

# Curriculum Improvement Cycle

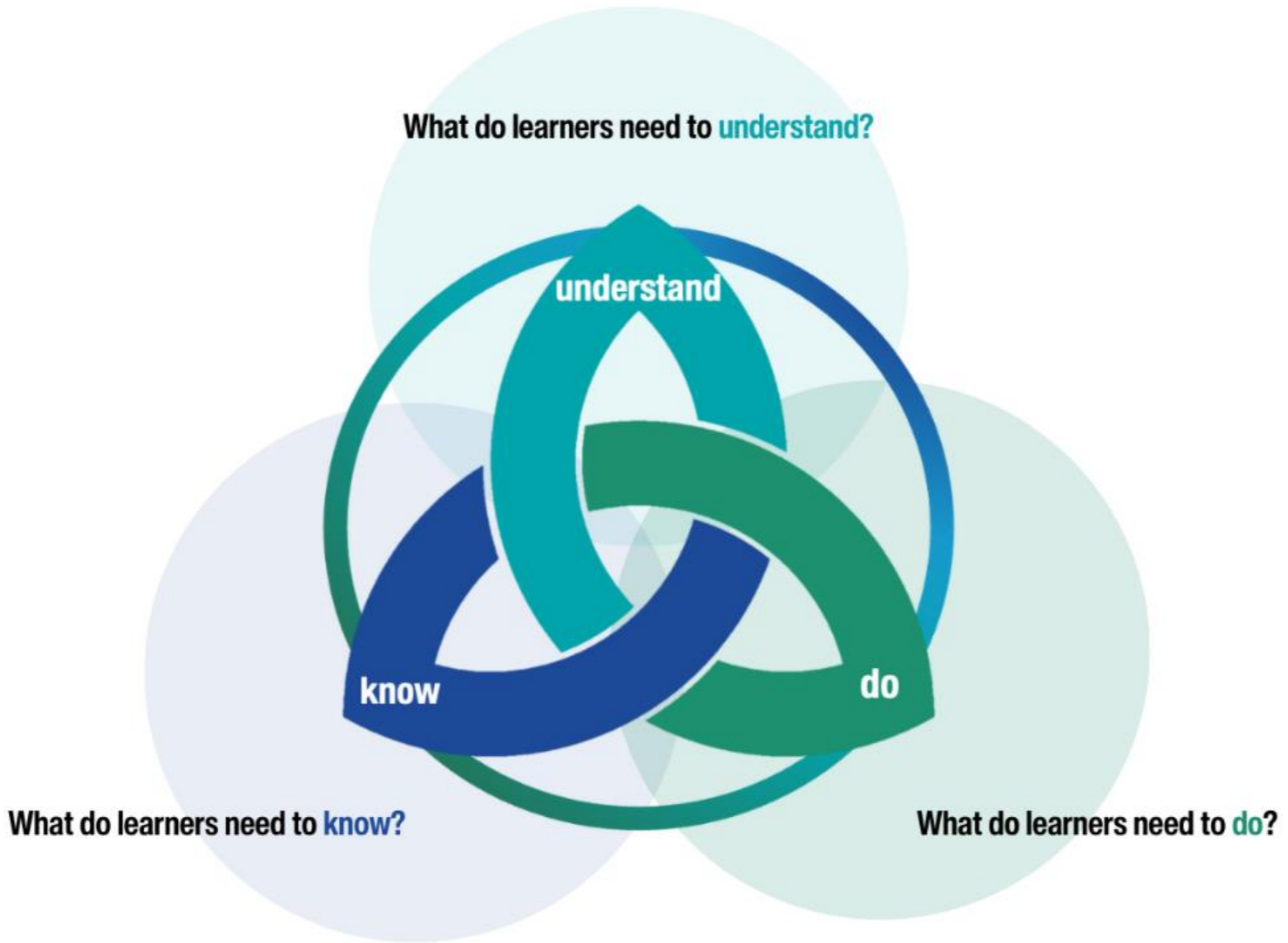
## Draft Technical Framework

### Literacy and English Sample

June 2026

These are **draft materials**. The content, format and style are subject to change. It would not be appropriate to change current planning or tracking and monitoring systems in establishments at this stage.

There is **no expectation** on educators, schools or settings to do anything now with these samples. They are being shared as part of the co-design process and in advance of engagement and feedback time during the 2026/27 session.



Literacy and English					
<b>Illustrative Big Idea</b>	<b>The Art of Language and Literature</b>				
	Drawing upon our identities and experiences, we respond to a range of texts and develop our self-expression. We understand that texts engage, enrich, entertain and influence. By exploring and creating texts, we develop our capacity to think about how language is used technically and creatively. We draw on curiosity and inventiveness to respond to texts; to craft and share our stories and to communicate our views, thinking and perspectives.				
<b>Strand</b>	<b>How texts work</b>				
	<i>Work is being undertaken to explore what the Know-Do-Understand model means for practitioners who use a range of progression frameworks and guidance documents, including the ASN Milestones, to plan learning for children with complex needs.</i>				
<b>Early</b>	<b>Understand: People engage with and create texts in different forms which serve different purposes.</b>				
	<table border="1"> <tbody> <tr> <td> <p>Know:</p> <p>Texts come in a wide range of forms and can fulfil different purposes.</p> <p>Examples of texts with different forms and purposes which should include:</p> <ul style="list-style-type: none"> <li>• texts which entertain such as stories, poems, rhymes, songs or moving image texts e.g. animations or film shorts</li> <li>• texts with everyday purposes, such as name tags, signs, recipes, menus</li> <li>• texts which inform such as reference books, maps and websites.</li> </ul> </td> <td> <p>Do:</p> <p>Recognise texts with different forms and purposes.</p> <p>Respond to texts in a range of ways such as laughing, exploring ideas in play, joining in with rhymes.</p> <p>Recognise and respond to features associated with texts of different forms.</p> <p>Create texts for a range of purposes, which may include drawings, talk, role play, emergent writing and/or a combination of these.</p> </td> </tr> <tr> <td> <p><b>End of Early Level</b></p> <p>Know:</p> <p>Texts can both entertain and inform.</p> </td> <td> <p><b>End of Early Level</b></p> <p>Do:</p> <p>Create simple written texts.</p> </td> </tr> </tbody> </table>	<p>Know:</p> <p>Texts come in a wide range of forms and can fulfil different purposes.</p> <p>Examples of texts with different forms and purposes which should include:</p> <ul style="list-style-type: none"> <li>• texts which entertain such as stories, poems, rhymes, songs or moving image texts e.g. animations or film shorts</li> <li>• texts with everyday purposes, such as name tags, signs, recipes, menus</li> <li>• texts which inform such as reference books, maps and websites.</li> </ul>	<p>Do:</p> <p>Recognise texts with different forms and purposes.</p> <p>Respond to texts in a range of ways such as laughing, exploring ideas in play, joining in with rhymes.</p> <p>Recognise and respond to features associated with texts of different forms.</p> <p>Create texts for a range of purposes, which may include drawings, talk, role play, emergent writing and/or a combination of these.</p>	<p><b>End of Early Level</b></p> <p>Know:</p> <p>Texts can both entertain and inform.</p>	<p><b>End of Early Level</b></p> <p>Do:</p> <p>Create simple written texts.</p>
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<p><b>End of Early Level</b></p> <p>Know:</p> <p>Texts can both entertain and inform.</p>	<p><b>End of Early Level</b></p> <p>Do:</p> <p>Create simple written texts.</p>				
	<p>Notes:</p> <p><b>Broad range of text forms:</b> All forms of texts, including those central to children’s everyday lives (e.g. digital, visual, moving image texts) can be used in addition to written texts to support understanding of how texts work.</p> <p><b>Meeting needs:</b> Practitioners should support all children to understand how texts work by enabling them to both engage with and create text forms that are best aligned to their individual strengths, needs and interests. This can include the use of assistive technologies.</p> <p><b>Form:</b> Refers to the overall structure, layout, format and/or general shape that people select to organise their ideas in texts. Written, spoken and other texts can all be created in a variety of forms.</p> <p><b>Responses:</b> Children’s responses to texts at early level can include laughing at a funny event or responding to information by investigating ideas through play. With adult support, children can also respond to specific features within texts, for example by discussing word choice, noticing details in illustrations or changes in font.</p> <p><b>Emergent writing:</b> Emergent writing progresses as children develop fine motor control, print awareness and make the connection between conventional written letters and sounds. Early mark making transitions from exploratory to intentional marks which communicate meaning (in other words, from ‘scribbles’ to shapes resembling letters alongside drawings, to early attempts at writing words or strings of letters).</p> <p><b>Scots language: With a dialect specific focus where best suited to learners</b></p> <p><a href="#">Scots Dialects   Education Scotland</a></p> <p><a href="#">Scottish Book Trust - Using Scots in school guide</a></p> <p><a href="#">Scots Hoose Education Resources</a></p> <p><a href="#">Scots Language Centre - Interactive Learning Materials</a></p>				

<p><b>First Level</b></p>	<p><b>Understand: People choose how they use language, layout, structure and other features according to the form and purpose of their text.</b></p> <p>Know:</p> <p>Examples of texts in different forms created for a range of purposes which could include:</p> <ul style="list-style-type: none"> <li>• texts which entertain such as novels, poems, plays or other written and non-written forms (including digital)</li> <li>• texts which inform such as reference books, news articles, instructional texts, or other written or non-written forms (including digital)</li> <li>• texts in all forms which fulfil other purposes such as advertisements, biographies or speeches.</li> </ul> <p>Features of layout for different forms of written texts, such as stanzas in poetry or headings, sub-headings and diagrams/illustrations in reference texts.</p> <p>Structural features of written, spoken and other texts, such as introductions and conclusions, paragraphs, sequencing.</p> <p>The main ideas and/or themes as they are explored within texts selected for study.</p> <p>Examples of text features used across different forms, such as:</p> <ul style="list-style-type: none"> <li>• characterisation, setting and plot</li> <li>• interesting word choice e.g. adverbs and adjectives</li> <li>• different sentence types e.g. statements or exclamations</li> <li>• language techniques e.g. similes, alliteration and rhyme</li> <li>• a range of other language techniques used in written, spoken and other types of texts.</li> </ul>	<p>Do:</p> <p>Identify purpose of texts.</p> <p>Identify features of layout and structure which support written, spoken and other texts to achieve their purpose.</p> <p>Identify words, sentence types and other language techniques which contribute to the overall impact of a text.</p> <p>Discuss the main ideas and themes within texts.</p> <p>Respond at a personal level to the main ideas and themes of texts.</p> <p>Create written, spoken and other texts which fulfil different purposes, in a range of forms, such as:</p> <ul style="list-style-type: none"> <li>• imaginative (e.g. simple stories and poems)</li> <li>• informative (e.g. personal recount, factual reports, spoken presentations)</li> <li>• persuasive (e.g. persuasive poster)</li> <li>• procedural (e.g. recipes, instructions).</li> </ul> <p>Play and experiment with words, sentence types and other language techniques to contribute to overall impact of texts created in written, spoken and other forms.</p>
	<p>Notes:</p> <p><b>Written Texts:</b> Texts presented in written or print form are central to developing much of the understanding, knowledge and skills across the English framework.</p> <p><b>Broad range of text forms:</b> All forms of texts, including those central to children’s everyday lives (e.g. digital, visual, moving image texts) can be used in addition to written texts to support understanding of how texts work.</p> <p><b>Progression through selection of increasingly challenging texts:</b> As children move from the earlier to the later stages of first level the curriculum should offer a sequence of fiction and non-fiction texts that ensures increasing breadth and challenge.</p> <p><b>Meeting needs:</b> Practitioners should support all children to understand how texts work by enabling them to both engage with and create text forms that are best aligned to their individual strengths, needs and interests. This can include the use of assistive technologies.</p> <p><b>Form:</b> Refers to the overall structure, layout, format and/or general shape that people select to organise their ideas in texts. Written, spoken and other texts can all be created in a variety of forms.</p> <p><b>Scots language: With a dialect specific focus where best suited to learners</b></p> <p><a href="#">Scots Dialects   Education Scotland</a></p> <p><a href="#">Scottish Book Trust - Using Scots in school guide</a></p> <p><a href="#">Scots Hoose Education Resources</a></p> <p><a href="#">Scots Language Centre - Interactive Learning Materials</a></p>	
<p><b>Second Level</b></p>	<p><b>Understand: People choose how they use language, style and other features according to the form, purpose and audience of the text they are creating in order to convey ideas and themes.</b></p> <p>Know:</p> <p>Examples of texts in different forms created for a range of purposes and audiences which could include:</p> <ul style="list-style-type: none"> <li>• imaginative and creative texts, such as novels, poems, plays</li> <li>• informative texts such as news reports, reference books, instructional</li> <li>• persuasive texts such as advertisements, trailers, leaflets, packaging</li> <li>• texts in all forms created for a range of purposes and audiences.</li> </ul> <p>Features of layout for different forms of written texts, such as stanzas in poetry or headings, sub-headings and diagrams/illustrations in reference texts.</p> <p>Structural features of written, spoken and other texts, such as introductions, conclusions, paragraphs, sequencing, topic sentences, linkage.</p> <p>The main ideas and/or themes as they are explored within texts selected for study.</p> <p>Examples of text features used across forms such as:</p> <ul style="list-style-type: none"> <li>• word choice</li> <li>• sentence structure e.g. short or minor sentences or lists</li> <li>• similes and/or metaphors</li> <li>• sound techniques e.g. alliteration or onomatopoeia</li> </ul>	<p>Do:</p> <p>Identify purpose and audience for texts.</p> <p>Identify text features and describe how they are used to convey ideas and themes.</p> <p>Describe and explain the main ideas and/or themes of texts.</p> <p>Respond at a personal level to the main ideas and themes of texts.</p> <p>Create texts which fulfil different purposes such as:</p> <ul style="list-style-type: none"> <li>• imaginative/creative (e.g. stories, poems, scripts, personal experiences)</li> <li>• informative (e.g. report, biography)</li> <li>• persuasive (e.g. leaflets posters, advertisements)</li> <li>• procedural (e.g. instructions, science investigations).</li> </ul> <p>Play and experiment with techniques and other devices to contribute to overall impact of texts in written, spoken and other forms.</p>

	<ul style="list-style-type: none"> <li>• narrative techniques e.g. characterisation, setting, plot</li> <li>• persuasive techniques e.g. emotive language and rhetorical questions</li> <li>• a range of other language techniques and devices used in written, spoken and other types of texts.</li> </ul> <p>In all forms of texts, language, structure and other features vary depending on the intended audience.</p>	
	<p><b>End of Second Level</b></p> <p>Know:</p> <p>Common genres and their associated genre conventions, such as ghost stories, comics or documentaries.</p>	<p><b>End of Second Level</b></p> <p>Do:</p> <p>Identify text features, including genre conventions and describe how they are used to convey ideas and themes.</p> <p>Create texts which fulfil different purposes such as:</p> <ul style="list-style-type: none"> <li>• imaginative/creative (e.g. stories, poems, scripts in different genres, personal experiences)</li> <li>• informative (e.g. reports, news articles, biographies)</li> <li>• persuasive (e.g. posters, reviews)</li> <li>• procedural (e.g. instructions, science investigations).</li> </ul> <p>Play and experiment with genre conventions, style (language techniques) and other devices to contribute to overall impact of texts in written, spoken and other forms.</p>
	<p>Notes:</p> <p><b>Written Texts:</b> Texts presented in written or print form are central to developing much of the understanding, knowledge and skills across the English framework. <b>Broad range of text forms:</b> All forms of texts, including those central to children’s everyday lives (e.g. digital, visual, moving image texts) can be used in addition to written texts to support understanding of how texts work. <b>Progression through selection of increasingly challenging texts:</b> As children move from the earlier to the later stages of second level the curriculum should offer a sequence of fiction and non-fiction texts that ensures increasing breadth and challenge.</p> <p><b>Meeting needs:</b> Practitioners should support all young people to understand how texts work by enabling them to both engage with and create text forms that are best aligned to their individual strengths and needs. This can include the use of assistive technologies.</p> <p><b>Form:</b> Refers to the overall structure, layout, format and/or general shape that people select to organise their ideas in texts. Written, spoken and other texts can all be created in a variety of forms.</p> <p><b>Audience:</b> Language, format and other features can vary depending on ‘who’ is thought to be the audience that will engage with a text. Creating written, spoken and other texts for real-life audiences can be engaging and motivating for children. Audiences can include organisations in the local community, visitors to the setting/school or younger children.</p> <p><b>Genre:</b> A specific category or style of text defined by a particular set of conventions.</p> <p><b>Scots language: With a dialect specific focus where best suited to learners</b></p> <p><a href="#">Scots Dialects   Education Scotland</a></p> <p><a href="#">Scottish Book Trust - Using Scots in school guide</a></p> <p><a href="#">Scots Hoose Education Resources</a></p> <p><a href="#">Scots Language Centre - Interactive Learning Materials</a></p>	
<p><b>Third Level</b></p>	<p><b>Understand: People choose how they use language, style, genre conventions and other features according to the form, purpose and audience of the text they are creating in order to convey ideas and themes.</b></p> <p>Know:</p> <p>Examples of texts in different forms created for a range of purposes and audiences which could include:</p> <ul style="list-style-type: none"> <li>• imaginative and creative texts, such as novels, poems, plays</li> <li>• informative texts such as news reports, manuals and guides, keynote speeches</li> <li>• argumentative/persuasive texts such as opinion pieces, campaign materials (e.g. environmental, community), promotional materials (e.g. advertisements, trailers)</li> <li>• a range of texts which fulfil purposes such as discussing ideas, sharing opinions, taking a perspective (e.g. online blogs, journalistic articles, informative websites)</li> <li>• texts in all forms created for a range of purposes and audiences.</li> </ul> <p>Do:</p> <p>Identify purpose and audience for texts.</p> <p>Explain the main ideas and themes of texts.</p> <p>Identify and analyse text features, including genre conventions and how they are used to convey ideas and themes.</p> <p>Describe and explain the main ideas and themes of texts.</p> <p>Respond at a personal level to the main ideas and themes of texts.</p> <p>Create texts for different purposes and audiences such as:</p>	

	<p>Structural features of written, spoken and other texts, such as introductions, conclusions, paragraphs, sequencing, topic sentences, linkage.</p> <p>Common genres and their associated genre conventions, such as comedy, historical fiction, documentary or horror.</p> <p>The main ideas and/or themes as they are explored within texts selected for study.</p> <p>Examples of text features used across forms to convey ideas and themes such as:</p> <ul style="list-style-type: none"> <li>• word choice</li> <li>• sentence structure e.g. short or minor sentences or lists</li> <li>• imagery e.g. simile, metaphor, personification</li> <li>• sound techniques e.g. alliteration, onomatopoeia, rhythm</li> <li>• use of techniques to create tone and mood</li> <li>• narrative techniques e.g. characterisation, setting, dialogue, point of view, build up of tension/suspense</li> <li>• persuasive techniques e.g. emotive language, use of direct address, facts and evidence (including data)</li> <li>• a range of other techniques and devices used in written, spoken and other types of texts.</li> </ul> <p>Common genres and their associated genre conventions, such as comedy, historical fiction, documentary or horror.</p> <p>In all forms of texts, language, structure and other features vary depending on the intended audience.</p>	<ul style="list-style-type: none"> <li>• imaginative (e.g. narrative fiction, personal reflective, poetry and drama in a range of genres and/or exploring themes and ideas)</li> <li>• informative (e.g. reports and syntheses, such as investigations in social studies or sciences)</li> <li>• persuasive (e.g. articles, speeches, reviews).</li> </ul> <p>Play and experiment with genre conventions, style (language techniques) and/or other literary devices to contribute to overall impact of texts in written, spoken and other forms.</p>
	<p>Notes:</p> <p><b>Written Texts:</b> Texts presented in written or print form are central to developing much of the understanding, knowledge and skills across the English framework.</p> <p><b>Broad range of text forms:</b> All forms of texts, including those central to young people’s everyday lives (e.g. digital, visual, moving image texts) can be used in addition to written texts to support understanding of how texts work.</p> <p><b>Progression through selection of increasingly challenging texts:</b> As young people move from the earlier to the later stages of third level the curriculum should offer a sequence of fiction and non-fiction texts that ensures increasing breadth and challenge.</p> <p><b>Meeting needs:</b> Practitioners should support all young people to understand how texts work by enabling them to both engage with and create text forms that are best aligned to their individual strengths, needs and interests. This can include the use of assistive technologies.</p> <p><b>Form:</b> Refers to the overall structure, layout, format and/or general shape that people select to organise their ideas in texts. Written, spoken and other texts can all be created in a variety of forms.</p> <p><b>Audience:</b> Language, format and other features can vary depending on ‘who’ is thought to be in the audience that will engage with a text. Creating written, spoken and other texts for real-life audiences can be engaging and motivating for young people. Examples of audiences include organisations in the local community or visitors to the school/setting.</p> <p><b>Genre:</b> A specific category or style of text defined by a particular set of conventions.</p> <p><b>Scots language: With a dialect specific focus where best suited to learners</b></p> <p><a href="#">Scots Dialects   Education Scotland</a></p> <p><a href="#">Scottish Book Trust - Using Scots in school guide</a></p> <p><a href="#">Scots Hoose Education Resources</a></p> <p><a href="#">Scots Language Centre - Interactive Learning Materials</a></p>	
<p><b>Fourth Level</b></p>	<p><b>Understand: People choose how they use text features and genre conventions according to the form, purpose and audience of their text order to convey ideas and themes and to represent different voices and perspectives.</b></p> <p>Know:</p> <p>Examples of texts in different forms created for a range of purposes and audiences which could include:</p> <ul style="list-style-type: none"> <li>• imaginative and creative texts, such as novels, poems, plays</li> <li>• informative texts such as news reports, manuals and guides, keynote speeches, podcasts</li> <li>• argumentative/persuasive texts such as opinion pieces, campaign materials (e.g. environmental, community), advertisements, trailers</li> <li>• a range of texts which fulfil purposes such as discussing ideas, sharing opinions, taking a perspective (e.g. online blogs, journalistic articles, informative websites)</li> <li>• texts in all forms created for a range of purposes and audiences.</li> </ul> <p>Structural features of written, spoken and other texts, such as introductions, conclusions, topic sentences, linkage.</p> <p>The main ideas and/or themes as they are explored within texts selected for study.</p>	<p>Do:</p> <p>Identify purpose and audience for texts.</p> <p>Identify, analyse and evaluate text features, including genre conventions and how they are used to convey ideas and themes.</p> <p>Evaluate how effectively the main ideas and/or themes in texts are conveyed, supporting personal responses with evidence from the text.</p> <p>Compare and contrast texts with similar themes.</p> <p>Create texts for different purposes and audiences such as:</p>

<p>Common genres and their associated genre conventions, such as comedy, historical fiction, documentary or horror.</p> <p>Examples of text features used across forms to convey ideas and themes such as:</p> <ul style="list-style-type: none"> <li>• word choice</li> <li>• sentence structure e.g. short or minor sentences or lists</li> <li>• imagery e.g. simile, metaphor, personification</li> <li>• sound techniques e.g. alliteration, onomatopoeia, rhythm</li> <li>• use of techniques to create tone and mood</li> <li>• narrative techniques e.g. characterisation, setting, dialogue, point of view, build-up of tension/suspense</li> <li>• persuasive techniques e.g. emotive language, use of direct address, facts and evidence (including data)</li> <li>• a range of other language techniques used in written, spoken and other types of texts.</li> </ul> <p>In all forms of texts, language, structure and other features vary depending on the intended audience.</p> <p>Structural features of written, spoken and other texts, such as introductions, conclusions, topic sentences, linkage.</p> <p>The main ideas and/or themes as they are explored within texts selected for study.</p> <p>Common genres and their associated genre conventions, such as comedy, historical fiction, documentary or horror.</p> <p>Examples of text features used across forms to convey ideas and themes such as:</p> <ul style="list-style-type: none"> <li>• word choice</li> <li>• sentence structure e.g. short or minor sentences or lists.</li> <li>• imagery e.g. simile, metaphor, personification</li> <li>• sound techniques e.g. alliteration, onomatopoeia, rhythm</li> <li>• use of techniques to create tone and mood</li> <li>• narrative techniques e.g. characterisation, setting, dialogue, point of view, build-up of tension/suspense</li> <li>• persuasive techniques e.g. emotive language, use of direct address, facts and evidence (including data)</li> <li>• a range of other language techniques used in written, spoken and other types of texts.</li> </ul> <p>In all forms of texts, language, structure and other features vary depending on the intended audience.</p>	<ul style="list-style-type: none"> <li>• imaginative (e.g. narrative fiction, personal reflective, poetry and drama in a range of genres and/or exploring themes and ideas)</li> <li>• informative (e.g. reports and syntheses such as investigations in social studies or sciences)</li> <li>• persuasive/argumentative (e.g. articles, speeches, reviews).</li> </ul> <p>Play and experiment with genre conventions, style (language techniques) and/or other literary devices to contribute to overall impact of texts in written, spoken and other forms.</p>
<p>Notes:</p> <p><b>Written Texts:</b> Texts presented in written or print form are central to developing much of the understanding, knowledge and skills across the English framework.</p> <p><b>Broad range of text forms:</b> All forms of texts, including those central to young people’s everyday lives (e.g. digital, visual, moving image texts) can be used in addition to written texts to support understanding of how texts work.</p> <p><b>Progression through selection of increasingly challenging texts:</b> As young people move from the earlier to the later stages of fourth level the curriculum should offer a sequence of fiction and non-fiction texts that ensures increasing breadth and challenge.</p> <p><b>Meeting needs:</b> Practitioners should support all young people to understand how texts work by enabling them to both engage with and create text forms that are best aligned to their individual strengths, needs and interests. This can include the use of assistive technologies.</p> <p><b>Form:</b> Refers to the overall structure, layout, format and/or general shape that people select to organise their ideas in texts. Written, spoken and other texts can all be created in a variety of forms.</p> <p><b>Broad range of text forms:</b> A text is any medium through which ideas, experiences, opinions and information can be communicated. All forms of texts, including those central to young people’s everyday lives (e.g. digital, visual, moving image texts) can be used to support understanding of the choices that people make when creating texts in order to fulfil a purpose and/or meet the needs of an audience.</p> <p><b>Audience:</b> Language, format and other features can vary depending on ‘who’ is thought to be in the audience that will engage with a text. Creating written, spoken and other texts for real-life audiences can be engaging and motivating for young people. Audiences can include organisations in the local community, the local council or younger children.</p> <p><b>Genre:</b> A specific category or style of text defined by a particular set of conventions.</p> <p><b>Voice:</b> Voices can be discerned in texts as representing the experiences or views of different kinds of people. For example, they can be traced in the words or behaviour of a character, or they may be implicit in selection of detail or in the language of the creator of the text. Exploring how texts work, can allow learners to notice where some voices are foregrounded. This can also lead to exploration of which voices might be missing from texts. In turn, learners can play and experiment with voice in the texts that they create for themselves, for example choosing to adopt a certain voice in order to entertain or challenge a particular audience.</p> <p><b>Scots language: With a dialect specific focus where best suited to learners</b></p> <p><a href="#">Scots Dialects   Education Scotland</a></p> <p><a href="#">Scottish Book Trust - Using Scots in school guide</a></p> <p><a href="#">Scots Hoose Education Resources</a></p> <p><a href="#">Scots Language Centre - Interactive Learning Materials</a></p>	

## Version History

Version	Date	Detail
Version 1	23 June 2026	First released

Early Draft Sample