i>).</p> <p>5. Talking to learners about what could be considered aspects of a writer's style (<i>e.g. tone, word choice, syntax or voice</i>) and looking at examples of this.</p> <p>Choosing authors, such as Roald Dahl or JK Rowling, with whom learners are very familiar, and discussing what could be considered <i>their</i> style. Providing opportunities for learners to examine different extracts of an author's work can help them to identify common features.</p> <p>6. Modelling reading initially, through Choral Reading, to support learners in developing fluency or appropriately adjusting their tone, intonation, pace or emphasis in response to particular punctuation.</p> <p>Allowing learners to rehearse their oral reading prior to reading aloud to a wider audience or sharing this in other ways (<i>e.g. audio recording</i>).</p> | <p>7. Practising reading increasingly complex sentences, in meaningful contexts, to highlight and explore the ways in which punctuation, layout or font can affect meaning and expression.</p> <p>8. Exploring different sentence types, from simple to compound to complex, and explicit teaching of the rules for each.</p> <p>Using examples of text to investigate how complex sentences are constructed, using subordinate clauses.</p> <p>9. The explicit teaching of a range of reading skills and strategies through demonstrations, shared and guided practice, and in a variety of authentic contexts. Drawing attention to how these are often employed simultaneously supports learners in reflecting on their use of these.</p> <p>Using cloze procedure activities to develop learners' use of contextual information to read unfamiliar texts with understanding. It can be beneficial for learners to discuss their answers and justifications as this provides useful information about learners' use of conventions, processes or reading strategies.</p> <p>Use of a miscue analysis, which can highlight patterns of error or ineffective strategy use. It may be that learners presenting difficulties require more consolidation of reading strategies.</p> <p>Reciprocal reading/Literacy Circles/Book Detectives/Book Groups as a collaborative and learner-centered reading strategy, initially modelled by the teacher, eventually leading learners to independently summarise, question, clarify, predict and make connections with other texts or own life experience. These skills should be taught separately and may require some time for learners to begin to do it independently.</p> <p>Providing time for reflection is important as it helps to bring awareness to the reading strategies that have been used and evaluate their effectiveness. Allowing learners to hear about strategies used by others, and alternative choices, is beneficial even for those who may have automated many of their own. It is important that learners continue to develop their ability to monitor their own use of strategies and articulate the reasons for selecting a particular strategy.</p> |
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Third Level: Tools for Reading

ENG 3-12a Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.

LIT 3-13a I can select and use the strategies and resources I find most useful before I read, and as I read, to monitor and check my understanding.

[See Appendix 1 Spelling Patterns and Rules](#)



Third Level – Points to Consider – Tools for Writing

Some features of highly effective practice include:

1. Opportunities for learners to draw pictures or diagrams and make notes to record their thinking. It can be helpful for learners to consolidate their ability to do this effectively through identifying key words and phrases from a given paragraph prior to independent application.
2. Engaging learners in discussion around their planning preferences and valuing their decisions. Planning can take many forms and acts as a metacognitive scaffold to help learners to think more deeply about their ideas or provide useful cues during the writing process. Brainstorming ideas and highlighting a range of ways to plan (e.g. *graphic organiser, story boards, jottings, drawings*) can support all learners prior to their independent application of previously learnt processes and strategies, including those used in other curricular areas.
3. Facilitating learners' use of a wider range of sources to locate and use information for different purposes. Learners should be encouraged to consider how they can access appropriate sources to support them outside of the classroom (e.g. *school library, internet*).
4. Exploring a wide range of conjunctions with learners and identifying how these signal the relationship between adjacent sentences (e.g. *'similarly' signifies a comparison, 'consequently' indicates cause/effect*). This supports them in understanding how text is supported and conditioned not only by the ordering of the words but by connectives which link sentences together. Learners who understand the role of conjunctions can begin to use these to create more complex sentences by drawing together two separate clauses effectively.
5. Exploring the use of commas to accurately punctuate sentences, including parenthesis. This may involve adding or deleting words from a sentence to develop an understanding of how the addition or removal of supporting information should not alter the overall meaning.
6. Developing learners' knowledge and understanding of the basic types and structures of sentences. Modelling how to manipulate sentences in different ways, together with opportunities for learners to analyse an author's use of sentence structure in text, can support learners in experimenting with language for particular effects (e.g. *create a sense of chaos, gradually build up suspense*).
7. Explicit teaching of less common punctuation (e.g. *semi-colons, colons, inverted commas*) to develop learners' grammatical understanding of each. Opportunities for them to identify an author's use of these in text can also support this understanding prior to independent application in their own writing.
8. Activities such as selecting information and sequencing these, based on their relationship in expanding on a topic sentence or main idea, can support learners in developing their ability to organise paragraphs.

The use of mnemonics (such as TiPToP) to help learners remember when to take new paragraphs.

Learners may need lots of opportunities to discuss and explore the use of paragraphs in texts in order to effectively organise their own writing.
9. Discussion around appropriate word choice to support learners when developing their own writing. This may involve the use of a cloze passage in which words must be added, substituted or deleted to enhance description whilst remaining appropriate to the context.
10. Exploring models of text which have gone through the editing process can help learners to see the importance of this. Engaging them in discussion around the impact of various changes (e.g. *technical accuracy, word choice, correct spelling*) can greatly support them in valuing the writing process and the need for text to evolve to ensure it meets its intended purpose.

Encouraging learners to reflect on the presentation of their writing and using ICT resources to support, where appropriate.
11. An environment where learners can experiment with and share their writing in different ways may promote the use of programmes (e.g. *Word, Publisher, PowerPoint*) and multi-media (*audio, video recording*). These can support the development of word processing skills as well as learners' ability to experiment with various features when publishing text.
12. Opportunities to initially analyse, compare and identify the key features associated with a particular kind of text form can support learners to use appropriate tenses and appropriate narrative style when developing their own piece of writing.

Third Level: Tools for Writing

LIT 3-21a I can use a range of strategies and resources and spell most of the words I need to use, including specialist vocabulary, and ensure that my spelling is accurate.

LIT 3-22a As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs.

LIT 3-23a Throughout the writing process, I can review and edit my writing to ensure that it meets its purpose and communicates meaning at first reading.

LIT 3-24a I can consider the impact that layout and presentation will have on my reader, selecting and using a variety of features appropriate to purpose and audience.

Selects features of layout and presentation, including in digital texts, to clarify meaning and suit purpose and audience, for example, headings, bullet points, text boxes and/or relevant graphics ¹¹

Uses more complex punctuation, where appropriate, to convey meaning or in an attempt to enhance writing, for example, inverted commas, exclamation marks, question marks, colons, parentheses and/or ellipses
Punctuation is varied and mainly accurate ⁷

Uses paragraphs to structure content. Uses linking phrases and topic sentences to signpost a basic structure, line of thought or argument ⁸

Uses a variety of sentence structures, varying openings and lengths, for example, simple and complex sentences, lists and repetition ⁶

Selects the most effective format, layout and presentation of my work for impact ¹¹

Confidently shares, reviews, improves, develops and edits during and after the writing process ¹⁰

Uses ICT skills to present completed work which has impact for a variety of purposes/audiences ¹¹

Consistently uses effective word choice and appropriate tone for the intended audience ⁹

Writes almost all sentences in a grammatically accurate way

Takes a new paragraph when necessary and occasionally for effect ⁸

Writes effectively in third person ¹²

Uses own notes from several sources to select and organise information to develop ideas, explore problems and create own texts ¹

Reviews and edits writing to ensure clarity of meaning, technical accuracy and to improve content or language ¹⁰

Experiments with different narrative styles ¹²

Writes in a fluent and legible way ¹⁰

Consistently takes a new paragraph for each new speaker ⁸

Uses quotation and paraphrasing as appropriate ¹

Writes effectively in first person ¹²

Uses texts or notes to make decisions ¹

Uses reported and direct speech

Independently proofreads own work ¹⁰

Sustains appropriate tense ¹²

Reflects on and adapt planning in light of feedback ²

Uses spell check tools confidently and independently ¹⁰

Selects vocabulary to create precise meaning ⁹

Organises paragraphs logically ⁸

Uses less common punctuation marks e.g. ellipsis, colon, semi-colon ⁷

Chooses the most appropriate format for making notes ¹

Chooses the most suitable form of planning ²

Plans writing through discussion with others ²

Gathers evidence from several sources to select and organise information ³

Uses an appropriate range of conjunctions to structure writing for effect ⁴

Accurately uses commas for a variety of purposes ⁵

Uses a variety of sentence structures (e.g. simple, complex and compound) for effect ¹

Third Level – Points to Consider – Tools for Writing (Phonology)

Some features of highly effective practice include:

1. Developing learners' understanding that whether a suffix begins with a vowel or a consonant affects the spelling rules which are applied. See [Appendix 1 Spelling Patterns and Rules](#) for guidance.

Opportunities for learners to explore adding various prefixes and suffixes to appropriate root words to help them understand the impact this will have on the meaning of a word (e.g. *play*, *re + play = replay*, *play + ful = playful*). Likewise, opportunities to examine groups of words with prefixes or suffixes and removing these to find the common root/base word can help with identification of the relevant spelling rules (e.g. *portable*, *support*, *transport*, *report*, *important*).
2. Opportunities for learners to identify compound words in text and investigate the rules for spelling these correctly. Learners need to be aware that compound words can be written in three ways: as open compounds spelled as two words (e.g. ice cream), closed compounds joined to form a single word (e.g. doorknob), or hyphenated compounds joined by a hyphen, e.g. long-term). In most cases, a compound adjective is hyphenated if placed before the noun it modifies, but not if placed after the noun. Learners can often have difficulty in identifying how to correctly spell compound words if they do not understand these grammatical rules. Promoting the use of a dictionary can support them in determining the accuracy of their application of this understanding.
3. Explicit teaching of grammatical rules and anomalies to support learners in beginning to understand how to use apostrophes in order to correctly spell contractions. It is important to be aware that many contractions (e.g. *isn't*, *couldn't*, *can't*, *weren't*, *he'll*) occur more commonly, though not exclusively, in informal speech and writing as opposed to formal text. While spelling these correctly, learners should also be making the decision about their suitability for the context or purpose of their writing.
4. Grouping letter patterns together visually (e.g. *displays*, *posters*, *prompts*) can help learners in consolidating their understanding of the multiple possibilities of letter-sound relationships that exist. This can support them in experimenting using their knowledge of this variability.
5. Activities that focus on the semantic relationships between words (e.g. *sign/signature*, *nest/nestle*) to support learners in using their knowledge of these connections when spelling words.
6. Engaging learners in word studies to explore the origins of a wide range of words, recognising how a word's origin may explain its spelling and meaning. Investigating words with silent letters can also involve learners making connections to similar words (e.g. *debt/debit*, *sign/signal*, *resign/resignation*) to help support their spelling of these. See [Appendix 1 Spelling Patterns and Rules](#) for further information about silent letters and examples of each.

The use of visual displays, placemats or prompts which highlight grammatical rules, such as doubling consonants, for learners to refer to when writing independently.
7. Explicitly helping learners to distinguish between the meanings and usage of the more commonly used (and often misspelt) homophones including *there/their/they're*, *to/too/two*, *its/it's* etc. This may involve the use of activities such as a cloze passage in which learners have to determine the correct use dependent on the context, or through the use of visual displays, placemats or prompts which they can refer to when writing independently.
8. Encouraging learners to examine uncommon or irregular words (e.g. *colonel*, *queue*, *forfeit*) that have been provided or as and when they appear naturally in text. This can provide a meaningful context for learners to share or develop their own strategies for spelling these, such as the use of mnemonics.
9. Encouraging syllabification as a strategy to support learners in identifying individual phonemes heard in each part and determining the appropriate letters needed to construct the word. It is important for learners to have an understanding of the six different types of syllable, some of which may require more explicit focus for teaching. See [Appendix 1 Spelling Patterns and Rules](#) for further guidance.
10. Opportunities for learners to share and reflect on their use of independent spelling strategies, particularly when involved in the process of proof-reading or editing a piece of writing.

Third Level: Tools for Writing (Phonology)

LIT 3-21a I can use a range of strategies and resources and spell most of the words I need to use, including specialist vocabulary, and ensure that my spelling is accurate.

[See Appendix 1 Spelling Patterns and Rules](#)

INDEPENDENT SPELLING STAGE

Applies a range of strategies and resources to spell most words correctly including unfamiliar or specialist vocabulary

Continues to use a range of independent strategies to support editing, including dictionary, thesaurus, reference books and spell-checker ¹⁰

Uses knowledge of open and closed syllables to spell unknown words ⁹

Recognises word roots and families ¹

Recognises word origins – etymology ⁶

Uses less common letter patterns correctly e.g. weird ⁸

Uses, spells and applies prefixes accurately ¹

Uses, spells and applies suffixes accurately ¹

Uses silent letters and double consonants correctly ⁶

Uses context to distinguish homonyms and homophones ⁷

Effectively spells uncommon and irregular words e.g. liaise, quay ⁸

Makes generalisations and is able to apply them to new situations e.g. rules for adding suffixes ¹

Accurately spells compound words ²

Accurately spells contractions ³

Uses knowledge of many characteristic patterns and rules in order to correctly spell words ⁴

Uses knowledge of relationship between spelling and meaning ⁵

Recognises when a word doesn't 'look right' and tries alternative spellings ⁴

Third Level – Points to Consider – Creating Written Texts

Some features of highly effective practice include:

1. Opportunities for learners to analyse, compare and identify the key features associated with particular kinds of text forms. Time spent exploring a text form initially is useful in identifying prior knowledge and understanding. Learners can then elicit further information and ideas before they embark on the writing process themselves. It is more beneficial for learners to gather ideas from a variety of models of texts, including those deemed less effective, as this helps them to become more discerning in recognising quality.

Reinforcing the key elements of a text form through the use of displays, models or prompts can provide a reference point to support learners when writing independently.
2. Explicitly modelling the creation of text to highlight the interactive nature of the process in which writers continually ask questions and make decisions as to what information will be included and how this will be structured. This may involve initially acting as a scribe for ideas and contributions to encourage the active participation of learners as appropriate to their instructional level. Likewise, a model of text can promote valuable discussion around which information may be added or removed to ensure only key ideas and relevant details remain.
3. Involving learners in the drafting and re-drafting process to encourage experimentation when editing a piece of writing. It is important to value, and devote adequate time to, this process. Encouraging learners to reflect on changes they are making, and why, as well as to consider aspects such as sentence structure, word choice or grammar can greatly support them in developing a piece of writing which demonstrates a clear line of thought.
4. Encouraging learners to keep a list of sources that have been accessed when finding information to support them in compiling a bibliography, referencing and avoiding plagiarism when creating their own texts.
5. Examining models of text to provide opportunities for learners to identify, analyse and compare how authors employ various techniques (e.g. *sound effects, imagery, word play*) in a piece of writing and the effect this has on a reader.
6. Exploring how authors portray social issues (e.g. *bullying, family relationships, ethnicity, sexuality, body image, disability, religion*) in text or the media. Learners should be aware of stereotypes that exist however can be supported to challenge these through representing common perceptions differently in their own writing. Keeping the basic structure of a text and changing a particular aspect may be a way of developing this. For example, rewriting the male hero of an adventure story with a female character.
7. Exploring contexts, such as social media, email and text messaging, in which informal language (e.g. *colloquialisms, incomplete sentences, abbreviations, contractions*) would be considered appropriate as opposed to more formal pieces of writing. Learners may be involved in determining criteria for formal writing (e.g. *more complex sentences, objective language, third person*) to help them refer to this and adopt this style when writing independently.
8. Explicitly teaching learners how to appropriately reference a quotation from a text using inverted commas. Using a mnemonic (e.g. '*Point – Evidence – Explain*') can be a useful way to help learners structure their writing.

The use of mnemonics to help learners remember when to take new paragraphs (e.g. *Ti P To P* can reinforce that a new paragraph should be taken when there is a new time, place, topic or person).
9. Providing prompts or sentence strips (e.g. *my belief... my view...*) to enable learners to use appropriate language to express their own opinions and draw on evidence to support these.
10. Providing teacher or learner-generated word banks, relevant to the topic, to encourage the inclusion of more complex, specialist vocabulary in learners' own written texts.

(Continues overleaf...)

Third Level – Points to Consider – Creating Written Texts

Some features of highly effective practice include:

10. Opportunities for learners to analyse and create effective opening sentences, exploring a variety of different ways (*e.g. a quote, a question, a statistic*). Creating a class chart can be a helpful reminder for learners when independently writing their own introduction to a text.

Exploring how to develop an effective conclusion. This may be achieved by providing a text which has its conclusion removed. This encourages learners to synthesise the information to compose the final paragraph. Explicit practise of this skill then supports learners when writing a conclusion independently.

11. Opportunities for learners to engage in wider research to support them in identifying different viewpoints around a particular topic. A linear continuum can be helpful for learners to organise information, particularly if these views or ideas are opposing. Providing prompts or sentence strips (*e.g. contrary to this... on the other hand...*) can help them to appropriately present contrasting information when creating a well-balanced argument.

12. Learners looking at an increasingly complex series of instructions. Graphic organisers can be used to help learners organise their steps before writing them down. It is also beneficial to discuss the consequences of missing important events/steps in instructions, for example in a recipe.

13. Ensuring that a detailed plan is completed before the learner starts their written text. Success criteria could be created by the class where learners are reminded how many key ideas they are to include, and how much supporting evidence is expected.

14. Looking at different examples of evidence, and evaluating it initially as a class or in groups before working independently. Opportunities should be found to discuss both value of source material (*Wikipedia, opinion pieces, 'fake news' etc*) and also how effectively different pieces of evidence fulfil the requirements of the piece of writing the learner is creating.

15. Close examination of persuasive techniques (*such as rhetorical questions, emotive language, personal pronouns, imperatives and exaggeration*). Learners could have the opportunity to look at examples of these techniques being used effectively. They can then write and speak short texts using the techniques to persuade using tasks such as convincing a parent to let them do something. Once the techniques are mastered individually, they can be used in combination in the written text to engage or influence the reader.

16. Opportunities for learners to write in a variety of genres (*e.g. personal, imaginative, persuasive and discursive*) ensuring that learners have been exposed to modelling and shared experiences of creating text before undertaking this independently.

Discussing varying audience needs and requirements, and how different genres can best fulfil these purposes.

Third Level: Creating Written Texts (1 of 2)

ENG 3-27a I can engage and/or influence readers through my use of language, style and tone as appropriate to genre.

LIT 3-28a I can convey information, describe events, explain processes or concepts, and combine ideas in different ways.

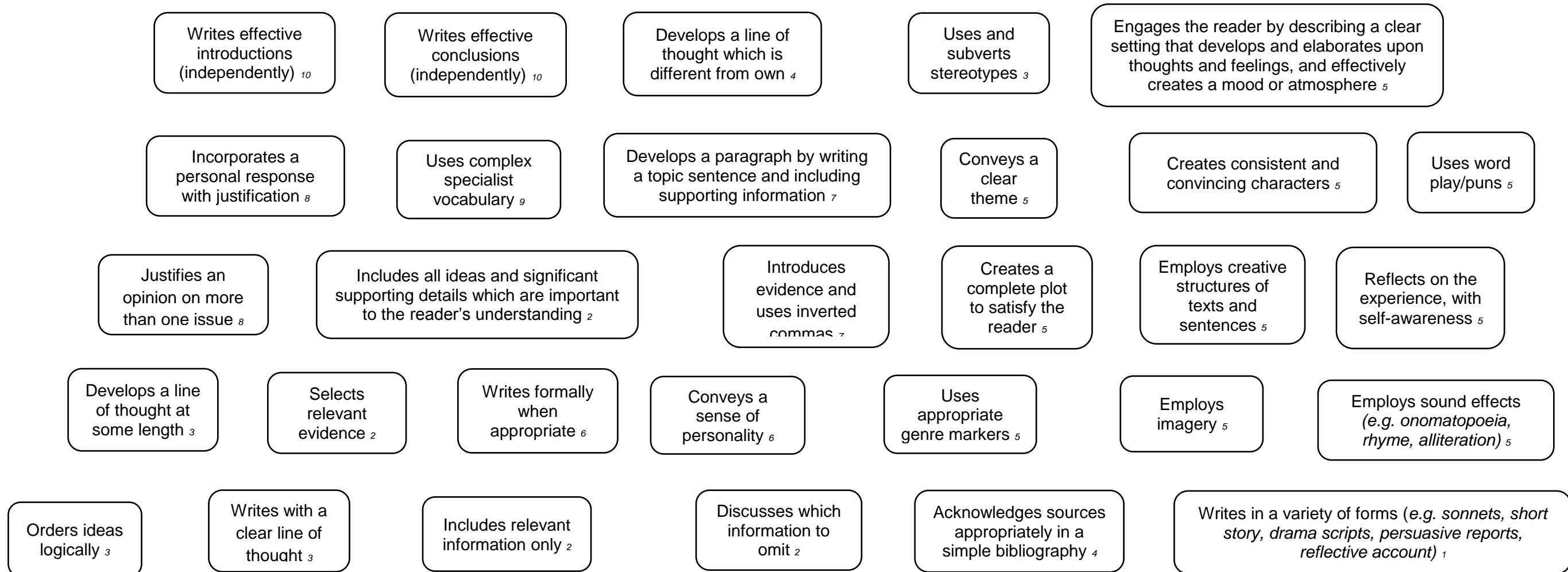
LIT 3-29a I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence.

ENG 3-30a I can recreate a convincing impression of a personal experience for my reader, sharing my feelings and reactions to the changing circumstances with some attempt at reflection.

ENG 3-31a Having explored the elements which writers use, I can generate texts in different genres by: integrating the conventions of my chosen theme successfully; using convincing and appropriate structures; creating interesting and convincing characters; and building convincing settings which come to life.

NOTE: This pathway appears across two pages

(CONTINUES ON NEXT PAGE)



Third Level: Creating Written Texts (2 of 2)

ENG 3-27a I can engage and/or influence readers through my use of language, style and tone as appropriate to genre.

LIT 3-28a I can convey information, describe events, explain processes or concepts, and combine ideas in different ways.

LIT 3-29a I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence.

ENG 3-30a I can recreate a convincing impression of a personal experience for my reader, sharing my feelings and reactions to the changing circumstances with some attempt at reflection.

ENG 3-31a Having explored the elements which writers use, I can generate texts in different genres by: integrating the conventions of my chosen theme successfully; using convincing and appropriate structures; creating interesting and convincing characters; and building convincing settings which come to life.

When writing imaginatively or creatively:

- Applies key features of the chosen genre
- Creates interesting and convincing characters
- Creates a clear sense of setting with descriptive detail
- Makes some attempt to engage the reader and achieve effects through, for example, narrative structure, mood/atmosphere and language ¹⁶

When writing to persuade, argue, evaluate, explore issues or express an opinion:

- Presents ideas or conveys a point of view with relevant supporting detail or evidence
- Organises and structures ideas or information in a logical order
- Uses signposts to make structure and/or argument clear, for example, topic sentences and/or linking phrases
- Includes an introduction that makes the purpose of the text clear and makes some attempt to engage the audience
- Ends with a conclusion that sums up the line of thought
- Uses language to influence or persuade the reader, for example, word choice, repetition, rhetorical questions and/or emotive language ¹⁶

When writing to convey information, describe events, explain processes or concepts, and combine ideas in different ways:

- Uses a style and format appropriate to purpose and audience applying features of the chosen genre
- Includes relevant ideas/knowledge/information with supporting detail or evidence
- Organises and structures ideas or information in a logical order using linking words or phrases
- Uses topic sentences to introduce the focus of paragraphs to signpost a basic structure
- Uses appropriate tone and vocabulary for purpose and audience ¹⁶

When writing to convey personal experiences:

- Establishes a clear context and setting for events
- Describes events, making feelings and reactions clear
- Makes some attempt to reflect on experiences and/or feelings
- Engages and/or influences the reader through use of language, style and/or tone ¹⁶

Confidently uses the techniques of transactional writing, (e.g. statistics, data, appropriate structure) ¹

Confidently uses the techniques of persuasive writing (e.g. anecdote, repetition, statistics, rhetorical questions) ¹

Confidently uses the techniques of discursive writing (e.g. anecdotes, statistics, linking words and phrases) ¹¹

Confidently uses the key features of imaginative writing (e.g. descriptive language, effective characterisation, appropriate setting) ¹

Confidently uses the techniques of personal writing (e.g. reflection, atmosphere, narrative structure) ¹

Explores more complex issues by presenting contrasting points of view, with relevant supporting evidence ¹¹

Chooses when it is appropriate to create and integrate tables, charts, diagrams and graphs into a piece of writing ²

Conveys and links all of the events / steps / processes in a complex series ¹²

Conveys key information with supporting evidence ¹³

Evaluates complex evidence ¹⁴

Engages and/or influences the reader through use of language, style and/or tone as appropriate to genre ¹⁵

Creates short and extended texts regularly for a range of purposes and audiences. ¹⁶

Third Level – Points to Consider – Finding, Using and Organising Information

Some features of highly effective practice include:

1. Involving learners in planning activities (for individual or group work) which requires finding information through independent research. Identifying key questions to be answered, the main ideas or issues provides a focus from which learners can then begin to constructively engage with a range of sources. In order to effectively use an index, library cataloguing system or online search engine, some learners may require additional support to identify keywords.

Highlighting the variety of search engine options available to learners and exploring different features (*e.g. images, maps, video*).
2. Explicit teaching around the use of a thesaurus to support learners in selecting the most appropriate word choice for their own writing. Highlighting a range of synonyms from the thesaurus for a given word and having learners identify the most appropriate alternatives for a particular context can be a useful way to illustrate the need for careful consideration of appropriate vocabulary.
3. Modelling how to extract evidence from text including diagrams, graphs, charts etc. Explicit teaching of the process of gathering information, and determining the importance of the supporting details may be achieved through the creation of a concept map in which major words, phrases or whole sentences are identified during reading. These can be grouped under key headings, and lines or arrows used to connect information. Talking about these connections is a crucial process for learners as this can support them in using all the information gathered to concisely establish the most important idea(s).
4. Engaging learners in discussion around their note-taking preferences and valuing their decisions. Note-taking can take many forms and can help learners to think more deeply about their ideas and construct understanding. Modelling or exploring a range of ways to take notes (*e.g. pictures, diagrams, mind-maps*) can support all learners to do this independently.
5. Modelling how to combine key words and phrases together to create new texts. 'Think Alouds' can make explicit the decision-making processes required to construct written texts from notes. This can also support learners to write in their own words.
6. Encouraging learners to keep a list of sources they have accessed when finding information. This will support them to appropriately reference (*e.g. direct quotations, bibliography*) and avoid plagiarism.
7. Supporting learners to paraphrase the main ideas of a text through explicit modelling of how to gather evidence using key words and phrases. As summarising can be a challenging skill, learners will require frequent opportunities to practise with guidance and support. As they become more secure with connecting words and phrases, they should begin to determine keypoints and develop their ability to refine their summary of main ideas.
8. Developing learners' skimming and scanning skills through specific activities which promote speed in reading material to gain a general impression or overview of the content (*e.g. matching news articles to the relevant title*) or help learners effectively locate information in a text (*e.g. specific statistics in a chart*). Supporting the development of these skills can help learners when they are required to speed-read extended, or more complex, texts.
9. Facilitating learners' use of a wider range of sources to locate and use information for different purposes. Learners should be encouraged to consider the most suitable sources to support them in this as well as identify those which may be accessed out with the classroom.
10. Teaching learners to consider the authorship of a source, including how language is manipulated by the author, and how this influences the value or credibility of the text. Learners should have opportunities to reflect on their interpretations and opinions.
11. Providing time for reflection is important as it helps to bring awareness to the reading strategies that have been used and evaluate their effectiveness. Allowing learners to hear about strategies used by others, and alternative choices, is beneficial even for those who may have automated many of their own. It is important that learners continue to develop their ability to monitor their own use of strategies and articulate the reasons for selecting a particular strategy.
12. Supporting learners in the process of writing, initially acting as a scribe for ideas and contributions to encouraging the active participation of learners at specific points as appropriate to their instructional level. This can provide an effective scaffold for learners in helping them to understand how to select ideas and relevant information, and organise it in an appropriate way.
13. The use of open-ended sorting activities to facilitate and promote discussion around extracts from texts by the same or different authors. This can help learners to compare and contrast various aspects (*e.g. style, language*).

Third Level: Finding, Using and Organising Information

LIT 3-04a As I listen or watch, I can: identify and give an accurate account of the purpose and main concerns of the text, and can make inferences from key statements; identify and discuss similarities and differences between different types of text; and use this information for different purposes.

LIT 3-05a As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.

LIT 3-06a I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience.

LIT 3-14a Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.

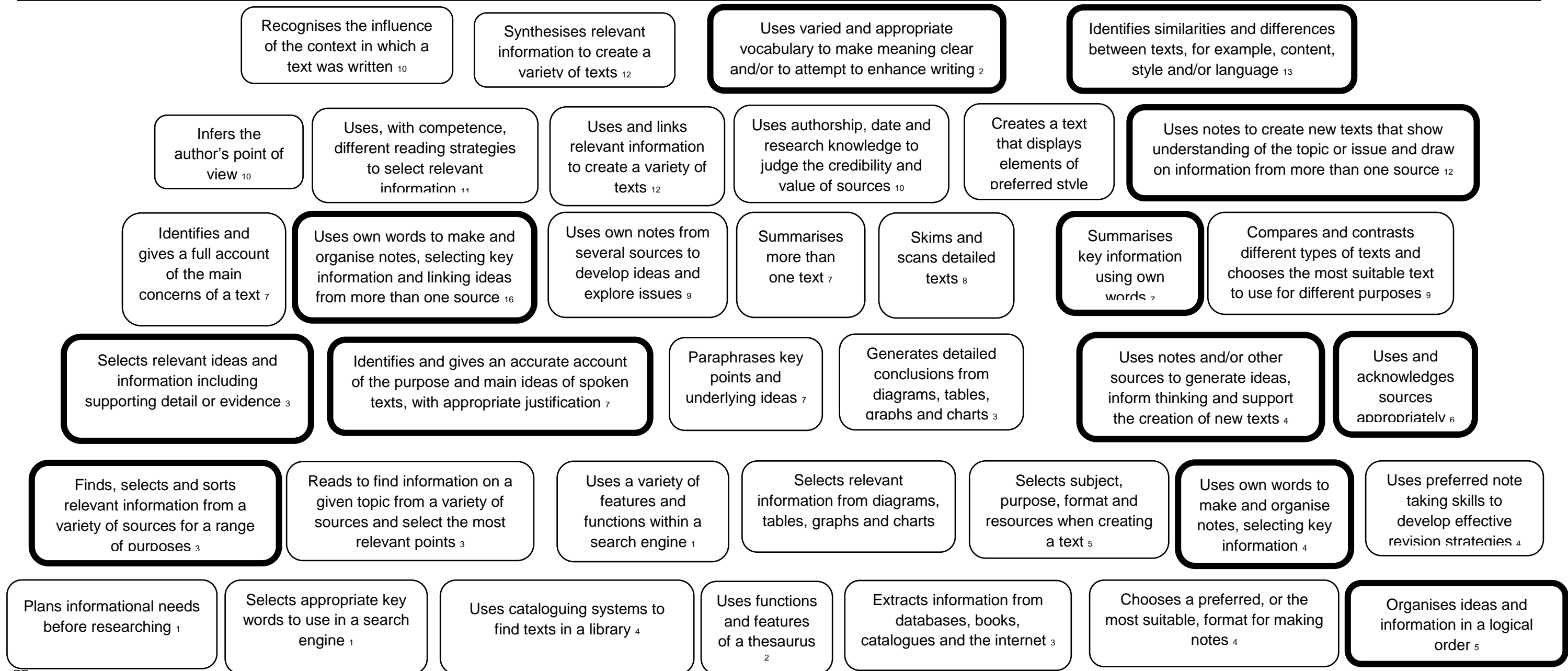
LIT 3-15a I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.

LIT 3-25a I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions or create original text.

I recognise when it is appropriate to quote from sources and when I should put points into my own words. I can acknowledge my sources appropriately.

LIT 3-26a By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience.

(This pathway works across Reading, Writing, Listening and Talking)



Third Level – Points to Consider – Understanding, Analysing and Evaluating

Some features of highly effective practice include:

- | | |
|--|--|
| <p>1. Identifying the features of a text which indicate its purpose (e.g. <i>to entertain, persuade, inform</i>) and audience, and using this knowledge to support them in their understanding of how authors' decisions about techniques, language and other features are dependent on what they are trying to achieve.</p> <p>Looking at a range of different texts and forms, and discussing why each is most appropriate for a specific purpose and/or audience. This can be done as a whole class activity before building to groups and pairs. Sorting activities can be useful here.</p> <p>2. Modelling, and guided practice of, how to determine key information to support learners in summarising a text. The use of concept maps to record ideas and develop thinking could be considered. Once learners are familiar with this process, they may be encouraged to be more succinct when summarising the main ideas.</p> <p>Modelling effective conclusions that show justification and evidence.</p> <p>3. Explicit teaching of genre conventions, such as isolated settings in horrors, or horses in Westerns.</p> <p>Using games such as iSpy or spot the difference when reading or watching texts to allow learners opportunities to identify genre conventions in action.</p> <p>Creating wall displays using learner-designed posters, with pairs or groups focussing on different genres and their conventions.</p> <p>4. Developing learners' knowledge and understanding of how the credibility of an author, along with the currency of a text, will impact on the reliability of information.</p> <p>Developing learners' awareness of the different features of text to support them in identifying which sources are most useful for their intended purpose. Sorting activities, involving a wide range of different texts, can provide a context for learners to talk about and demonstrate their understanding of a range of genre and text forms.</p> <p>5. Opportunities to explore a range of resources including primary sources (e.g. <i>first-hand experiences, simulations, people and artefacts</i>) and secondary sources of information (e.g. <i>print, non-print and electronic resources</i>) which may involve sorting activities to support this understanding and help learners distinguish between them.</p> | <p>6. Explicit teaching of persuasive techniques, for example, word choice, emotive language, repetition, rhetorical questions and/or use of statistics.</p> <p>Building on the language associated with fact and opinion to support learners in determining how techniques are employed to influence and persuade a reader. Opportunities to explore the use of these will support learners to critically engage with informative texts (e.g. <i>discern fact from opinion in promotional material</i>).</p> <p>Comparing two versions of the same text to support learners in recognising that authors' and illustrators' attempts to position readers through the way people, facts and events are represented. This can help learners to identify various techniques and the impact of these.</p> <p>7. Explicit teaching of what is meant by bias and impartiality, and how this is identified. Discussing clues such as exaggerated language, emotive images and tone, and allowing learners opportunities to read clearly biased texts. These can be real-life texts such as newspaper articles, or teacher devised texts. Once confidently recognising bias, learners should therefore be able to successfully identify evidence to support a judgement of non-bias/impartiality.</p> <p>8. Opportunities for learners to watch or listen to different spoken texts. Learners could be given bingo cards with different features/forms/styles on them, including rhetorical devices, which they tick off as they spot them in action.</p> <p>9. Opportunities for learners to make connections between a text and their own knowledge or personal experiences both prior to and following reading. Being in a position where they can relate information and ideas can support their understanding of the writer's theme (e.g. <i>loss, justice</i>).</p> <p>10. Explicit teaching of different types of close reading questions, and modelling how to answer/structure answers for each.</p> <p>11. Using ICT for learners to research the wider context of texts. They could work in groups with each member being given responsibility for (for example) production, marketing, historical and cultural context, author's point of view. These could be presented to the rest of the class in the form of a presentation or a group poster.</p> <p>12. Using a critical essay at the end of studying an extended text to check understanding, analysis and evaluation of various features of texts.</p> |
|--|--|

Third Level: Understanding, Analysing and Evaluating

LIT 3-07a I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts.

LIT 3-08a To help me develop an informed view, I am learning about the techniques used to influence opinion and how to assess the value of my sources, and I can recognise persuasion.

LIT 3-16a To show my understanding across different areas of learning, I can identify and consider the purpose, main concerns or concepts and use supporting detail; make inferences from key statements; and identify and discuss similarities and differences between different types of text.

ENG 3-17a To show my understanding, I can comment, with evidence, on the content and form of short and extended texts, and respond to literal, inferential and evaluative questions and other types of close reading tasks.

LIT 3-18a To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources.

ENG 3-19a I can discuss and evaluate the structure, characterisation and/or setting using some supporting evidence; identify the main theme of the text and recognise the relevance this has to my own and others' experiences; and identify and comment on aspects of the writer's style and other features appropriate to genre using some relevant evidence.

(This pathway works across Reading, Writing, Listening and Talking)

Makes evaluative comments about structure, characterisation and/or setting with relevant reference to the text. ¹²

Identifies and makes evaluative comments about aspects of the writer's style, use of language and other features appropriate to genre with supporting evidence. ¹²

Identifies features of language and gives an appropriate explanation of the effect they have on the reader, for example, word choice, sentence structure, punctuation, grammar and/or imagery. ¹²

Responds to a range of close reading questions, including literal, inferential and evaluative questions, to show understanding of texts and knowledge of language. ¹⁰

Analyses and evaluates the reliability, credibility and validity of sources ⁴

Analyses techniques used to influence opinion, persuade and/or evoke a personal response ⁶

Analyses and evaluates the content and form of texts, either orally or in writing, using supporting evidence ¹⁰

Comments on reliability and relevance/usefulness of sources with appropriate justification. ⁴

Offers an extended, considered personal response to texts of varying genre ⁹

Responds to literal, inferential and evaluative questions, with evidence ¹⁰

Uses the wider context of a text to develop understanding e.g. production, marketing, historical and cultural context. author's point of view ¹¹

Analyses the features of spoken language, including rhetorical devices ⁸

Makes critical comparisons between texts ⁵

Makes inferences and deductions with appropriate justification. ¹⁰

Identifies and makes appropriate comments about persuasive language such as word choice, emotive language, repetition, rhetorical questions and/or use of statistics. ⁶

Shows understanding of the writer's theme and links it to own or others' experiences. ⁹

Comments on the content, form and/or style of spoken texts, with supporting evidence. ⁸

Explains why a particular text form may be more appropriate to achieve a purpose for an intended audience ¹

Identifies evidence to support a judgement of non-bias/impartiality ⁷

Summarises findings and reaches a justified conclusion ²

Identifies persuasive techniques, for example, word choice, emotive language, repetition, rhetorical questions and/or use of statistics. ⁶

Identifies similarities and differences between texts and makes appropriate comments about content, style and/or language. ⁵

Identifies purpose and audience of a range of texts with appropriate justification. ¹

Comments appropriately on the reliability and relevance/usefulness of sources. ⁴

Discusses a range of genre conventions ³

Gives an accurate account of the main ideas of texts. ²

Identifies the writer's main concerns and gives supporting evidence ²

Identifies a writer's purpose and gives supporting evidence ¹

Recommends texts to different audiences and gives reasons ¹

Identifies the writer's main audience and gives supporting evidence ¹

APPENDIX 1 – SPELLING PATTERNS AND RULES

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SPELLING PATTERNS AND RULES

This section has been designed to provide background information on the rules and patterns that make up each of the five stages of spelling progression¹ referred to in the Phonology sections of the Progression Pathways.

Apart from the Semi-Phonetic Stage (where the phonemes are introduced in a set order to allow learners to quickly blend to produce and read simple words) the rules and patterns which make up the Phonetic, Transitional and Independent stages are not designed to be followed as a set, linear progression.

SPEECH SOUND CHECKLIST*

Sounds	Age when 90% of children will use these sounds
All common vowel sounds	3yrs
p, b, t, d, m, n, w	3yrs
k (c, ck), g, f, h, y, s (soap, dress), ng	5yrs
sh, ch, j, z, v, l	6yrs
r, th (thin, bath), th (feather) [] (measure)	7yrs

¹ These spelling stages are based on Diana Rees' work 'First Steps Developmental Continuum' (1994).

*Based on research by Ann Lock- from Speech and Language Therapy service (2010)

PRELIMINARY SPELLING STAGE

Mark making and awareness that print carries a message.

SEMI-PHONETIC SPELLING STAGE

PHONEMES

	Phonemes	Background Notes
Group 1	s a t i p n	Note how the phonemes are not introduced in alphabetical order. The first group (s,a,t,i,p,n) has been chosen because they make more simple three letter words than any other six letter combinations.
Group 2	c k h e r m d	'c' phoneme introduced here is the hard 'c' as in 'cat' / 'can' – soft 'c' as in 'circus' falls into Phonetic Stage. <u>Although not explicitly taught here it is worth being aware of the general rule:</u> Initial 'k' phoneme before 'a', 'o', 'u' or a consonant is usually spelled with 'c' as in cat / cot / cup / clap / crisp. Initial 'k' phoneme before 'e', 'i' is usually spelled with a 'k' as in key / kit.
Group 3	g o u l f b	'g' phoneme introduced here is hard 'g' as in got / gap / gun – soft 'g' as in 'gem' falls into Phonetic Stage.
Group 4	ai j oa ie ee or	Core vowel digraphs are introduced for the first time – combination of two graphemes representing one phoneme. 'ai' as in pain, 'oa' as in goat, 'ie' as in tie, 'ee' 'or' as in 'eeyore'. See Phonetic stage for 'ie' being used for long E as in field.
Group 5	z w ng v oo oo	Two 'oo' sounds refer to a longer 'ōō' sound as in boot / food / soon and a shorter 'oo' sound as in good / look / foot.
Group 6	y x ch sh th th	Two 'th' sounds refer to 'th' as in that and 'th' as in three.
Group 7	qu ou oi ue er ar wh	'ou' as in ouch, 'ue' as in blue, 'er' as in mixer, 'ar' as in arm, 'wh' as in whistle. 'oi' as in oil / boil used as an initial or medial sound. Phonetic Stage introduces 'oy' as in boy / toy as a final sound.

FIRST 100 HIGH FREQUENCY WORDS²

High Frequency Words 1- 25	the of and a to in is you that it he was for on are as with his they I at be this have from
High Frequency Words 26 - 50	or one had by words but not what all were we when your can said there use an each which she do how their if
High Frequency Words 51- 75	will up other about out many then them these so some her would make like him into time has look two more write go see
High Frequency Words 76- 100	number no way could people my than first water been called who am its now find long down day did get come made may part

² Taken from Fry's High Frequency Word lists. Note this list is updated regularly.

PHONETIC STAGE

BLENDINGS

Focus at the Phonetic Stage is on the general skill of blending with consonant blends. A number of consonant blends can be focused on at a time. Note that learners often find 'r' consonant blends tricky.

INITIAL CONSONANT BLENDS	sl sw tw br cr dr fr gr pr tr thr sc sk sm sn sp st scr spl spr str	Note distinction between a blend (such as 'sl') and a digraph (such as 'sh'). In a blend the two sounds 's' and 'l' can each be heard. In a digraph this is not so.
FINAL CONSONANT BLENDS	-sp -nt -nd -sk -sk -lt -lk -nk -ng -ld -ft	

LONG AND SHORT VOWELS

Learners should begin to distinguish between short and long vowel sounds. A vowel is considered long when it is read as the letter name e.g. A, E, I, O, U. Many spelling rules depend on understanding the difference between short and long vowels.

LONG VOWEL SOUNDS – MOST COMMON PATTERNS

The following table looks at different grapheme patterns which make up each of the long vowel sounds. The patterns are listed in order of how frequently they occur. The most common patterns should be focused on first. Reference is made to where a grapheme pattern has been introduced at an earlier stage. Less common examples of the pattern fall into the Transitional Stage but are listed in the table in the table for reference as they may come up during teaching.

Vowel Sound	Most Common Patterns	Spelling Rules and Examples
Long A	a...e ai* ³ ay	'a...e' - as in game / tape which follows vowel-consonant-e pattern at end of word. ⁴ 'ai' - initial or medial 'ai' is usually spelled 'ai' as in aim / paint. 'ay' - 'ay' is often used at the end of a word as in play / say. <u>Note</u> In open syllables (see below) Long A sound is made by the grapheme 'a' alone e.g. basic / agent / data. <u>Less Common Patterns - Transitional Stage</u> 'ey' as in they / prey 'ei' as in eight / weigh 'ea' as in break / steak / great 'aigh' as in straight
Long E	ee* ea ie* y e....e	'ee' as in see / been 'ea' as in cream / team 'ie' as in field / thief 'y' as in happy / lucky - 'y' used as a final sound. 'e...e' as in scene / extreme (there are few examples). <u>Note</u> In open syllables (see below) Long E sound is made by the grapheme 'e' alone e.g. begin / female / be / he / she / me. <u>Less Common Pattern - Transitional Stage</u> 'ey' as in key / monkey 'i...e' as in site / white.
Long I	i....e y ie	'y' - normally used for final sounds as in sky / supply and sometimes as a medial sound as in rhyme / cycle. In these situations the grapheme 'y' is being used as a vowel. 'ie' - used in a small number of words such as pie / tie / die / lie. <u>Note</u> In open syllables (see below) long I sound is made by the grapheme 'i' alone e.g. crisis / silent. <u>Less Common Patterns - Transitional Stage</u> 'igh' as in high / might
Long O	o....e oa* ow	'o...e' as in home / stone / code. <u>Exceptions to Long O 'o...e' Pattern</u> glove / love / above / some / come / none 'oa' - normally used as the medial sound in a word as in boat / coat / throat. 'ow' - normally used as the final sound in a word as in tow / row / throw. Exception - bowl. <u>Note</u> In open syllables (see below) long O sound is made by the grapheme 'o' alone e.g. program / hello / hero. Be aware of a few exceptions such as toe / foe / woe where long O in open syllable is made by 'oe' digraph.
Long U	ue* u...e	'ue' - due / cue 'u...e' - cute / pure / huge <u>Note</u> In open syllables (see below) long U sound is made by the grapheme 'u' alone e.g. human / music / unit. <u>Less Common Pattern - Transitional Stage</u> 'ew' as in few / new / threw

³ * Denotes was introduced originally at Semi-Phonetic stage.

⁴ Vowel-Consonant-e Pattern: When a short word, or the last syllable of a longer word, ends in this pattern vowel-consonant-e, then the first vowel is usually long and the e is silent. Examples: place, scene, mice, vote, mute. See also section on Syllables for further information.

At the Phonetic stage the expectancy is that learners can spell the most common patterns for vowel sounds, with the less common patterns being expected at the Transitional Stage.

OTHER COMMON VOWEL DIGRAPHS

Sound	Most Common Patterns	Spelling Rules and Examples
Long oo	oo* ⁵ u...e ue	'oo' as in boot / shoot 'u...e' as in rule / sure 'ue' as in blue / true / cruel <u>Less Common Patterns - Transitional Stage</u> 'ui' as in suit / bruise / cruise 'ou' as in you / soup / wound
o	Wa al	These are unusual spellings for the 'o' phoneme. 'wa' as in was / want / water 'al' as in ball / tall / call <u>Less Common Patterns - Transitional Stage</u> 'au' – haunt / cause 'aw' – saw / thaw 'augh' – caught / taught
oi	oi* oy	'oi' as in oil / foil / boil 'oy' as in toy / destroy / enjoy Initial and medial 'oi' sound is usually spelled 'oi'. Final 'oi' sound is usually spelled 'oy'.
ou	ou ow	'ou' as in house 'ow' as in how Initial and medial 'ou' sound is usually spelled 'ou' e.g. out / cloud. Exceptions when the 'ou' sound is followed by an 'n' or 'l' e.g. town, brown, howl. Final 'ou' sound is usually spelled 'ow' e.g. how / cow. <u>Less Common Pattern - Transitional Stage</u> 'ough' – plough

SYLLABLES

Breaking words into syllables is an important step in reading and writing. In English there are **six different types of syllable**. Children should begin practising breaking words into syllables early and during the Phonetic stage be introduced to rules for syllabification through developing understanding of four of the different syllable types. The remaining two types fall into the Transitional Stage. Developing understanding of these types of syllables helps with spelling.⁶

Syllable Type	Explanation and Examples
Closed	Most common syllable type accounting for just under 50% of syllables. In a closed syllable the vowel is spelt by one letter and is 'closed in' by one or more consonants e.g. m <u>e</u> n. Therefore closed syllables have a short vowel sound ending with a consonant e.g. sub/mit.
Open	Open syllables end with a long vowel sound that is spelled with a single vowel letter e.g. <u>pr</u> o/gram (gram is an example of a closed syllable). <u>Note:</u> See Transitional Stage for information on Vowel Team Syllables where the vowel is spelt by more than one letter e.g. fri <u>en</u> d/ly
Vowel – Consonant – e (VCe)	Also known as 'silent e' syllable patterns, VCe syllables contain long vowels spelled with a single letter, followed by a single consonant, and a silent 'e' e.g. bake / scene / site / home / cute. Every long vowel can be spelled with a VCe pattern, although spelling 'long e' with VCe is unusual.
Consonant-le	C-le combinations are only found at the end of words that contain a consonant before 'l' followed by a silent 'e'. If a C-le syllable is combined with an open syllable – as in cable / bugle / title – there is no doubled consonant. If one is combined with a closed syllable – as in dabble / topple / little – a double consonant results.

⁵ * Denotes sound was initially introduced at Semi-Phonetic stage.

⁶ Louise Moats (2005), *How Spelling Supports Reading*, American Educator 12

Final Consonant Sounds	Spelling Rule and Examples	
Final 'k' sound	Final 'k' sound after a short vowel in a one-syllable word is spelled 'ck' as in back / sick / duck. Final 'k' sound after a consonant or two vowels is spelled 'k' as in milk / desk / book / seek Final 'k' sound after a long vowel sound in a one-syllable word is spelled 'k' followed by 'e' as in like / bike / make. Final 'k' sound after a short vowel sound in a word with more than one syllable is spelled 'c' as in terrific / fantastic / magic.	
Final -ll -ff -ss -zz	When one-syllable words have a vowel in the middle, the vowel usually has a short sound as in cat / got. If the letter after the vowel is 'f', 'l', 's' or 'z', this letter is often doubled as in stiff / pill / fuss / buzz.	<u>Common Exceptions</u> 'f' – made by 'ough' – tough / rough 's' - <u>is</u> , <u>this</u> , <u>us</u> , <u>bus</u> , <u>yes</u> , <u>his</u>
-le endings	When an open syllable is combined with -le syllable as in ca/ble, ti/tle, ta/ble there is no double consonant (relates to Consonant-le syllable explanation above). When a closed syllable is combined with the -le syllable e.g. little, struggle, bubble, there is a double consonant. Where there are two different consonants after the closed vowel there is no double consonant e.g. in can/dle, mus/cle, jun/gle.	
Final -ch sound	Final 'ch' sound after a short vowel in a one-syllable word is spelled 'tch' as in catch / match / pitch. Final 'ch' sound after a consonant or 2 vowels is spelled 'ch' as in bench / pouch.	<u>Common Exceptions</u> which / rich / much / such
Final 'j' sound	Final 'j' sound after a short vowel in a one-syllable word is spelled 'dge' as in judge / badge. Final 'j' sound after a long vowel, two vowels or a consonant is spelled 'ge' as in age / scrooge / hinge.	

MISCELLANEOUS

	Spelling Rule and Examples
Soft 'c'	A hard 'c' is usually followed by a consonant or an 'a', 'o' or 'u' e.g. class / cram / cap / cot / cup. A hard 'c' is more common than a soft 'c'. A soft 'c' is usually followed by an 'e', 'i' or 'y' e.g. centre / city / cycle.
Soft 'g'	A hard 'g' is usually followed by a consonant or an 'a', 'o' or 'u' e.g. grab / glad / gap / got / gun. A hard 'g' is more common than a soft 'g'. A soft 'g' is usually followed by an 'e', 'i' or 'y' e.g. gem / gist / gym / giraffe (there are few examples).
Double consonants	When 'b', 'd', 'g', 'm', 'n', or 'p' appear after a short vowel in a word with two syllables, double the consonant e.g. rabbit / sudden / dagger / summer / dinner / happy.
Common silent letters k and w	Silent 'k' – Found before 'n' at the start of some words as in know / knight / knit. Silent 'w' - Found before 'r' at the start of some words as in wrap / wrong / write. These words have Anglo-Saxon roots - historically the silent letter would have been pronounced, however, pronunciation has changed but spelling has not. <u>Note</u> – see Transitional Stage for more examples of silent letters.
'e' spelt 'ea'	The short 'e' sound is sometimes spelt 'ea' as in head / dead / sweat / deaf.

SIMPLE RULES FOR INFLECTIONAL ENDINGS – S / ED / ING

PLURALS – BASIC RULES

Most plurals are made by adding 's' to the noun e.g. table-tables unless the rules below apply.

Word Ending	Spelling Rules and Examples
Words ending in 'ch' 'sh' 's' 'ss' or 'x'	Add 'es' to make them plural e.g. bench – benches, bush – bushes, bus – buses, glass – glasses, box – boxes. The 'es' forms an extra syllable at the end of the word and sounds like 'is'.
Words ending with 'y'	When the letter <u>before</u> the 'y' is a <u>consonant</u> , change the 'y' to 'i' before adding 'es' e.g. city-cities, raspberry – raspberries, party – parties. When the letter <u>before</u> the 'y' is a <u>vowel</u> , don't change the 'y' just add 's' e.g. boy-boys, day – days, abbey – abbeys.

See Transitional Stage for further rules relating to plurals regarding words ending in 'f' / 'fe' and 'o'.

ED / ING ENDINGS

Learners begin to apply these rules for simple inflectional endings 'ed' and 'ing' recognising the impact these endings have when applied to a verb. See the Transitional Stage for how these rules are built on in relation to a wider range of suffixes.

Rule	Explanation and Examples
General	If the rules below don't apply just add 'ing' or 'ed' e.g. play-played, say-saying.
Drop 'e'	When a suffix beginning with a vowel is added to a word ending in 'e' the final 'e' is dropped before adding 'ing' or 'ed' e.g. make-making, dive-dived.
'y' to 'i'	When a suffix, beginning with a vowel, is added to a word ending in 'y', change the 'y' to an 'i' before adding the suffix e.g. happy-happier-happiest, hurry-hurried. <u>Note:</u> this <u>doesn't</u> apply to 'ing' e.g. carry-carrying.
Short Vowel Double⁷	When 'ing' or 'ed' is added to a word ending consonant – short vowel - consonant, the final consonant is doubled e.g. shop – shopping, swim – swimming, chat – chatted.

SECOND 100 HIGH FREQUENCY WORDS:

High Frequency Words 101- 125	over new sound take only little work know place years live me back give most very after thing our just name good sentence man think
High Frequency Words 126- 150	say great where help through much before line right too means old any same tell boy following came want show also around farm three small
High Frequency Words 151- 175	set put end does another well large must big even such because turn here why asked went men read need land different home us move
High Frequency Words 176- 200	try kind hand picture again change off play spell air away animals house point page letters mother answer found study still learn should America world

TRANSITIONAL STAGE

PLURALS – FURTHER RULES

See 'Plurals' section in Phonetic Stage above for basic rules relating to plurals which learners should be secure in. In addition learners should become secure with the following rules for plurals.

Word Ending	Spelling Rules and Examples
Words ending in 'f' or 'fe'	For nouns with an 'f' before the 's', change the 'f' to a 'v' before adding 'es' e.g. knife-knives, wife-wives, half-halves. <u>Note:</u> Exceptions : roof-roofs, chief-chiefs, cliff-cliffs
Words ending with 'o'	When a word ends in 'o' and comes after a consonant, add 'es' to make them plural e.g. potato-potatoes <u>Note:</u> Exceptions e.g. solo-solos/piano-pianos/photo-photos. For some words ending in 'o' can add 's' or 'es' e.g. volcano-volcanos/volcanoes / tornado-tornados/tornadoes.
Irregular plurals	Some nouns have irregular plurals e.g. person – people, child – children, sheep – sheep.

VOWEL DIGRAPHS / TEAMS

Learners should consistently use the full range of spellings for all vowels at the Transitional Stage. See the tables in the Phonetic Stage which detail all the patterns for each vowel digraph/team, including patterns which fall into the Transitional Stage.

SUFFIXES

Opportunities are needed to break down words with suffixes by taking off the ending and finding the root / base word. This can help with identification of the relevant spelling rules e.g. playing = play + ing hope = hope – e + ing.

Learners also need to develop an understanding of how whether a suffix begins with a vowel or a consonant affects the spelling rules which are applied. Rules relating to vowel and consonant suffixes are explored below.

VOWEL SUFFIXES - ED / ER / EST / EN / ING

GENERAL RULES FOR ADDING MOST COMMON SUFFIXES BEGINNING WITH A VOWEL

⁷ Sometimes referred to as the consonant – short vowel – consonant rule.

These general rules build on from understanding developed at the Phonetic Stage. They should be read in conjunction with the information in the table titled 'Suffixes' showing information specific to each suffix.

Rule	Explanation and Examples
General Rule	If the rules below don't apply just add the suffix e.g. play–played, quick–quicker, fast–fastest, deep–deepen, say–saying.
Drop 'e' Rule	When a suffix beginning with a vowel is added to a word ending in 'e' the final 'e' is dropped before adding the suffix e.g. make-making, dive-dived.
'y' to 'i' Rule	When a suffix, beginning with a vowel, is added to a word ending in 'y', change the 'y' to an 'i' before adding the suffix e.g. happy-happier-happiest, hurry-hurried. <u>Note: this doesn't apply to 'ing' e.g. carry-carrying.</u>
Short Vowel Double Rule⁸	When a suffix, beginning with a vowel, is added to a word ending in a short vowel and a consonant, the final consonant is doubled e.g. hop-hopping, run-runner, wet-wettest, stop-stopped, fat-fatten. <u>Note: this doesn't apply to words ending in 'x' e.g. fix–fixing, box–boxed.</u>
Unstressed Final Syllable	For verbs made up of two syllables do <u>not</u> double the final consonant when the final syllable is <u>unstressed</u> e.g. in words such as <u>enter/happen/offer/suffer/target</u> the final syllable is unstressed so the final consonant is not doubled when adding a vowel suffix.
Consonant – Vowel – l Rule	In British English if the verb ends consonant – vowel – l, we double the final 'l' before adding the vowel suffix e.g. travel – travelling, cancel – cancelled, marvel – marvellous. In American English the 'l' is not doubled in this way.

SPECIFIC INFORMATION RELATING TO VOWEL SUFFIXES – ED / ER / EST / EN / ING

Note: Read in conjunction with general rules for adding vowel suffixes above.

Vowel Suffix	Meaning	Examples and Rules (In Addition to General Rules)	Non Examples and Exceptions
ed	Used for regular verbs to create the simple past tense	play – played Identify three different sounds for 'ed' endings: /ɪd/ - comes when 'ed' is added to a root word ending in 't' or 'd' e.g. want-wanted, need-needed. /d/ - where 'e' in the 'ed' is silent e.g. played, allowed /t/ - where 'ed' makes a 't' sound e.g. liked / laughed	Investigate irregular past tenses e.g. build-built.
er/est	Used to create comparative and superlative versions of one syllable adjectives and adjectives ending in 'y' ⁹	rich–richer–richest happy–happier–happiest	good-better-best bad-worse-worst See footnote.
ing	Used to form present participle of a verb (sometimes called the gerund)	play-playing give-giving shop-shopping Change 'ie' to 'y' before adding 'ing' e.g. die-dying, tie-tying, lie-lying.	<u>Don't</u> change 'y' to 'i' when adding 'ing' e.g. buying. Exception to drop 'e' rule if word ends 'ee': seeing, agreeing. Also note eyeing, ageing.
en	To become or cause to be	fat – fatten length – lengthen	<u>No root word</u> kitchen sudden

LESS COMMON VOWEL SUFFIXES – IST / OUT / ANCE / ANT / ENT / IVE / AL / IBLE / ABLE

Note: The table below should be read in conjunction with the general rules above for adding vowel suffixes.

Vowel Suffix	Meaning	Examples and Rules	Non Examples and Exceptions
ist	People who do something Things that do something	science – scientist (drop 'e' rule) art - artist	
ous	Related to Used to change a root word into an adjective	study – studious ('y' to 'i' rule) nerve – nervous (drop 'e' rule) If root word ends 'ge' don't drop the 'e' e.g. advantageous, courageous, outrageous. ¹⁰	<u>No root word</u> curious delicious gorgeous
ance	State of / act of	accept – acceptance	<u>No root word</u> balance

⁸ This is sometimes known as the consonant – short vowel – consonant rule.

⁹ 'er' and 'est' is used to create comparative and superlative versions of adjectives with one syllable and adjectives ending in 'y'. For adjectives of more than one syllable (unless ending in y) comparatives and superlatives are created using more and most e.g. beautiful – more beautiful – the most beautiful.

¹⁰ This is because the 'e' softens the 'ge' sound. This rule also applies when adding 'able' to root words ending in 'ce' or 'ge' e.g. manageable, noticeable.

		ignore – ignorance (drop 'e' rule)	romance
ant / ent	Related to	ignore – ignorant (drop 'e' rule) confide – confident	
ive	Related to	addict - addictive create – creative (drop 'e' rule)	<u>No root word</u> motive adjective
al	Related to	comic – comical memory – memorial ('y' to 'i' rule)	
ible/able	Be able to e.g. available - able to be used, visible – able to be seen	rely – reliable ('y' to 'i' rule) forget – forgettable (double rule) 'ible' or 'able' – 'able' is more common. As a <u>general rule</u> if you remove 'able' you are left with a complete word e.g. affordable – afford, comfort – comfortable. If you remove 'ible' you are not left with a complete word e.g. incredible, invisible, flexible. Most 'ible' words are of Latin origin. If root word ends in 'e' usually drop 'e' before adding 'able' e.g. believable, excitable. However if ends if root word ends in 'ce' or 'ge', 'e' is kept e.g. manageable, noticeable, changeable, traceable.	<u>Exceptions to general rule</u> accessible contemptible flexible contemptible suggestible <u>Note</u> Some words can be spelt correctly with and without the 'e' e.g. lovable / loveable, likeable / likable, usable / useable sizable / sizeable.

GENERAL RULE FOR ADDING A SUFFIX BEGINNING WITH A CONSONANT – 'Y' TO 'I'

Whilst there are a number of rules for adding vowel suffixes there is only one general rule for adding suffixes beginning with a consonant – the 'y' to 'i' rule. Hence learners must be directed to recognise whether a vowel or consonant suffix is being added.

The 'y' to 'i' rule determines that when adding a suffix beginning with a consonant to root words ending in 'y', change the 'y' to an 'i' before adding the suffix e.g. happy – happily, lonely – loneliness, beauty – beautiful.

SPECIFIC INFORMATION RELATING TO MOST COMMON CONSONANT SUFFIXES

Consonant Suffix	Meaning	Rules and Examples	Non Examples and Exceptions
ly	In that manner Changes an adjective to an adverb	Most words just add 'ly' e.g. brief – briefly happy – happily ('y' to 'i' rule) Don't drop 'e' for words ending in 'e' unless end consonant + 'le' e.g. love – lovely but terrible – terribly Words ending in 'ic' add 'al' before the 'ly' e.g. automatic – automatically.	<u>Not adverbs</u> assembly family ugly <u>Lose the 'e'</u> true – truly subtle – subtly due – duly
ful	To be full of something Changes a noun into an adjective	colour – colourful care – careful beauty – beautiful ('y' to 'i' rule) Note how the suffix 'ful' has only one 'l'.	
ment	Indicating a state, condition or quality Changes a verb to a noun	achieve – achievement agree – agreement Note how as 'ment' begins with a consonant the 'e' isn't dropped when added to a root word.	argument – 'e' is dropped
ness	State of / act of Changes an adjective to a noun	lazy – laziness ('y' to 'i' rule) blind – blindness	<u>No root word</u> witness harness
less	To be without Changes a verb to an adjective	love – loveless use – useless Note how as 'less' begins with a consonant the 'e' isn't dropped when added to a root word.	
tion sion	Changes a verb to a noun 'shin' sound spelled 'tion' 'zhin' sound spelled 'sion'	inform – information (shin) confuse – confusion (zhin) 'tion' is most common spelling. To know if it is 'tion' or 'sion' listen for subtle difference in sound.	<u>No root word</u> nation

		If root word ends in 'e' drop the final 'e' e.g. confuse – confusion. If root word ends in double 'ss' just add 'ion' e.g. discuss – discussion.	
cian	Relate to an occupation	music – musician electric - electrician	

COMMON PREFIXES

Prefixes are added to the start of root words. Learners must develop the ability to add prefixes appropriately to root words and understand the impact this has on meaning. Non examples are listed which show where the letter pattern is not being used as a prefix, in that it is not being added to a root word.

Prefix	Meaning	Spelling Rules and Examples	Non Examples
un	not; opposite of	unusual / unsuspecting	united
dis	not; opposite of	disappear / discover	distant
mis	wrongly	misread / misspell Note how prefix 'mis' has only one 's'	misery
pre	before	preview / prehistoric	present
re	again	rewrite / recreate	recent
sub	under; below smaller part of whole	subway / subordinate subcommittee / sub-team	subject
anti	against; opposite to	anti-climax / antisocial Note how 'anti' can be used as an adjective or preposition e.g. he is anti the war.	anticipate
de	removal of; reversal of something	devalue / decode	deter
em / en	cause to	empower / enact	empathy
fore	before; front of	foreshadow / forearm Note how 'fore' has a silent 'e'	forest
in / im / il / ir	not	indiscrete / indirect immoral / impatient illiterate / illegal irrelevant / irresponsible	ink imagine ill irritate
inter	between; among	international / intermediate	intern
mid	middle	midfield / midterm	
not	not	nonviolent / non-payment	none
over	over; too much	overeat / overpay	overt
semi	half; partly; not fully	semi-final / semicircle	
super	above; beyond	superhuman / supersonic	superb
trans	across; change	transcontinental / transform	
under	under; too little	underestimate / underperform	

MORE COMPLEX SILENT LETTERS

Anglo-Saxon roots - historically the silent letter would have been pronounced, however, pronunciation has changed but spelling has not.

Silent Letter	Common Patterns and Rules
b	'mb' – silent 'b' after an 'm' often found at the end of a word as in bomb/climb/dumb 'bt' – sometimes found before a 't' as in subtle/debt/doubt
c	'sc' – silent c sometimes found after an 's' as in scissors/science/muscle
d	Uncommon but found in Wednesday
e	Sometimes appears in an unstressed syllable as in interest/vegetable/evening. See also VCe Syllable section in Phonetic Stage for silent 'e' at end of words
g	Sometimes found before an 'n' as in sign/foreign/reign

gh	Found in a range of words as in straight/weight/high
h	Sometimes at the beginning of a word as in honest/hour/honour 'ch' – sometimes found after a 'c' as in school/echo/mechanic 'wh' – sometimes found after an 'h' as in which/whisper/when
k	'kn' – found at beginning of word before 'n' as in know/knee/knight
n	Uncommon but found in autumn/column
s	Uncommon but found in island/isle
t	'st' – silent 't' often comes after an 's' as in whistle/castle/fasten
u	'gu' – silent 'u' sometimes comes after a 'g' as in guest/guitar/guide 'ui' – silent 'u' is uncommon before an 'i' but appears in build/biscuit
w	'wr' – sometimes found at beginning of a word before an 'r' as in write/wrong Other examples are uncommon but 'w' is silent in answer and sword

FURTHER SYLLABLE TYPES

See section in Phonetic Stage titled 'Syllables' for more information on the six different syllable types. Learners at the Transitional Stage should be able to identify the four syllable types detailed in the Phonetic Stage as well as the following two types.

Syllable Type	Explanation and Examples
Vowel-r	A vowel-r syllable refers to a syllable with a vowel followed by 'r' - er, ir, ur, ar, or. The 'r' often changes the sound of the vowel before it and learners must recognise that vowel pronunciation alters before an 'r'. Vowel-r syllables are numerous, variable, and often difficult for students to master, hence they require continuous review. Examples of vowel-r syllables are found in <u>ma</u> ster, <u>in</u> jury, <u>mir</u> ror, <u>fur</u> ther, <u>wor</u> th, and <u>war</u> t.
Vowel Team	A vowel team syllable is a syllable with long or short vowel spellings that use two to four letters to spell the vowel. Thus the term vowel digraph is not used (as digraph refers to two letters). A vowel team can represent a long, short, or diphthong vowel sound (e.g. ou/ow or oi/oy). Vowel teams occur most often in old Anglo-Saxon words whose pronunciations have changed over hundreds of years. Examples of vowel teams are found in <u>thi</u> ef, <u>boi</u> l, <u>hay</u> , <u>sui</u> t, <u>bo</u> at, and <u>straw</u> . Note the difference with Closed and Open Syllables which are spelled with a <u>single</u> vowel letter. Sometimes, consonant letters are used in vowel teams. The letter y is found in ey, ay, oy, and uy, and the letter w is found in ew, aw, and ow. Other vowel teams that use consonant letters are -augh, -ough, -igh, and the silent -al spelling for /aw/, as in walk.
Leftovers – Odd and Schwa	Some syllables do not fall into the 'Six Syllable Types'. These usually refer to final unaccented syllables (e.g. syllables which are not stressed) with odd spellings e.g. dam/ <u>age</u> , ac/ <u>tive</u> , na/ <u>tion</u> .

INDEPENDENT SPELLING STAGE

Learners engage in word studies exploring the origins of a wide range of words, recognising how a word's origin may explain its spelling and meaning.¹¹ Many English words are formed by taking basic words and adding combinations of prefixes and suffixes to them. A basic word to which affixes (prefixes and suffixes) are added is called a *root word* because it forms the basis of a new word. The root word is also a word in its own right. For example, the word *lovely* consists of the word *love* and the suffix *-ly*. In contrast, a *root* (*not a root word*) is the basis of a new word, but it does not typically form a stand-alone word on its own. For example, the word *reject* is made up of the prefix *re-* and the Latin root *ject*, which is not a stand-alone word.

LATIN ROOTS

Many words come from Latin roots and knowledge of the root can assist learners with spelling and guide them to understand the meaning of a wider range of words e.g. recognising words with the root 'aqua' helps to understand that the word will be something to do with water.

¹¹ See Louisa Moats (2005) *How Spelling Supports Reading*, American Educator 12 for more information regarding how words language of origin and history of use can explain their spelling.

Common Latin Roots	Definition	Examples
ambi	both	ambiguous/ambidextrous
aqua	water	aquarium/aquamarine
aud	to hear	audience/audition
bene	good	benefactor/benevolent
cent	one hundred	century/percent
circum	around	circumference/circumstance
contra/counter	against	contradict/encounter
dict	to say	dictation/dictator
duc/duct	to lead	conduct/induce
fac	to do; to make	factory/manufacture
form	shape	conform/reform
fort	strength	fortitude/fortress
fract	break	fracture/fraction
ject	throw	projection/rejection
jud	judge	judicial/prejudice
mal	bad	malevolent/malefactor
mater	mother	maternal/maternity
min	little/small	minimum/mini/miniature
mit/mis	to send	transmit/admit/mission
mort	death	mortal/mortician
multi	many	multimedia/multiple
pater	father	paternal/paternity
ped	foot	pedal/pedicure
port	to carry	portable/transportation
rupt	to break	bankrupt/disruption
scribe/script	to write	inscription/prescribe
sect/sec	to cut	bisect/section
sent	to feel; to send	consent/resent
spect	to look	inspection/spectator
struct	to build	destruction/restructure
vid/vis	to see	televise/video
voc	voice; to call	vocalize/advocate

WORDS FROM OTHER LANGUAGES

English has adopted words from other languages along with their spellings which explains why their spellings may not fit the more conventional spelling patterns e.g.

Spanish – chocolate / barbeque / plaza / mosquito / fiesta / salsa

Italian – piano / cello / balcony / corridor / grotesque / studio / miniature

French – ballet / levee / biscuit / camouflage / debris / entrepreneur

GREEK ROOTS

Learners will encounter hundreds of words derived from Greek roots in maths, science and philosophy texts. Greek word parts sometimes work more like compounds than roots as they can often be combined more flexibly e.g. telephone, phonogram. Their spellings are very consistent and often use the following correspondences:

- 'ch' for /k/ as in psychology / technique / chronic
- 'y' for /i/ as psychological / hyper / dynamite and /i/ as in physical
- 'ph' for /f/ as telephone / biographo / philosophy

Common Greek Roots	Definition	Example
anthropo	man; human; humanity	anthropologist/philanthropy
astro	star	astrology/astrophysics
auto	self	autobiography/automobile
bio	life	biology/biography
chron	time	chronological/chronic
dyna	power	dynamic/dynamite
dys	bad; hard; unlucky	dysfunctional/dyslexic
geo	earth	geography/geology
gram	thing written	epigram/telegram
graph	writing	graphic/phonograph
hetero	different	heteronym/heterogeneous
homo	same	homonym/homogenous
hydr	water	hydration/dehydrate
hyper	over; above; beyond	hyperactive/hyperbole
hypo	below; beneath	hypothermia/hypothetical
logy	study of	biology/psychology
meter / metr	measure	thermometer/perimeter
micro	small	microbe/microscope
mis / miso	hate	misanthrope/misogyny
mono	one	monologue/monotonous
morph	form; shape	morphology/morphing
nym	name	antonym/synonym
phil	love	philanthropist/philosophy
phobia	fear	claustrophobia/phobic
phon	sound	telephone/phonology
photo / phos	light	photograph/phosphorous
pseudo	false	pseudonym/pseudoscience
psycho	soul; spirit	psychology/psychic
scope	viewing instrument	microscope/telescope
techno	art; science; skill	technique/technological
tele	far off	television/telephone
therm	heat	thermal/thermometer

APPENDIX 2 – GLOSSARY OF TERMS

ALLITERATION - the occurrence of the same letter or sound at the beginning of adjacent or closely connected words e.g. *The **g**irl **g**rabbed the **g**olden **g**oose and ran.*

ANTONYM – a word opposite in meaning to another.

BIAS - inclination or prejudice for or against one person or group, especially in a way considered to be unfair.

CONSONANT BLENDS- a group of consonants with no intervening vowel e.g. *bl, str.*

CONVENTIONS OF PRINT - the understanding that when the English language is written down, it is transcribed in a standard, uniform manner.

DIGRAPH- a combination of two letters representing one sound e.g. *ai, th*

ELLIPSIS - three equally spaced points (. . .) used in writing or printing to indicate the omission of words which must be supplied by the listener or reader.

GRAPHEME- the smallest unit used in describing the writing system of a language.

HIGH FREQUENCY WORDS – the most commonly used words in the English language.

IDIOM - a group of words established by usage as having a meaning not deducible from those of the individual words, e.g. *over the moon, see the light.*

INFERENCE -a conclusion reached on the basis of evidence and reasoning.

INFLECTIONAL ENDING – an inflection that is added to the end of a root word.

e.g. *show**ed**, throw**ing**.*

METAPHOR - a figure of speech containing an implied comparison, which speaks of one thing as if it was another. e.g. *all the world's a stage, John's words were shards of glass when he spoke such hateful things.*

MORPHEME- the smallest meaningful units of a language e.g. *un + believe + able* (three morphemes)

MORPHOLOGY- the identification, analysis, and description of the structure of a given language

ONOMATOPOEIA – the formation of a word from a sound that is associated with what is named. e.g. *ding, whack*

PERSONIFICATION – a figure of speech in which a thing, an idea or an animal is given human attributes

PHONEME –a basic unit of a language's phonology, which is combined with other phonemes to form a meaningful unit

PLAGIARISM – the practice of taking someone else’s work and passing it off as one’s own

SCHWA- a short vowel sound that is unstressed in a syllable. e.g. ‘a’ in a/bove,

‘i’ in pen/cil, ‘e’ in tak/en

SIMILE- a figure of speech involving the comparison of one thing with another thing of a different kind, used to make a description more emphatic or vivid e.g. as *brave as a lion*.

SYLLABLE - a unit of pronunciation with one vowel sound, with or without surrounding consonants, forming the whole or a part of a word; for example, there are two syllables in water and three in inferno

OPEN SYLLABLE – a syllable containing a long vowel sound e.g., **table**

CLOSED SYLLABLE- a syllable containing a short vowel sound which has to be closed in e.g. **dancer**

SYNONYM- a word or phrase that means exactly or nearly the same as another word or phrase

(PAST) TENSE - expressing an action that has happened or a state that previously existed

(PRESENT) TENSE - expressing an action that is currently going on or habitually performed

(FUTURE) TENSE - indicating an action that has not yet begun.

(CONDITIONAL) TENSE - used to indicate that an action or state of being is **conditioned** on the occurrence of something else

(PASSIVE) TENSE - when the subject of the sentence is acted on by the verb e.g. *The ball was thrown*.