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| **Experiences and Outcomes** | | **Holistic assessment task** |
| Reading | Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding ad expression ENG 2-12a / 3-12a / 4-12a  I can select and use range of strategies and resources before I read and as I read to make meaning clear and give reasons for my selection LIT 2-13a  To show my understanding across different areas of learning, I can identify ad consider the purpose and main ideas of a text and use supporting detail LIT 2-16a  To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced and have assessed how useful and believable my sources are LIT 2-18a  I can discuss the writer’s style and other features appropriate ton genre ENG 2-19a | * Example 1: Eco schools- letter to counsellor * Look at the 5 examples of letters sent to local counsellors to highlight issues with litter in a local park. Read the letters individually and then, in discussion with your talk partner, select the one you think is best. Think about the need to convey facts as well as opinions. Be ready to present your choice, explaining your justification.   C:\Users\brydenc\Pictures\rubbish.jpg |

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| **Experiences and Outcomes** | | **Holistic assessment task** |
| Reading | I regularly select and read, listen or watch texts which I enjoy and find interesting and I can explain why In prefer certain texts and authors LIT 1-11a / 2-11a  I can select and use a range of strategies and resources before I read and as I read to make meaning clear and give reasons for my selection LIT 2-13a  Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes LIT 2-14a  I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. LIT 2-15a | Example 4: Solar System task  In preparation for our school open day, choose one of the planets to research. Select appropriate texts from the school library and use iPads to research from the list of suggested websites. Make notes as you research and organise these under headings. Use your research to create a PowerPoint about your planet. These will be on display for parents and carers at our open day.  [Moon, Planet, Universe, Jupiter](https://pixabay.com/en/moon-planet-universe-jupiter-1817885/) |

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| **Experiences and Outcomes** | | **Holistic assessment task** |
| Reading  Writing | I can select and use a range of strategies and resources before I read and as I read to make meaning clear and give reasons for my selection LIT 2-13a  Using what I know about the features of different kinds of texts I can find, select, sort and use information for a specific purposes LIT 1-14a  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 2-14a  I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. LIT 2-15a  I 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 texts.  By considering the type of text I am creating I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience LIT 2-26a | Example 5: Hurricane task  Read the passage about hurricanes. Highlight the key information. Make notes and use them to create a new text conveying the information in a different way using your own words. |

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