

Personal Writing

August - September

Solo Talk

October

Critical Evaluation 1

November - December

Creative Writing

January

Linking up Learning ...

- SNSA Data
- Folio of work containing previous Assessment Sheet Strengths and Targets
- Skills/Levels of literacy demonstrated in other curriculum areas

- Prior attainment in Primary School
- Folio of work containing previous Assessment Sheet Strengths and Targets
- Skills/Levels of literacy demonstrated in other curriculum areas

- Prior attainment in Primary School
- Folio of work containing previous CELs/Assessment Sheet Strengths and Targets
- Skills/Levels of literacy demonstrated in other curriculum areas

- Prior attainment in Primary School
- Folio of work containing previous Assessment Sheet Strengths and Targets
- Skills/Levels of literacy demonstrated in other curriculum areas

I am learning to ...

- Write about my personal experiences by describing how they made me feel

- Use features of spoken language to engage with my audience.

- Discuss structure, characterisation and/or setting relating to the texts I have read in class.

- Create my own stories, poems and plays with interesting structures, characters and/or settings having explored the elements which writers use in different genres.

I will have been successful in my learning if I can ...

- 1 Star: Describe my feelings and events explicitly
- 2 Star: Describe my feelings implicitly by attempting to use language that interests the reader.
- 3 Star: Use language, style and/or tone to make feelings and reactions clear. Attempt to reflect on experiences/feelings.

- 1 Star: Use a few techniques (tone and eye contact) when talking to others.
- 2 Star: Use techniques to interest or influence the listener (vocabulary, emphasis, tone and/or rhetorical questions).
- 3 Star: Use body language, gesture, emphasis, pace, tone and/or rhetorical devices, to suit my purpose and audience.

- 1 Star: Offer my own ideas about the writer's use of language to describe character
- 2 Star: Identify, quote and make evaluative comments about aspects of the writer's style, theme & language in describing character.
- 3 Star: Identify, quote and comment on the effectiveness of aspects of the writer's style, language, structure, characterisation, theme and/or setting.

- 1 Star: Write a story with evidence of structure and interesting characters by describing feelings, actions and physical appearance.
- 2 Star: Write a story with few features of genre, create interesting characters, develop a descriptive setting with a structured plot.
- 3 Star: Write a story using interesting and convincing characters, create a setting using descriptive detail.

I will get feedback on my learning through ...

- Teacher Assessment Sheet
- Learner Conversations
- Peer Assessment Sheet
- Target setting

- Teacher Assessment Sheet
- Learner Conversations
- Peer Assessment Sheet
- Target setting

- Teacher Assessment Sheet
- Learner Conversations
- Peer Assessment Sheet
- Target setting

- Teacher Assessment Sheet
- Learner Conversations
- Peer Assessment Sheet
- Target setting

I will develop these skills for learning, life and work ...

- Literacy
- Working with others
- Thinking skills (Creating, Remembering)
- Personal learning (Self Evaluation/Target Setting)

- Literacy
- Working with others
- Thinking skills (Creating, Remembering, Applying)
- Personal learning (Self Evaluation/Target Setting)

- Literacy
- Working with others
- Thinking skills (UAE)
- Personal learning (Self Evaluation/Target Setting)
- Working with others

- Literacy
- Working with others
- Thinking skills (Creating)
- Personal learning (Self Evaluation/Target Setting)
- Working with others

Critical Evaluation 2

February - March

Group Discussion

April

Persuasive Writing

May

Reading for UAE

June

Linking up Learning ...

- Folio of work containing previous CELs/Assessment Sheet Strengths and Targets
- Skills/Levels of literacy demonstrated in other curriculum areas

- Prior attainment in Primary School
- Folio of work containing previous Assessment Sheet Strengths and Targets
- Skills/Levels of literacy demonstrated in other curriculum areas

- Folio of work containing previous Writing pieces/Assessment Sheet Strengths and Targets
- Skills/Levels of literacy demonstrated in other curriculum areas

- Initial testing in S1 to support setting.
- Primary School Evidence initially
- Folio of work containing previous Assessment Sheet Strengths and Targets
- Skills/Levels of literacy demonstrated in other curriculum areas

I am learning to ...

- Discuss structure, characterisation and/or setting relating to the texts I have read in class.

- Explore/recognise and use spoken language in order to adopt an appropriate register to suit my purpose and audience

- Convey information, describe events or processes, share my opinions or persuade my reader in different ways and/or persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence
- Use a clear line of thought and evaluate issues.

- Develop my knowledge of context clues, punctuation, grammar and layout, so I can texts with increasing understanding and expression.
- To show my understanding, by answering questions and comment, with evidence, on the content and form of texts, and respond to literal, inferential and evaluative questions(L.I.E).

I will have been successful in my learning if I can ...

- 1 Star: Offer my own ideas about the writer's use of language, structure, characterisation and/or setting
- 2 Star: Identify, reference and evaluate aspects of the writer's use of language, structure, characterisation and/or setting.
- 3 Star: Identify, reference and evaluate the effectiveness of aspects of the writer's language, structure, characterisation and/or setting.

- 1 Star: Use techniques when engaging with others, for example, basic vocabulary, eye contact, expression and/or body language.
- 2 Star: Recognise sophisticated techniques used to influence the listener eg. vocabulary, emphasis, tone and/or rhetorical questions.
- 3 Star: Identify most features of spoken language e.g. body language, gesture, emphasis, pace, tone and/or rhetorical devices used to influence the listener

- 1 Star: Organise information using language to convey my viewpoint and make some attempt to persuade.
- 2 Star: Present information and supporting detail to convey a clear view point and attempt to use persuasive language to influence the reader.
- 3 Star: Present ideas/convey a point of view with evidence; structure ideas in a logical order; use signposts and persuasive language effectively.

- 1 Star: Read a text and show understanding of a number of important words. I can answer L.I.E questions
- 2 Star: Use knowledge of context clues, punctuation, grammar and layout to read texts with understanding and respond to L.I.E questions,
- 3 Star: Use knowledge of structure, features of language and layout to read unfamiliar texts and respond to L.I.E questions.

I will get feedback on my learning through ...

- Teacher Assessment Sheet
- Learner Conversations
- Peer Assessment Sheet
- Target setting

- Teacher Assessment Sheet
- Learner Conversations
- Peer Assessment Sheet
- Target setting

- Teacher Assessment Sheet
- Learner Conversations
- Peer Assessment Sheet
- Target setting

- Teacher Assessment Sheet
- Learner Conversations
- Peer Assessment Sheet
- Target setting

I will develop these skills for learning, life and work ...

- Literacy
- Working with others
- Thinking skills (UAE)
- Personal learning (Self Evaluation/Target Setting)
- Working with others

- Literacy
- Working with others
- Thinking skills (Remembering, Evaluating)
- Personal learning (Self Evaluation/Target Setting)
- Working with others
- Leadership

- Literacy
- Working with others
- Thinking skills (Analysing, Evaluating, Creating)
- Personal learning (Self Evaluation/Target Setting)
- Working with others

- Literacy
- Working with others
- Thinking skills (UAE)
- Personal learning (Self Evaluation/Target Setting)
- Working with others