Curriculum Improvement Cycle
Literacy and English
Draft Technical Framework

November 2026

Version 1.0

These are draft materials. The content, format and style are subject to change. They are being shared as part of the co-design process and in advance of engagement and feedback time during the 2026/27 session. There is no expectation on educators, schools or settings to do anything now with these drafts. It would not be appropriate to change current planning or tracking and monitoring systems in establishments at this stage.

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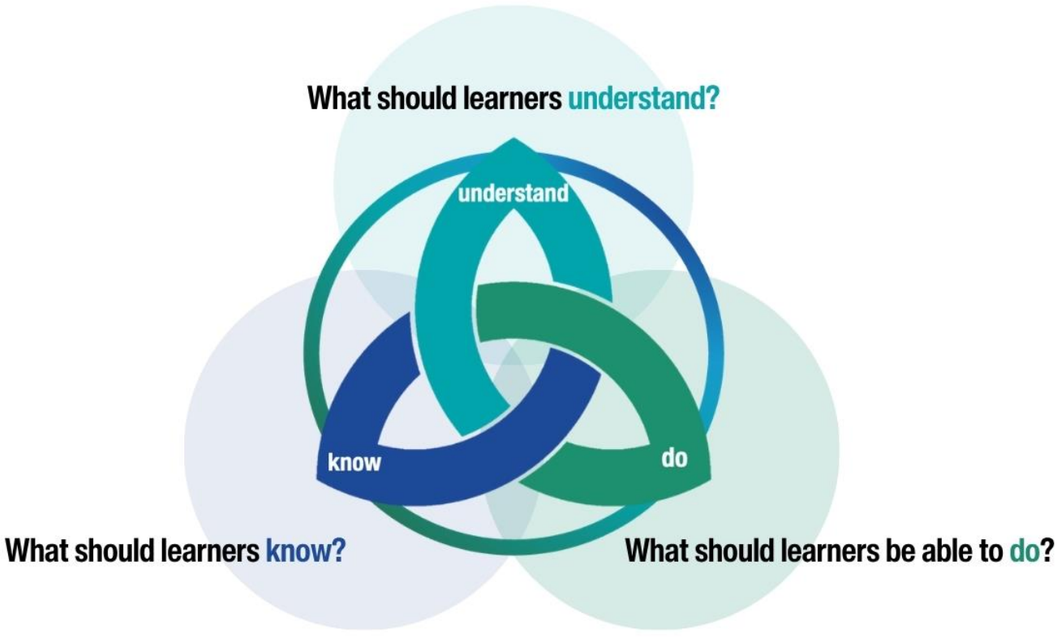
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The Know-Do-Understand (KDU) framework



How the KDU knots are written

Understand:
Statements that decribe the relationship between concepts.

Know:	Do:
Facts, definitions or **case studies** that learners need to know to develop the understanding above.	**Skills**, **processes** and **procedures** learners need to know to develop the understanding above.

Notes:
Information that helps practitioners in their planning for this KDU knot.

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Introduction

The Big Ideas

The Literacy and English Know-Do-Understand (KDU) Framework is organised around five Big Ideas. The Big Ideas are each woven through all Strands from Early to Fourth Level. Enduring and essential ideas relating to Enjoyment and Engagement, Communication and Language, The Art of Language and Literature, Critical Literacy and Empathy and Advocacy underpin the entire framework. For example, Critical Literacy is emphasised through the inclusion of concepts such as misinformation and disinformation and by exploring perspectives and representation in texts. There is also a strong emphasis on sustained reading through regular engagement with a wide range of texts, including stories. These strengthen learners' enjoyment of reading, their comprehension of diverse texts and their understanding across different contexts for learning.

The Strands

Given the nature of the curriculum area, not all Strands stretch across the entirety of the framework. The Strands are organised in this way to support practitioners in planning learning, teaching and assessment around key aspects of the learner journey at different stages. The four Strands for Early and First Level focus on developing the essentials of language and literacy. The six Strands for Second to Fourth Level reflect a shift towards using language and texts to build knowledge, refine skills and deepen understanding.

Early and First Level

The Early and First Level Strands recognise that children's language is developmental. Strands are organised to place a strong emphasis on oral language and interaction, both as important skills in their own right and as the foundations for learning to read and write. Children's experiences with texts begin through playful engagement with songs, rhymes and stories, and they start creating their own texts through drawing, mark-making and early writing. These aspects are reflected in the first three Strands of the framework: Oral Language and Interaction; Enjoying, Engaging with and Creating Texts; and Early Writing.

From the end of Early Level and throughout First Level the Language Foundation Strand introduces the essential knowledge and skills children need to learn to read and write. The placement of this Strand reflects its time-sensitive nature, beginning as children enter P1 and typically continuing until the end of First Level. Here, the framework clarifies the position of systematic approaches to phonics and supports the progressive teaching of phonics as part of a broader set of knowledge and skills which develop across all four Strands of Early Level and First Level.

The Language Foundation Strand is best supported within an environment that develops oral language, encourages enjoyment of stories and nurtures children's identities as readers, writers and experts in using their own language. As such, when working with the Strands throughout Early Level and First Level, practitioners should recognise the interdependent relationship between them and adopt a holistic approach to planning learning experiences across all four Strands.

Second Level to Fourth Level

Strands that begin at Second Level build on the learning established during Early and First Level. As learners become increasingly fluent and independent readers and writers, the framework shifts its focus to the disciplinary aspects of English through the Strands of How Texts Work and Story and Identity. Learners build knowledge of increasingly complex texts to deepen their understanding across a range of concepts. Learning within the Strands of Communicating and Interacting, Information Literacy, Tools for Reading Comprehension and Tools for Writing is also developed through English and across all four contexts for learning, including within curriculum areas and subject disciplines.

The curriculum structure is illustrated in the Summary of Progression table included in this document.

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Literacy and English Purpose Statement

The study of English plays a key role in personal growth, opens opportunities for learning and allows learners to become skilful communicators who participate effectively in society. It is fundamental to how children and young people see themselves, develop their identity and find their place in the world. Through experiences and interactions in English, learners develop empathy and the ability to advocate for themselves and others. Communication, in all its forms, helps them to build and sustain relationships, understand and express ideas, opinions and emotions and live well alongside others.

Learning in English also enables children and young people to access and appreciate stories, literature and culture, both within their own communities and beyond. Engaging with a wide range of written, spoken, visual and digital texts enables them to develop the skills needed to recognise reliable and trustworthy sources of information. In this way, they develop their understanding of the power and impact of language and how to use it to create texts for a range of purposes.

Every learner's home language will be welcomed to support connection, learning and belonging. From their first steps into Scottish education, many learners bring Scots language to school as part of their identity, heritage and language toolkit. Early Learning and Childcare (ELC) settings and schools will be a safe space for children and young people to develop their Scots language skills, particularly within literacy contexts. All Big Ideas and understandings about literacy, communication and texts can be engaged with by learners whilst learning about the Scots language and its literature and through the medium of Scots.

Big Ideas

Communication and Language	The Art of Language and Literature	Critical Literacy	Empathy and Advocacy	Enjoyment and Engagement
Communication and language involve all the texts we listen to, watch, read, experience and create. We build a language toolkit over time that enables us to communicate, make meaning, collaborate and deepen our understanding of language. It includes vocabulary, skills, strategies and language conventions. The nature of our toolkit will vary according to our strengths, needs and experiences. We bring our individual background knowledge, prior learning and cultural identity to our understanding, use and creation of texts.	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.	Building a critical literacy lens empowers us to navigate complex information, engage thoughtfully with real-world issues and use texts to express ourselves and participate in change. By reading, watching, listening to, playing with or experiencing a wide range of texts, we can develop curiosity about diverse cultures and experiences and how ideas are shared. Noticing and celebrating diverse voices and perspectives helps us recognise both similarities and differences in the world around us. By exploring how, when and why texts have been created, we can reflect on the interests they represent and the impact they may have on people and communities.	Language is at the heart of how we express our feelings and responses to our world. Making connections through texts enables us to develop a better understanding of ourselves and our sense of belonging within our communities and the wider world. Through engagement with a range of texts, we also build our understanding of each other's emotions, perspectives and experiences. When creating texts, we understand the impact of our choices and actions upon a range of audiences and learn to advocate for ourselves and others, contributing to a more inclusive and just society.	Our literacy rich environment provides opportunities to select, explore, engage with and create a diverse range of texts, both individually and collaboratively. Opportunities to enjoy listening, talking, watching, reading and writing can nurture a love of language, texts and stories which deepens our sense of identity, belonging and wellbeing. Through cognitive and emotional engagement with texts we can deepen and expand our knowledge and understanding, imagination, curiosity and thinking.

What is meant by 'texts'? Where the term is used across the Literacy and English framework, it encompasses the broad range of different types of texts that children and young people engage with and create in accordance with their own individual strengths and needs, for example, gestural, visual and spoken texts as well as written print. 'Texts' also encompasses the many types of texts that are central to children and young people's everyday lives in an ever-changing world. Texts presented in written or print form will be central to developing much of the conceptual knowledge and understanding across the framework. Spoken, digital and multimodal texts, with their own unique sets of knowledge and skills, will also be used across the curriculum.

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Summary of Progression

Strand	Understanding				
	Early	**First**	**Second**	**Third**	**Fourth**
Oral Language and Interaction	Listening and attention enable understanding of new ideas and learning.	Listening and attention enable understanding of new ideas and learning; talking to others communicates thinking.			
	Playing together, communicating and interacting with others broadens expressive vocabulary and enables the communication and understanding of ideas, needs, wants, preferences and feelings.	Interactions develop self-expression, broaden vocabulary and enable connection with the experiences and ideas of others.			
	Sounds and patterns in spoken language engage listeners, making stories and songs interesting to listen to and enjoyable to participate in.				
Enjoying, Engaging with and Creating Texts	Letters, numerals, symbols and images in print (written) texts communicate meaning. (Concepts of print)				
	Texts, in their many forms (written, spoken, visual and multimodal) open up the world and engage readers by communicating about ideas and people's experiences.	Texts and stories, in their many forms (written, spoken, visual and multimodal) explore relationships, environments and the wider world supporting our understanding of people, culture and communities.			

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		People choose how they use language, layout, structure and other features according to the form and purpose of their text.			
	Being curious by asking questions and exploring different sources enables people to find, understand and share information about the world around them.	People's interests and prior knowledge shape the questions they ask and the information they seek to develop their understanding.			
Early Writing	Marks, drawings, conversations, play and early writing work together to share stories, ideas and information, enabling self-expression.	Written words and sentences transform stories and ideas into connected language which can be shared with readers.			
Language Foundation for Understanding and Creating (written) Texts	Readers and writers connect the sounds and patterns of spoken language with letters, symbols and characters to decode, understand and create texts.	Readers and writers connect the sounds and patterns of spoken language with letters, symbols and characters to decode and understand connected text and to create their own writing.			
Communicating and Interacting			Discussion with others enables deeper learning and develops self-advocacy and communication.	Skills in formal and informal discussions and interactions foster self-advocacy and extend learning.	Adapting style and content in interactions deepens understanding, advocacy and self-expression.
Story and Identity			Stories, real and imagined, build empathy by connecting readers to people's experiences and emotions.	Stories, real and imagined, influence readers through their presentation of identities, experiences, communities and cultures, helping to develop a sense of connection to the world.	Stories, real and imagined, can construct representations of identities, voices, experiences and perspectives in ways that may foreground or marginalise people, communities and cultures.
			Selecting and creating texts for personal purpose and enjoyment empowers and enriches understanding of ourselves, others and the wider world.	Selecting and creating texts for personal purpose and enjoyment empowers and enriches understanding of ourselves, others and the wider world.	Selecting and creating texts for personal purpose and enjoyment empowers and enriches understanding of ourselves, others and the wider world.

How Texts Work			People choose how they use language, style and other features according to the form, purpose and audience of the text they are creating.	People choose how they use language, style and genre conventions according to the form, purpose and audience of the text they are creating in order to convey ideas and themes.	People choose how to engage audiences by using text features and genre conventions to convey ideas and themes and to represent different voices and perspectives.
Information Literacy			Forming questions and using search strategies and tools helps find relevant information for different purposes.	Using information sources and search strategies and reflecting on the relevance of the information found improves the inquiry process.	The cyclical nature of research involves applying strategies to find and revise information from a widening range of sources.
			Careful consideration of the source, purpose and context of information helps decide how reliable it is.	Evaluating information and verifying its reliability strengthens conclusions drawn.	Critically evaluating the authority, accuracy and relevance of information determines its credibility.
			Using information from different sources deepens understanding and helps draw well-informed conclusions.	The responsible use of information sources ensures the credibility of created texts.	The creation of evidence-based texts is enabled by synthesising information from a variety of sources.
Tools for Reading Comprehension			Background knowledge, topic/curricular knowledge and vocabulary support interpretation, inference and comprehension of written texts.	Background knowledge, disciplinary knowledge and vocabulary support interpretation, inference and comprehension of written texts.	Background knowledge, disciplinary knowledge and vocabulary support interpretation, inference and comprehension of written texts.
			Skilled readers monitor understanding and deploy strategies when meaning breaks down.	Skilled readers monitor understanding and deploy strategies when meaning breaks down.	Skilled readers evaluate and adapt as they engage with written text, automatically selecting appropriate repair strategies when meaning breaks down.
			Grammar and punctuation observe rules and conventions and are used in written texts to	The rules and conventions of grammar and punctuation, both when observed and when	The rules and conventions of grammar and punctuation, both when observed and

			communicate meaning clearly to readers.	manipulated can affect meaning and create impact in written texts.	when manipulated can affect meaning and create impact in written texts.
			Reading with accuracy and automaticity bridges word recognition and reading comprehension of written texts, contributing the reader's overall understanding.	Reading with accuracy and automaticity bridges word recognition and reading comprehension of written texts from across disciplinary areas, contributing to the reader's overall understanding.	Reading with accuracy and automaticity bridges word recognition and reading comprehension of written texts from across disciplinary areas, contributing the reader's overall understanding.
Tools for Writing			Writers use the processes of generating ideas, planning, drafting, editing and revising to create and refine written texts that their intended audience will understand and engage with.	Writers use the processes of generating ideas, planning, drafting, editing and revising to create and refine written texts, improving their impact upon the intended audience.	Writers use the processes of generating ideas, planning, drafting, editing and revising to express their creativity, increasing their impact upon their intended audience.
			Writers use the rules of grammar and punctuation in order to communicate meaning clearly to their readers.	Writers observe the rules of grammar and punctuation in order to communicate information and ideas to their intended audience with clarity.	Writers both observe and manipulate the rules of grammar and punctuation, creating impact in written texts and engaging a variety of audiences in different ways.
			Knowledge of letter patterns and word roots support spelling and written communication across the curriculum.	Knowledge of letter patterns and word roots support spelling and written communication across disciplines.	Knowledge of letter patterns and word roots support spelling and written communication across disciplines.

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Know-Do-Understand Strands

Strand		Oral Language and Interaction					
Early Level	Beginning of Early Level	**Understand:** Listening and attention enable understanding of new ideas and learning.		**Understand:** Playing together, communicating and interacting with others broadens expressive vocabulary and enables the communication and understanding of ideas, needs, wants, preferences and feelings.		**Understand:** Sounds and patterns in spoken language engage listeners, making stories and songs interesting to listen to and enjoyable to participate in.	
		Know: People respond to instructions and questions through actions or words. Questions can be used to express needs and find information. Voices can be loud or quiet in different spaces.	**Do:** Listen and focus attention for different purposes. Understand and follow 1-2 step instructions for familiar routines. Respond with understanding to simple questions and instructions using gestures, facial expressions, symbols, actions and/or words. Make connections to own experience and knowledge to support understanding of spoken words, phrases or sentences. Ask questions to express needs and find information. Use loud or quieter voices in different contexts.	**Know:** Words, gestures, facial expressions or symbols which support expression of needs, feelings and information. Spoken words can be connected together into phrases or sentences which convey meaning. Interactions involve taking turns. Communicating with others can involve asking and answering questions.	**Do:** Use gestures, facial expressions, symbols and/or words to communicate needs, feelings and information across a range of interactions such as play, small group or one to one with an adult. Express feelings in ways that can be understood by others. Combine words together to build oral phrases or sentences which express meaning. Notice, explore and use new vocabulary and phrases which support communication. Take turns, listening and responding to others.	**Know:** Songs, rhymes, music and stories that include rhyme, rhythm, repetition, alliteration and beat. Words can begin with the same sound (alliteration). Words can end with the same sound (rhyme).	**Do:** Move to the rhythm or beat of music, songs and rhyme. Hear and play with rhyme, rhythm, repetition, alliteration and syllables. Notice features of different sounds, for example, long/short, loud/quiet.
						At later Early Level, see also: Language Foundation for Understanding and Creating (written) Texts (concepts of print and letter knowledge; phonological awareness, phonemic awareness and phonics; sentence knowledge and conventions; reading fluency).	

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	End of Early Level	**Know:** Ways that people might show they are listening to others.	**Do:** Listen, watch, participate and engage across a range of interactions, such as play, small group, one to one with an adult. Take turns, listening and responding to others. Notice when someone does not understand and try different ways to communicate, such as repetition, additional gestures/visuals or using different words to explain. Share thoughts and experiences that are mostly relevant and on topic. Give simple instructions or directions. Ask and answer questions to communicate ideas and learn from others. Adjust volume when talking, playing and learning in different contexts, such as when reading aloud, playing outdoors, sharing information with a group and working with a partner.		

Notes

The variety of languages which children bring to the setting can be used as a resource to enrich development of oral language and communication. Therefore, approaches should start with the child and place them as an expert in using their own language. In all settings, children and adults will speak a range of home languages, including Scots. Decisions around dialect diversity should be made at a local level, ensuring the educational benefits for learners are fully understood and embraced.

Spoken language development forms only part of the social and emotional connections we make through language. Listening to young children should involve careful observation of movement and gesture to give the child's voice true context and meaning. Children may also communicate feelings through the use of signs, symbols and/or assistive technology.

Practitioners can model and scaffold listening, attention and interaction by:

- supporting children to communicate in ways that are appropriate to their preferences/stage of development
- considering environment, taking background noises and distractions into consideration
- using small groups and one-to-one experiences
- considering time duration of experiences.

Adults should model and support development of phonological awareness, such as singing songs, copying rhythms, participating in the retelling of repetitive parts of a familiar story, exploring syllables through movement and acting out hand and finger rhymes.

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First Level

Understand: Listening and attention enable understanding of new ideas and learning; talking to others communicates thinking.		**Understand:** Interactions develop self-expression, broaden vocabulary and enable connection with the experiences and ideas of others.	
Know:	**Do:**	**Know:**	**Do:**
Volume, actions and facial expressions can reinforce and add meaning to spoken communication e.g. reciting poetry, songs, rhymes. Asking and answering questions supports learning. Resources, such as props or digital tools can be used to support meaning in spoken communication.	Understand and follow 2-3 step instructions. Listen and respond to others, demonstrating listening in different ways such as commenting on what they've communicated or asking questions. Ask and answer questions to show understanding and learn from others. Talk with others to explore new ideas and information e.g. paired discussion to explain a new concept.	People can express themselves by communicating their thoughts, needs and preferences (self-advocacy). People can have feelings, ideas, opinions and experiences that may be different from those of others.	Self-advocate by expressing thoughts, needs and preferences. Listen and ask questions to learn more about the experiences, ideas and opinions of others. Notice the feelings of others and choose words or actions that show understanding e.g. by offering reassurance or encouragement. Explore and use new vocabulary and phrases, including curricular vocabulary which supports communication.

Notes

The variety of languages which children bring to the setting can be used as a resource to enrich development of oral language and communication. Therefore, approaches should start with the child and place them as an expert in using their own language. In all settings, children and adults will speak a range of home languages, including Scots. Decisions around dialect diversity should be made at a local level, ensuring the educational benefits for learners are fully understood and embraced.

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Practitioners can model and scaffold listening, attention and interaction by:

- supporting children to communicate in ways that are appropriate to their preferences/stage of development
- considering environment, taking background noises and distractions into consideration
- using small groups and one-to-one experiences
- considering time duration of experiences.

At Second Level, see the Communicating and Interacting Strand for further progression in group discussion and debate.

At Second Level, see the How Texts Work Strand for further progression in engaging with and creating spoken texts (solo talks and presentations).

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Strand		Enjoying, Engaging with and Creating Texts					
Early Level	Beginning of Early level	**Understand:** Letters, numerals, symbols and images in print texts communicate meaning.		**Understand:** Texts, in their many forms, open up the world and engage readers by communicating about ideas and people's experiences.		**Understand:** Being curious by asking questions and exploring different sources enables people to find, understand and share information about the world around them.	
		Know: Print has meaning and can be used for different purposes. Different types of print, including letters, numerals and symbols. Images and symbols seen in the environment have meaning.	**Do:** Notice examples of print and how it is used in different spaces, such as writing in a card, pictures that give choices for snack, a numeral that matches someone's age. Explore how to handle a book by turning pages, looking at the front cover, holding the right way up, tracking the direction of text and noticing where to start reading. Notice different images and symbols (visual discrimination), such as traffic lights, labels, logos and visual games.	**Know:** Stories and texts in a range of forms such as oral storytelling, picture books, puppet play, role play and songs/rhymes. Books, stories and other texts chosen by the learner for their own enjoyment. A variety of experiences and feelings can be expressed and shared through texts.	**Do:** **Engaging with texts (reading, listening, watching)** Experience and enjoy a variety of stories and texts in different forms. Respond to all kinds of stories and texts in a range of ways such as laughing, exploring ideas in play, joining in with rhymes and mark-making. When listening to and watching stories and other texts: -notice and explore new vocabulary to support understanding -activate prior knowledge and learn new information and ideas. Explore interesting features of stories and texts, for example, word choice, illustrations, changes in font. Make choices or express preferences for texts to read or watch. Make choices or express preferences for how to experience personal reading/watching, for example, alone, with others, alongside, drawing/writing. **Creating texts (writing, speaking, creating)** Create and tell stories about real and imagined people and events, in play, individually, with an adult and in groups.	**Know:** There are different places and ways to find information and learn new things, for example, visiting a library or book display, exploring books, images and other texts outdoors, in different play environments, digitally and at group times. Trusted adults can help people to find information safely online. Ways to find out and share what a text is about, for example, front cover, illustrations. People can share what they know and learn in a variety of ways.	**Do:** **Engaging with texts (reading, listening, watching)** Explore sources in different forms and in a variety of places to find information for different purposes. Choose and access texts online safely, with the support of trusted adults. **Creating texts (writing, speaking, creating)** Share what has been learned from different information sources. Ask and respond to questions to better understand what has been heard, read, noticed and experienced.

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					Explore and develop ideas for creating own texts through role play, drawings, block play, talk, mark making, scribed/written stories etc.		
	End of Early Level			**Know:** Texts with everyday purposes, such as name tags, signs, recipes or menus. Texts in different forms with a range of purposes such as stories, poems, rhymes, songs, film shorts, animations, reference books, maps, websites.	**Do:** **Engaging with texts (reading, listening, watching)** Make choices or express preferences for texts to read or watch. Make choices or express preferences for how to enact personal reading/watching, for example, alone, with others, alongside drawing/writing. Share likes and dislikes about texts. Express personal connections to the experiences and/or emotions of characters or real people in stories such as 'I also have a dog' or 'I am afraid of the dark too'. **Creating texts (writing, speaking, creating)** Create and tell stories about real and imagined people and events, in play, individually, with an adult and in groups. Explore and develop ideas for creating own texts through role play, drawings, block play, talk, mark making, scribed/written stories etc.		
		At later Early Level concepts of print progresses within Language Foundation for Understanding and Creating Written Texts.					
				Notes Texts selected for the curriculum should reflect diversity including ethnicity, cultural and social backgrounds, positive reflections of disability, gender and family structure. They can also be presented in a variety of languages, including Scots. All learners should have the opportunity to see themselves and their own experiences reflected in texts and to learn about the experiences of a variety of identities, communities and cultures, building empathy and understanding. Learning and teaching can be planned to challenge, rather than reinforce biases. The curriculum can support learners to develop positive identities as readers and writers. Reading and writing personally selected texts is important for reading and writing enjoyment, learning and wellbeing. Enjoyment of texts plays a role in developing skills and knowledge for reading and writing, at the same time as being a valuable end in itself.		

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	Children progressively evaluate the relevance, reliability and credibility of information for a range of purposes, including creating new texts. Information sources include those central to children's everyday lives, such as visual and digital texts. These can be used in addition to written sources such as books, newspapers and magazines to support the understanding of information literacy. Practitioners should support all children 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.

		Understand: People choose how they use language, layout, structure and other features according to the form and purpose of their text.		**Understand:** Texts and stories, in their many forms explore relationships, environments and the wider world supporting understanding of people, culture and communities.		**Understand:** People's interests and prior knowledge shape the questions they ask and the information they seek to develop their understanding.	
First Level	**Beginning of First Level**	**Know:** Texts in different forms created for a range of purposes, such as texts which entertain (novels, poems, plays, comics, graphic novels, picture books) or other written and non-written forms (including digital). Texts which inform, such as reference books, documentaries, news articles, instructional texts, or other written or non-written forms (including digital). Texts in all forms which fulfil other purposes such as advertisements, biographies or speeches. Text features used across different forms, for example, interesting word choice (adverbs, adjectives) and different sentence types (statements or exclamations). Character, setting, plot and story structure (beginning, build-up, problem and resolution). The main ideas and/or themes as they are explored within texts.	**Do:** **Engaging with texts (reading, listening, watching)** Identify purpose of texts. Identify features of layout and structure which support written, spoken and other texts to achieve their purpose. Identify words, sentence types and other text features which contribute to the overall impact of a text. Discuss the main ideas and themes within texts. **Creating texts (writing, speaking, creating)** Create written, spoken and other texts which fulfil different purposes, in a range of forms, such as imaginative (simple stories, poems), informative (personal recount, factual reports) and procedural (recipes, instructions).	**Know:** Books, stories and other texts, aligned with evolving personal interests, chosen by the learner for purpose and enjoyment. Texts can explore diverse experiences, emotions, relationships and settings/environments. Strategies for selecting texts for purpose and enjoyment, such as connection to personal interests, title, blurb, book series and familiar author.	**Do:** **Engaging with texts (reading, listening, watching)** Select texts for purpose and/or enjoyment which explore own interests and preferences. Respond at a personal level to the main ideas and themes of texts. When listening to and watching stories and other texts: -notice and explore new vocabulary to support understanding -activate prior knowledge and build new knowledge, including across topics and curricular areas. Express personal connections to stories and their features, such as places/settings, culture, communities and the experiences of characters or narrators. Explore and discuss real-life and fictional experiences, emotions, relationships and	**Know:** Texts which inform such as reference books, documentaries, news articles, instructional texts, or other written or non-written forms (including digital). Not all information that is seen, heard and read may be true or factually correct. The difference between fact and opinion. Safe places and ways to access reliable sources of information, such as school/community libraries, trusted websites. Information can be selected, organised and presented in different ways to help understand and share new information.	**Do:** **Engaging with texts (reading, listening, watching)** Identify what is already known about a topic and what needs to be found out next. Generate questions to explore interests and new areas of learning. Check if information is true or correct by comparing it to a source such as a book, website, other person. Make choices about where to find information safely, with the support of trusted adults. **Creating texts (writing, speaking, creating)** Explore different ways to record, organise and present information found in texts, for example, taking notes, making notes under headings or bullet points, drawing diagrams, creating charts or posters.

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<table>
<tr>
<td></td>
<td>End of First Level</td>
<td>Know:
Features of layout for different forms of written texts, such as verses in poetry or headings, sub-headings and diagrams/illustrations in reference texts.

Structural features of written, spoken and other texts, such as introductions and conclusions, paragraphs, sequencing.

Text features used across different forms, such as language techniques (similes, alliteration, rhyme) and a range of other language techniques (written, spoken, other types of texts).</td>
<td>Do:
Creating texts (writing, speaking, creating)
Create written, spoken and other texts which fulfil different purposes, in a range of forms, such as informative (factual reports, spoken presentations) and persuasive (persuasive poster).

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.</td>
<td></td>
<td>settings/environments as they are shown in diverse texts.

Participate in shared storytelling experiences.

Creating texts (writing, speaking, creating)
Create written, spoken and other texts which fulfil different purposes, in a range of forms, such as imaginative, simple stories and poems, informative, personal recount, factual reports and procedural (recipes, instructions).</td>
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<tr>
<td></td>
<td colspan="6">Notes
Texts selected for the curriculum should reflect diversity including ethnicity; cultural and social backgrounds; positive reflections of disability; gender and family structure. They can also be presented in a variety of languages, including Scots. All learners should have the opportunity to see themselves and their own experiences reflected in texts and to learn about the experiences of a variety of identities, communities and cultures, building empathy and understanding. Learning and teaching can be planned to challenge, rather than reinforce biases.

The curriculum can support learners to develop positive identities as readers and writers. Reading and writing personally selected texts is important for reading and writing enjoyment, learning and wellbeing. Enjoyment of texts plays a role in developing skills and knowledge for reading and writing, at the same time as being a valuable end in itself.

Children progressively evaluate the relevance, reliability and credibility of information for a range of purposes, including creating new texts. Information sources include those central to children’s everyday lives, such as visual and digital texts. These can be used in addition to written sources such as books, newspapers and magazines to support the understanding of information literacy.

Practitioners should support all children 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.</td>
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<tr>
<td></td>
<td colspan="6">At Second Level, see How Texts Work, Story and Identity and Information Literacy for further progression in Enjoying, Engaging with and Creating Texts.</td>
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<table>
<tr><td colspan="2">Strand</td><td colspan="2">Early Writing</td></tr>
<tr><td rowspan="3">Early Level</td><td rowspan="2">Beginning of Early level</td><td colspan="2">Understand: Marks, drawings, conversations, play and early writing work together to share stories, ideas and information, enabling self-expression.</td></tr>
<tr><td>Know:
Marks, drawings, symbols and/or writing communicate meaning.

Spoken language can be written down.</td><td>Do:
Experiment with making marks and drawing through sensory experiences, such as finger painting or using a range of mark making/writing tools outdoors and in.

Use marks, drawings, symbols, letters or words to represent thoughts, feelings and experiences (emergent writing).

Talk about own marks, drawings or writing when sharing with others.

Share thoughts and ideas orally which can be written by an adult.

Develop gross and fine motor skills e.g. crawl, roll, hop, skip, climb, lift, push, pull, pinch, grasp, twist, thread, squash, squeeze.

Develop pencil grasp and control through a variety of mark making, drawing and/or writing experiences.</td></tr>
<tr><td>End of Early Level</td><td>Know:
Creating written texts involves the processes of planning, drafting and sharing.

Marks, drawings, symbols, written words and/or sentences can communicate information, ideas and imagination.</td><td>Do:
Plan written texts by talking together and generating ideas, for example, through use of drawings, story maps, digital tools or puppets/small world.

Draft written texts by generating simple sentences, building them orally first before moving on to developing them in written form.

Share written texts with peers and adults and act on feedback.</td></tr>
<tr><td></td><td colspan="3">Notes
The development of physical skills is a crucial aspect of early writing which should be developed through play. Experiences outdoors are particularly important for children to develop gross and fine motor skills. Materials should be matched to sensory preferences such as clay, sand, mud and spray bottles.

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 (strings of letters or words) which communicate meaning.</td></tr>
<tr><td></td><td colspan="3">At later Early Level, see also: Language Foundation for Understanding and Creating (written) Texts (concepts of print and letter knowledge; phonological awareness, phonemic awareness and phonics; sentence knowledge and conventions; reading fluency).</td></tr>
</table>

<table>
<tr><td rowspan="3">First Level</td><td colspan="2">Understand: Written words and sentences transform stories and ideas into connected language which can be shared with readers.</td></tr>
<tr><td>Know:
Creating texts involves the processes of planning, drafting, sharing and editing.

Formation of all upper and lower-case letters.

Appropriate size, placement and spacing of writing.</td><td>Do:
Plan texts through generating ideas, for example, through stimuli, experiences, dialogue with peers/adults, authentic texts used as models.

Draft texts by selecting and sequencing ideas, information and vocabulary.

Share texts with peers/adults/intended audiences.

Edit texts by revising idea(s) and sections of text based on feedback.

Write upper and lower-case letters, forming with appropriate strokes and directionality.

Develop pencil grasp and control, building fluidity, speed and stamina over time.

Use appropriate size, placement and spacing when writing.</td></tr>
<tr><td colspan="2">Notes
Selecting and sequencing ideas, information and vocabulary can be supported by the use of visuals/drawings, discussion with peers/adults, word banks, modelled and shared writing, notes under headings, writing frames and sentence stems.</td></tr>
<tr><td></td><td colspan="2">At Second Level, see How Texts Work, Story and Identity and Tools for Writing for further progression in Writing.</td></tr>
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Strand	Language Foundation for Understanding and Creating (written) Texts	
	Please also see the beginning of Early Level for initial development of phonological awareness (Oral Language and Interaction) and concepts of print (Enjoying, Engaging with and Creating Texts).	
End of Early Level	**Understand:** Readers and writers connect the sounds and patterns of spoken language with letters, symbols and characters to decode, understand and create texts.	
	Concepts of print and letter knowledge	
	Know: The direction of print is left to right. Letters have names and upper and lower-case forms. Formation of lower-case and some commonly used upper-case letters.	**Do:** Read from left to right and use a return sweep for the next line of text. Match spoken words to written words while reading, for example, point to words as they are read aloud or track words by eye. Recall, compare and distinguish between images, shapes, letters and symbols (visual discrimination). Write lower-case and some upper-case letters using identified starting point and formation.
	Phonological awareness, phonemic awareness and phonics	
	Know: A syllable is a beat of sound in a word, for example, ta-ble, ca-ter-pill-ar. Spoken sentences are made up of individual words. Words are made up of individual sounds (phonemes), such as c-a-t, c-oa-t. Words are made up of individual sounds (phonemes) which can be represented by letter/s (graphemes) including single graphemes, consonant digraphs, vowel digraphs, such as c-a-t, sh-o-p, sh-ee-p. Sounds (phonemes) can be joined together to create a word (blending), such as m-a-t = mat. Words can be separated into sounds (segmenting), such as mat = m-a-t-. Sounds (phonemes) in words can be added, taken away or changed to create new words (manipulating).	**Do:** Identify and produce patterns and sounds in language including syllables, alliteration and rhyme. Notice where one word ends and another begins in a simple spoken sentence (word boundaries). Recall, compare and distinguish between different sounds (phonemes), for example, m/n, b/p (auditory discrimination). Notice and play with the individual sounds (phonemes) in spoken words and print. Blend, segment and manipulate sounds (phonemes) in words. Decode words using knowledge of letters (graphemes), blending the individual sounds (phonemes) to read words. Words decoded may include but are not limited to: CVC (cat), VC (in), CVCC (corn), CCVC (that), CVVC (boat). Segment individual phonemes (sounds) to spell words using known letter-sound (grapheme-phoneme) relationships.
	Word knowledge and spelling	
	Know: The suffix -s or-es can be added to the end of some words to mean that there are more than one, for example, cat-cats, fox-foxes (morphemes).	**Do:** Remember the spellings of some personally significant and high frequency words. Spell regular plural nouns by adding the suffix -s or-es.
	Sentence knowledge and conventions	
	Know: A sentence is a group of words that communicates an idea. Full stops are used at the end of a sentence. The word at the start of a sentence begins with a capital letter.	**Do:** Notice capital letters and full stops in text. Use a capital letter at the start of a sentence and a full stop at the end. Use a capital letter for own name and the personal pronoun ‘I’.

			Create sentences which communicate an idea or message, using scaffolding as required.
		Reading Fluency	
		Know: High frequency words found in written texts. Capital letters at the start and full stops at the end of a sentence show where a pause is needed when reading aloud.	**Do:** Decode words using knowledge of letters (graphemes), blending the individual sounds (phonemes) to read words in texts. Read high frequency words whilst reading connected text aloud using sounds (phonemes) and letter patterns (graphemes). Use punctuation marks including capital letters and full stops to pause between sentences when reading aloud.
		Notes Adults should continue to model and support development of phonological awareness, through songs, rhymes and storytelling. Phonemic awareness can begin to develop as children play with alliteration and/or start to make connections between spoken sounds and familiar print. Practitioners should use assessment information about each child's range of reading skills, experiences and interests to make appropriate adjustments and adaptations to the sequence and scope of phonics instruction required for learners that are best aligned to their individual strengths, needs and interests. High frequency words make up a large percentage of words learners use in texts, such as 'the', 'I' and 'my'. Many high frequency words contain more complex letter-sound (grapheme-phoneme) relationships than children at the early stages of reading/writing have been taught. Engaging learners in identifying known letter-sound (grapheme-phoneme) relationships, studying the difficult parts and linking this with the word's pronunciation will support the recall of spelling high frequency words. See glossary for definitions of the following terms**: alliteration, auditory discrimination, blending, digraph, grapheme, manipulating, phoneme, rhyme, segmenting, syllable, syntax, visual discrimination.**	
		Understand: Readers and writers connect the sounds and patterns of spoken language with letters, symbols and characters to decode, understand connected text and create their own writing.	
		Concepts of print and letter knowledge	
		Know: Formation of all upper- and lower-case letters.	**Do:** Write upper and lower-case letters using correct formation.
		Phonological Awareness, phonemic awareness and phonics	
		Know: Spoken words can be segmented into syllables. Words are made up of individual sounds (phonemes) which can be represented by letter/s (graphemes) including split digraph, trigraph and diphthong, for example, cake, high, boy.	**Do:** Discuss phonological features of stories, rhymes, music and songs, such as repetition, rhythm, alliteration and rhyme. Blend, segment and manipulate sounds (phonemes) to build and read words. Decode words of one or two syllables, using knowledge of letter-sound (grapheme-phoneme) relationships. Apply knowledge of sounds (phonemes) and syllables to support decoding and encoding (spelling) of words.

Beginning of First Level

Word knowledge and spelling	
Know: Written words can be segmented into sounds (phonemes) and syllables. Rhyming words have the same ending sound but do not always have the same spelling, such as boat/note, threw/blue. Many sounds (phonemes) can be spelt in more than one way, such as t-r-ai-n, p-l-a-n-e. Spelling rules/letter patterns linked to sequence of letter-sound (grapheme- phoneme) relationships taught in phonics. The names of letters in the alphabet in order. Compound words are where two words are added together to create a new meaning, for example, toothbrush, armpit (morphemes). Common suffixes added to the end of words, for example, -s, -es, -ed, -ing, -y (morphemes).	**Do:** Segment words into sounds (phonemes) and syllables to spell words using known letter-sound (grapheme-phoneme) correspondences, for example, happy, cobweb, birthday. Use visual strategies to spell high frequency words with less familiar letter patterns, such as highlight the tricky letter pattern within the word, use mnemonics or say it how it looks, for example, Wed- nes-day. Apply rules/knowledge of letter patterns to spell words, for example: -position of a sound (phoneme) influences which letter/s (grapheme) is used -adjacent letters in a word influence the sound (phoneme) that a letter/s (grapheme) represents -multiple sounds (phonemes) for one letter pattern (grapheme), from most common to least common -adding suffixes. Recognise and spell compound words. Add common suffixes to root words, such as jump**s**, jump**ing**, jump**ed,** jump**y**.
Sentence knowledge and conventions	
Know: Question marks are used to show when a written sentence is asking a question. Exclamation marks are used to convey strong emotion, show demands and express greetings. A noun is a word that names a person, place, thing or idea. A verb is a 'doing' word that shows an action (run, laugh, grow) or state of being (is, am, are). An adjective is a describing word which gives more information about a noun. Verb tenses (past, present and future): -Past: action happened in the past, such as walked, played or jumped. -Present: action happening now, such as walk, play or jump. -Future: action is still to happen, such as will walk, will play or will jump. Sentences can be started with different types of openings. Conjunctions are a type of word which link ideas together in sentences and are used between two different parts of a sentence (clauses), for example, and, but, so, because etc.	**Do:** Use full stops, capital letters, questions marks and exclamation marks to punctuate some simple written sentences. Identify and use nouns, verbs and adjectives in reading and in writing sentences. Vary openings in some written sentences. Use common conjunctions to build longer sentences.

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First Level		**Reading Fluency**	
		Know: Readers use their voice whilst reading aloud to express the feelings and meaning contained within texts and this supports their understanding.	**Do:** Read high frequency words, and words with familiar letter-sound (grapheme- phoneme) relationships, with increasing accuracy and automaticity. Use different voices, facial expressions and actions that make stories, songs, poetry and rhymes (including Scots) entertaining to listen to and help make the meaning clear. Read words at a pace which supports understanding.
	End of First Level	**Concepts of print and letter knowledge**	
		Know: Appropriate size, placement and spacing of writing.	**Do:** Write words using appropriate size, placement and spacing.
		Phonological Awareness, phonemic awareness and phonics	
		Know: Sounds (phonemes) are represented by letters (graphemes) in words. Written words can be segmented into sounds (phonemes) and syllables.	**Do:** Apply letter-sound (phoneme-grapheme) knowledge to read and spell a variety of word types, including multisyllabic words.
		Word knowledge and spelling	
		Know: Written words can be segmented into sounds (phonemes) and syllables. Common prefixes added to the beginning of words, such as un-, re- and dis-. Common contractions, such as I've, I'm, don't. Common homophones, such as their/there, no/know, to/too, new/knew.	**Do:** Use a variety of strategies and resources to spell high frequency words with less familiar graphemes and unfamiliar vocabulary, such as digital tools, dictionaries, word lists. Apply spelling knowledge to a variety of word types, including multisyllabic words, such as morphemes, spelling rules/patterns. Add common prefixes to root words. Spell common contraction words and common homophones accurately.
		Sentence knowledge and conventions	
		Know: Question marks are used at the end of a sentence to indicate that the sentence is asking a question. Exclamation marks are used at the end of a sentence to convey strong emotion, show demands and express greetings. Apostrophes are used to indicate the place of missing letters in a contraction.	**Do:** Use full stops, capital letters, questions marks and exclamations marks accurately to punctuate some simple written sentences. Read and spell common contractions, such as I've, I'm, don't.
		Reading Fluency	
		Know: Readers use their voice whilst reading aloud to express the feelings and meaning contained within texts and this supports their understanding.	**Do:** Read high frequency words and words with familiar letter-sound (grapheme -phoneme) relationships, with increasing accuracy and automaticity. Use different voices, facial expressions and actions that make stories, songs, poetry and rhymes (including Scots) entertaining to listen to and help make the meaning clear. Read words at a pace which supports understanding. Read aloud with others to develop fluency. Use question marks and exclamation marks to support expression whilst reading aloud.

		Notes Adults should help children notice the way that sentence starters, conjunctions and punctuation are used by writers, during reading experiences with different types of written texts. Learners can then use these model texts to develop their own use of sentence starters, conjunctions and punctuation. Spelling rules/letter patterns should be linked to the sequence of letter-sound (grapheme- phoneme) relationships and morphemes which have been taught: 1. position of a sound, for example, *oi* at the beginning or middle of the word (oil, coin), *oy* at the end (boy, enjoy) or *c* is used when followed by *a, o, u* or a consonant (cat, cut, cot, clap) and *k* is used when followed by *e, i or y* (key, king, sky). 2. adjacent letters, for example, *g* typically represents the hard /g/ sound when followed by *a, o, u,* or a consonant (gang, got, give, grin), and the soft /j/ sound when followed by *e, i,* or *y* (gentle, giant, gym). 3. multiple sounds, for example, the letters *ea* represent various sounds including: • *ea* as in heat, the long *e* sound, which is the most common sound. • *ea* as in head, the short *e* sound, which is a less common sound. • *ea* as in steak, the long *a* sound, which is the least common sound. 4. adding suffixes, such as drop final *e* before -ing (make- making), change *y* to *i* (happy - happiness). See glossary for definitions of the following terms: **alliteration, blending, clauses, conjunction, digraph, grapheme, homophone, manipulating, morpheme, phoneme, prefix, rhyme, segmenting, suffix, syllable, syntax, visual discrimination.**

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<table>
<tr><td>Strand</td><td colspan="2">Communicating and Interacting</td></tr>
<tr><td rowspan="5">Second Level</td><td colspan="2">Understand: Discussion with others enables deeper learning and develops self-advocacy and communication.</td></tr>
<tr><td>Know:
Contexts across learning that can be supported by working with others. These include, but are not limited to:
-finding solutions to a problem or challenge
-sharing ideas about a topic or question
-problem solving
-creating something with others
-planning a presentation or assembly.

Different roles within group discussion.

Ways of responding appropriately to others, such as clarifying, agreeing, disagreeing/challenging and extending discussion.

Ways to come to a simple decision as a group, such as taking a vote.</td><td>Do:
Discuss with others in different contexts for learning, such as problem solving, sharing ideas, researching together, planning a group presentation.

Adopt a range of roles within a group task, such as initiator, clarifier, note taker, summariser.

Support discussions and self-advocate in a range of ways, including:
-when needed, clarifying meaning by asking questions
-agreeing with others when appropriate to context
-expressing disagreement/challenge
-inviting others to contribute when appropriate
-contributing to a decision/outcome.</td></tr>
<tr><td>Know:
Disagreement and challenge within interactions can be expressed and responded to respectfully.

Discussions can support reaching conclusions and finding solutions.</td><td>Do:
Express disagreement/challenge with supporting detail, such as ‘I disagree with that because’…/’Have you thought about . . .?’

Acknowledge challenge or disagreement, such as ‘I understand but I disagree…’ or ‘I see what you mean…/I hadn’t thought about that…/I’ll need to think about that…’

Support conclusions within a group by helping to:
-reach a decision
-create a plan
-make a list of further questions.</td></tr>
<tr><td colspan="2">At First Level, knowledge, skill and understanding is built within Oral Language and Interaction.</td></tr>
<tr><td colspan="2">Notes
The variety of languages which children bring to the setting can be used as a resource to enrich development of communicating and interacting. In all settings, children and adults will speak a range of home languages, including Scots. Decisions around dialect diversity should be made at a local level, ensuring the educational benefits for learners are fully understood and embraced.

Practitioners should support all children to develop knowledge and skills by enabling them to interact with others in ways that are best aligned to their individual strengths and needs. This can include the use of assistive technologies.</td></tr>
<tr><td rowspan="3">Third Level</td><td colspan="2">Understand: Skills in formal and informal discussions and interactions foster self-advocacy and extend learning.</td></tr>
<tr><td>Know:
Formal and informal interactions and collaborative activities, such as group presentations, role play, debates, class, group and paired discussions.

Elements of register that can be adapted for different purposes and contexts, including:
-word choice
-emotive language
-formality and informality
-tone.

Ways of responding appropriately to others, such as:</td><td>Do:
Contribute to a range of formal and informal interactions and collaborative activities.

Work within a range of forms, for example, debate, paired discussion, group discussion.

Adapt register according to context, using techniques as appropriate to purpose.

Support collaboration in a range of ways, including:
-extending points in response to others
-challenging others by using supporting evidence</td></tr>
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<tr><td></td><td>-agreeing and offering further supporting detail
-challenging ideas or disagreeing, providing clear reasons and supporting detail
-acknowledging disagreements (adapting ideas or summarising alternative views)
-self-advocating in response to disagreement or challenge.

Communication and interaction may be influenced by biased perspectives, such as assumptions and stereotypes.

Ways that evidence can support ideas and interactions, such as by using reliable statistics or experts, drawing on experience or observations.</td><td>-responding to challenge/disagreement from others, for example, by adding detail, using alternative examples, restating a point of view or rephrasing a point of view.

Acknowledge and act on different views by:
-summarising different opinions
-adapting original ideas
-recognising differing opinions when reporting back.

Notice and discuss examples of bias in both formal and informal communication and interaction.

Use evidence to support ideas and opinions.

Support group dynamics by ensuring participants feel safe, included, respected and heard by:
-listening actively to all participants
-supporting ground rules
-encouraging other participants to contribute
-reflecting on and summarising others’ contributions.</td></tr>
<tr><td></td><td colspan="2">Notes
The variety of languages which young people bring to the setting can be used as a resource to enrich development of communicating and interacting. In all settings, young people and adults will speak a range of home languages, including Scots. Decisions around dialect diversity should be made at a local level, ensuring the educational benefits for young people are fully understood and embraced.

Practitioners should support all young people to develop knowledge and skills by enabling them to interact with others in ways that are best aligned to their individual strengths and needs. This can include the use of assistive technologies.

See glossary for definitions of the following terms: group dynamics, register.</td></tr>
<tr><td rowspan="2">Fourth Level</td><td colspan="2">Understand: Adapting style and content in interactions deepens understanding, advocacy and self-expression.</td></tr>
<tr><td>Know:
Ways in which aspects of communication can be used to support, challenge and/or persuade others, such as:
-tone
-techniques, for example use of visual, written, digital resources
-rhetorical devices, for example, rule of three, inversion, rhetorical questions
-evidence and/or reasoning and register/style.

The effect of using different question types, including open, closed, probing and leading.

Ways to deepen and broaden a discussion, such as:
-questioning
-refuting
-agreeing and/or reflecting on others’ contributions
-building on ideas.

Ways to manage disagreement and reach compromise, such as:
-active listening
-turn taking
-identifying common ground
-collaborative problem solving.

Positive group dynamics are supported by a range of approaches to encourage trust, respect and inclusion.</td><td>Do:
Experiment with and use aspects of communication to support, challenge and/or persuade others.

Use a range of question types for different purposes.

Contribute to the positive dynamics of group discussion and adapt communication style according to context and the needs of others. Examples may include:
-thoughtful and relevant questioning
-encouraging or challenging opinions or ideas, with reference to supporting detail or reasoning
-posing and responding to questions chosen to encourage a particular response
-responding to others’ challenges in a structured way supported by evidence
-responding sensitively to others’ comments
-helping to compromise or resolve disagreements.

Acknowledge and reflect on occasions when internal bias has shaped the style or content of communication.</td></tr>
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	The impact of internal bias on interactions, such as how personal beliefs, assumptions and values can influence decision making and ways in which people respond to others.	
	Notes The variety of languages which young people bring to the setting can be used as a resource to enrich development of communicating and interacting. In all settings, young people and adults will speak a range of home languages, including Scots. Decisions around dialect diversity should be made at a local level, ensuring the educational benefits for young people are fully understood and embraced. Practitioners should support all young people to develop knowledge and skills by enabling them to interact with others in ways that are best aligned to their individual strengths and needs. This can include the use of assistive technologies. See glossary for definitions of the following terms: **group dynamics, internal bias, tone**.	

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<table>
<tr><th>Strand</th><th colspan="3">Story and Identity</th></tr>
<tr><td rowspan="4">Second Level</td><td colspan="2">Understand: Stories, real and imagined, build empathy by connecting readers to people’s experiences and emotions.</td><td colspan="2">Understand: Selecting and creating texts for personal purpose and enjoyment empowers and enriches understanding of ourselves, others and the wider world.</td></tr>
<tr>
<td>Know
Stories in many forms, which reflect a variety of experiences, ideas and points of view, such as:
-biographies and autobiographies
-comics
-documentaries
-journalism (age-appropriate)
-graphic novels and picture books
-novels
-oral storytelling.

Stories can support understanding of self, others and the wider world.

Stories can explore different points of view.</td>
<td>Do:
Engaging with texts (reading, listening, watching)
Explore a variety of experiences, ideas and points of view in diverse texts.

Respond at a personal level to experiences, ideas and points of view in diverse texts.

Creating texts (writing, speaking, creating)
Create stories and other texts that reflect own identity in relation to interests, motivation, culture, background.

Explore own/others’ experiences, identity and/or perspectives, by creating texts such as:
-personal reflective
-persuasive
-poems, stories, plays
-speeches
-film shorts, animations, vlogs.</td>
<td>Know
Books, stories and other texts, aligned with personal interests, chosen by the learner for purpose and enjoyment.

Strategies for selecting books and other texts for own purposes and enjoyment, such as:
-connection to personal interests/identity
-engaging with front cover
-title and blurb
-familiar author
-peer recommendations
-preferred format.</td>
<td>Do:
Engaging with texts (reading, listening, watching)
Use strategies to select and engage with stories and other texts aligned with personal preferences and interests.

Share and discuss stories and other texts which are personally enjoyable and meaningful.

Creating texts (writing, speaking, creating)
Create stories and other texts alone and with others in ways which are personally enjoyable and meaningful.</td>
</tr>
<tr><td colspan="4">At First Level knowledge, skill and understanding is built within Enjoying, Engaging with and Creating Texts.

In planning learning and teaching, Story and Identity should be used alongside Tools for Reading Comprehension and Tools for Writing.</td></tr>
<tr><td colspan="4">Notes
Texts selected for the curriculum should reflect diversity including ethnicity; cultural and social backgrounds; positive reflections of disability; gender and family structure. They can also be presented in a variety of languages, including Scots. All learners should have the opportunity to see themselves and their own experiences reflected in texts and to learn about the experiences of a variety of identities, communities and cultures, building empathy and understanding. Learning and teaching can be planned to challenge, rather than reinforce biases.

The curriculum can support learners to develop positive identities as readers and writers. Reading and writing personally selected texts is important for reading and writing enjoyment, learning and wellbeing. Enjoyment of texts plays a role in developing skills and knowledge for reading and writing, at the same time as being a valuable end in itself.

Practitioners should support all children 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.</td></tr>
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<table>
<tr><td rowspan="3">Third Level</td><td colspan="2">Understand: Stories, real and imagined, influence readers through their presentation of identities, experiences, communities and cultures, helping to develop a sense of connection to the world.</td><td colspan="2">Understand: Selecting and creating texts for personal purpose and enjoyment empowers and enriches understanding of ourselves, others and the wider world.</td></tr>
<tr><td>Know:
Stories in many forms, which reflect a variety of identities, voices and/or perspectives, such as:
-biographies and autobiographies
-documentaries
-journalistic articles
-graphic novels and picture books
-novels, poems and plays.

Perspectives and experiences in stories can support understanding of self, others and the wider world.

Stories from a range of cultures, communities, languages and historical contexts can explore similar ideas, experiences and themes.

Authors and creators of stories make deliberate choices to influence the representation of identities, voices and/or perspectives, such as through style, language, character, narrative structure, content.

Stories and other texts impact readers in different ways.</td><td>Do:
Engaging with texts (reading, listening, watching)
Share and discuss texts which reflect identities, experiences, perspectives, cultures and communities.

Discuss how identities, voices and/or perspectives are presented in stories and other texts and explore ways content and style support this.

Identify text features, including genre conventions, and analyse how they are used to influence readers’ responses to the representation of experiences, communities and cultures, such as:
-narrative point of view
-style
-mood
-word choice, imagery, sentence structure.

Make connections between stories and own experiences, identity and perspectives.

Notice when people, communities and cultures are foregrounded or excluded in stories and narratives.

Creating texts (writing, speaking, creating)
Create stories and other texts that reflect own identity in relation to interests, motivation, culture, background.

Explore own/others’ experiences, identity and/or perspectives, by creating texts such as:
-personal reflective
-persuasive
-poems, stories, plays
-speeches
-film shorts, animations, vlogs.

Create texts that take account of their impact on others.

When creating texts, make deliberate choices that support the presentation of a particular point of view through, for example, content, structure, style, language.</td><td>Know
Books, stories and other texts, aligned with evolving personal interests, chosen by the learner for purpose and enjoyment.

Strategies for selecting books and other texts for own purposes and enjoyment, such as:
-connection to evolving personal interests
-engagement with reviews
-peer recommendations.</td><td>Do:
Engaging with texts (reading, listening, watching)
Use strategies to select and engage with stories and other texts aligned with personal preferences and interests.

Share and discuss stories and other texts which are personally enjoyable and meaningful.

Creating texts (writing, speaking, creating)
Create stories and other texts alone and with others in ways which are personally enjoyable and meaningful.</td></tr>
<tr><td colspan="4">In planning learning and teaching, Story and Identity should be used alongside Tools for Reading Comprehension and Tools for Writing.</td></tr>
<tr><td colspan="4">Notes
Texts selected for the curriculum should reflect diversity including ethnicity; cultural and social backgrounds; positive reflections of disability; gender and family structure. They can also be presented in a variety of languages, including Scots. All learners should have the opportunity to see themselves and their own experiences reflected in texts and to learn about the experiences of a variety of identities, communities and cultures, building empathy and understanding.

Learning and teaching can be planned to challenge, rather than reinforce biases.</td></tr>
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<table>
<tr><td></td><td colspan="4">Identities, voices and perspectives 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 these concepts 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.

The curriculum can support learners to develop positive identities as readers and writers. Reading and writing personally selected texts is important for reading and writing enjoyment, learning and wellbeing. Enjoyment of texts plays a role in developing skills and knowledge for reading and writing, at the same time as being a valuable end in itself.

Practitioners should support all young people 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.</td></tr>
<tr><td rowspan="2">Fourth Level</td><td colspan="2">Understand: Stories, real and imagined, can construct representations of identities, voices, experiences and perspectives in ways that may foreground or marginalise people, communities and cultures.</td><td colspan="2">Understand: Selecting and creating texts for personal purpose and enjoyment empowers and enriches understanding of ourselves, others and the wider world.</td></tr>
<tr><td>Know:
The ways in which people, communities and cultures are represented in texts can be influenced by the interests and intentions of their creators.

Identity, voices and experiences are constructed and conveyed through the use of text features such as setting, language and characterisation.

Some voices can appear to be foregrounded in texts, while others are found to be missing and this can reflect the wider context in which the text was created and/or the perspective, stance or intention of the author.

The foregrounding or exclusion of voices has an impact on how individuals, communities and societies are perceived.</td><td>Do:
Engaging with texts (reading, listening, watching)
Analyse and evaluate the impact of foregrounding and excluding voices in stories.

Analyse and evaluate the extent to which the foregrounding and exclusion of voices in stories reflects the author’s stance or intention.

Analyse and evaluate text features, including genre conventions and how they are used to construct identities and voices through their representation of experiences, communities and cultures e.g.:
-narrative point of view
-style
-mood
-word choice, imagery, sentence structure.

Compare and contrast stories and narratives that reflect different perspectives, voices, communities.

Creating texts (writing, speaking, creating)
Create stories that include a range of perspectives, identities and voices.

Explore own experiences, identity and/or perspectives, by creating texts such as:
-personal reflective
-persuasive
-poems, stories, plays
-speeches
-film shorts, animations, vlogs.

Create texts that take account of their impact on others.

When creating texts, make deliberate choices that support the presentation of a particular point of view through, for example, content, structure, style, language.</td><td>Know
Books, stories and other texts, aligned with evolving personal interests and aspirations, chosen by the learner for purpose and enjoyment.</td><td>Do:
Engaging with texts (reading, listening, watching)
Use strategies to select and engage with stories and other texts aligned with personal preferences and interests.

Share and discuss stories and other texts which are personally enjoyable and meaningful.

Creating texts (writing, speaking, creating)
Create stories and other texts alone and with others in ways which are personally enjoyable and meaningful.</td></tr>
</table>

	In planning learning and teaching, Story and Identity should be used alongside Tools for Reading Comprehension and Tools for Writing.			
	Notes Texts selected for the curriculum should reflect diversity including ethnicity; cultural and social backgrounds; positive reflections of disability; gender and family structure. They can also be presented in a variety of languages, including Scots. All learners should have the opportunity to see themselves and their own experiences reflected in texts and to learn about the experiences of a variety of identities, communities and cultures, building empathy and understanding. Learning and teaching can be planned to challenge, rather than reinforce biases. Identities, voices and perspectives 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 these concepts 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. The curriculum can support learners to develop positive identities as readers and writers. Reading and writing personally selected texts is important for reading and writing enjoyment, learning and wellbeing. Enjoyment of texts plays a role in developing skills and knowledge for reading and writing, at the same time as being a valuable end in itself. Practitioners should support all young people 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.			

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<table>
<tr><th>Strand</th><th colspan="3">How Texts Work</th></tr>
<tr><td rowspan="2">Second Level</td><td rowspan="2">Beginning of second level</td><td colspan="2">Understand: People choose how they use language, style and other features according to the form, purpose and audience of the text they are creating.</td></tr>
<tr><td>Know:
Texts in different forms created for a range of purposes and audiences which can include:
-imaginative and creative texts, such as novels, poems, plays
-informative texts such as news reports, reference books, instructions
-persuasive texts such as advertisements, trailers, leaflets, packaging
-texts in all forms created for a range of purposes and audiences.

Features of layout for different forms of written texts, such as verses in poetry or headings, sub-headings and diagrams/illustrations in reference texts.

Structural features of written, spoken and other texts, such as introductions, conclusions, paragraphs, sequencing, topic sentences, linking words and phrases.

The main ideas and/or themes explored in texts.

Examples of text features used across forms such as:
-word choice
-similes and/or metaphors
-sound techniques e.g. alliteration or onomatopoeia
-narrative techniques e.g. characterisation, setting, plot
-persuasive techniques e.g. emotive language
-tone and register (spoken texts)
-a range of other language techniques and devices used in written, spoken and other types of texts.

In all forms of texts, language, structure and other features vary depending on the intended audience.</td><td>Do:
Engaging with texts (reading, listening, watching)
Identify purpose and audience for texts.

Identify text features and describe how they are used to contribute to the overall impact of a text.

Describe the main ideas and/or themes of texts.

Respond at a personal level to the main ideas and themes of texts.

Creating texts (writing, speaking, creating)
Create written, spoken and other texts.

Create texts which fulfil different purposes such as:
-imaginative/creative (e.g. stories, poems, scripts, personal experiences)
-informative (e.g. report, biography, oral presentation)
-persuasive (e.g. leaflets, posters, advertisements, persuasive talk or ‘pitch’)
-procedural (e.g. instructions, science investigations).

Vary language, structure and other features depending on the intended audience.

Play and experiment with techniques and other devices to contribute to overall impact of texts in written, spoken and other forms.</td></tr>
<tr><td>End of second level</td><td>Know:
Common genres and their associated genre conventions, such as ghost stories, comics or documentaries.</td><td>Do:
Engaging with texts (reading, listening, watching)
Identify text features, including genre conventions and describe how they are used to convey ideas and themes.

Creating texts (writing, speaking, creating)
Create texts which fulfil different purposes such as:
-imaginative/creative (e.g. stories, poems, scripts in different genres, personal experiences)
-informative (e.g. reports, news articles, biographies, talks)
-persuasive (e.g. posters, reviews)
-procedural (e.g. instructions, science investigations).

Play and experiment with genre conventions and style to contribute to overall impact of texts in written, spoken and other forms.</td></tr>
<tr><td></td><td colspan="3">At Second Level, knowledge, skill and understanding is built within Enjoying, Engaging with and Creating Texts. In planning learning and teaching, How Texts Work should be used alongside Tools for Reading Comprehension and Tools for Writing.</td></tr>
<tr><td></td><td colspan="3">Notes
As children move from the earlier to the later stages of the level, the curriculum should offer a sequence of fiction and nonfiction texts that ensures progression through increasing breadth and challenge.</td></tr>
</table>

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<table>
<tr><td></td><td colspan="2">Texts selected for the curriculum should reflect diversity including ethnicity; cultural and social backgrounds; positive reflections of disability; gender and family structure. They can also be presented in a variety of languages, including Scots. All learners should have the opportunity to see themselves and their own experiences reflected in texts and to learn about the experiences of a variety of identities, communities and cultures, building empathy and understanding.

Texts presented in written or print form are central to developing understanding, knowledge and skills. In addition, other forms, including those central to children's everyday lives, such as visual and digital texts, can be used to support development of conceptual understanding.

Practitioners should support all children to both engage with and create developmentally appropriate text forms that are best aligned to their individual strengths, needs and interests. This can include the use of assistive technologies.

Creating written and spoken texts, such as solo talks, 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.

See glossary for definitions of the following terms: alliteration, characterisation, emotive language, metaphor, onomatopoeia, plot, register, setting, simile, tone and word choice.</td></tr>
<tr><td rowspan="2">Third Level</td><td colspan="2">Understand: People choose how they use language, style and genre conventions according to the form, purpose and audience of the text they are creating in order to convey ideas and themes.</td></tr>
<tr><td>Know:
Texts in different forms created for a range of purposes and audiences which can include:
-imaginative and creative texts, such as novels, poems, plays
-informative texts such as news reports, manuals and guides, keynote speeches
-argumentative/persuasive texts such as opinion pieces, campaign materials (e.g. environmental, community), promotional materials (e.g. advertisements, trailers)
-a range of texts which fulfil purposes such as discussing ideas, sharing opinions, taking a perspective (e.g. online blogs, journalistic articles, informative websites)
-texts in all forms created for a range of purposes and audiences.

A range of texts which fulfil purposes such as discussing ideas, sharing opinions or taking a perspective (online blogs, journalistic articles, informative websites).

Texts in all forms created for a range of purposes and audiences.

Structural features of written, spoken and other texts, such as introductions, conclusions, paragraphs, sequencing, topic sentences, linkage.

Common genres and their associated genre conventions, such as comedy, historical fiction, documentary or horror.

The main ideas and/or themes as they are explored in texts.

Examples of text features used across forms to convey ideas and themes such as:
-word choice
-sentence structure e.g. questions, lists, repetition
-imagery e.g. simile, metaphor, personification
-sound techniques e.g. alliteration, onomatopoeia, rhythm
-narrative techniques e.g. characterisation, setting, dialogue, point of view, build-up of tension/suspense
-persuasive techniques e.g. emotive language, use of direct address, facts and evidence (including data)
-tone and register (spoken texts)
-a range of other techniques and devices used in written, spoken and other types of texts.

In all forms of texts, language, structure and other features vary depending on the intended audience.</td><td>Do:
Engaging with texts (reading, listening, watching)
Identify purpose and audience for texts.

Identify and analyse text features, including genre conventions and how they are used to convey ideas and themes.

Explain the main ideas and themes of texts.

Respond at a personal level to the main ideas and themes of texts.

Creating texts (writing, speaking, creating)
Create written, spoken and other texts.

Create texts for different purposes such as:
-imaginative/creative (e.g. narrative fiction, personal reflective, poetry and drama in a range of genres)
-informative/procedural (e.g. reports and syntheses, such as investigations in social studies or sciences)
-persuasive/argumentative (e.g. articles, speeches, reviews).

Vary language, structure and other features depending on the intended audience.

Play and experiment with narrative techniques, genre conventions and style to contribute to overall impact of texts in written, spoken and other forms.</td></tr>
<tr><td></td><td colspan="2">In planning learning and teaching, How Texts Work should be used alongside Tools for Reading Comprehension and Tools for Writing.</td></tr>
</table>

Notes
As young people move from the earlier to the later stages of the level, the curriculum should offer a sequence of fiction and nonfiction texts that ensures progression through increasing breadth and challenge.

Texts selected for the curriculum should reflect diversity including ethnicity; cultural and social backgrounds; positive reflections of disability; gender and family structure. They can also be presented in a variety of languages, including Scots. All learners should have the opportunity to see themselves and their own experiences reflected in texts and to learn about the experiences of a variety of identities, communities and cultures, building empathy and understanding.

Texts presented in written or print form are central to developing understanding, knowledge and skills. In addition, other forms, including those central to young people's everyday lives, such as visual and digital texts, can be used to support development of conceptual understanding.

Practitioners should support all young people 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.

Creating written and spoken texts, such as solo talks, for real-life audiences can be engaging and motivating for young people. Audiences can include organisations in the local community, visitors to the setting/school or younger children.

See glossary for definitions of the following terms: **alliteration, characterisation, emotive language, metaphor, onomatopoeia, plot, register, setting, simile, tone and word choice.**

Fourth Level

Understand: People choose how to engage audiences by using text features and genre conventions to convey ideas and themes and to represent different voices and perspectives.

Know:

Texts in different forms created for a range of purposes and audiences, which can include imaginative/creative texts (novels, poems, plays), informative texts (news reports, manuals, guides, keynote speeches, podcasts), argumentative/persuasive texts (opinion pieces, campaign materials (environmental or community), advertisements and trailers.

A range of texts which fulfil purposes, such as discussing ideas, sharing opinions, taking a perspective (online blogs, journalistic articles, informative websites), texts in all forms created for a range of purposes and audiences.

Structural features of written, spoken and other texts, such as introductions, conclusions, topic sentences and linkage.

The main ideas and/or themes as they are explored in texts.

Common genres and their associated genre conventions, such as comedy, historical fiction, documentary or horror.

In all forms of texts, language, structure and other features vary depending on the intended audience.

Structural features of written, spoken and other texts, such as introductions, conclusions, topic sentences, linkage.

Examples of text features used across forms to convey ideas and themes such as:
-word choice
-sentence structure e.g. lists, non-sentences, inversions
-imagery e.g. simile, metaphor, personification
-sound techniques e.g. alliteration, onomatopoeia, rhythm
-use of techniques to create tone and mood
-narrative techniques e.g. characterisation, setting, dialogue, point of view, build-up of tension/suspense, symbolism, motif
-persuasive techniques e.g. emotive language, use of direct address, facts and evidence (including data)
-persuasive techniques, such as emotive language, use of direct address, facts and evidence (including data)
-a range of other language techniques used in written, spoken and other types of texts.

In all forms of texts, language, structure and other features vary depending on the intended audience.

Do:

Engaging with texts (reading, listening, watching)
Identify purpose and audience for texts.

Identify, analyse and evaluate text features, including genre conventions and how they are used to convey ideas and themes.

Evaluate how effectively the main ideas and/or themes in texts are conveyed, supporting personal responses with evidence from the text.

Compare and contrast texts with similar themes.

Creating texts (writing, speaking, creating)
Create written, spoken and other texts.

Create texts for different purposes and audiences such as:
-imaginative (e.g. narrative fiction, personal reflective, poetry and drama in a range of genres and/or exploring themes and ideas)
-informative (e.g. reports and syntheses such as investigations in social studies or sciences)
-persuasive/argumentative (e.g. articles, speeches, reviews).

Vary language, structure and other features depending on the intended audience.

Play and experiment with narrative techniques, genre conventions and style to contribute to overall impact of texts in written, spoken and other forms.

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	In planning learning and teaching, How Texts Work should be used alongside Tools for Reading Comprehension and Tools for Writing.
	Notes As young people move from the earlier to the later stages of the level the curriculum should offer a sequence of fiction and nonfiction texts that ensures progression through increasing breadth and challenge. Texts selected for the curriculum should reflect diversity including ethnicity; cultural and social backgrounds; positive reflections of disability; gender and family structure. They can also be presented in a variety of languages, including Scots. All learners should have the opportunity to see themselves and their own experiences reflected in texts and to learn about the experiences of a variety of identities, communities and cultures, building empathy and understanding. Texts presented in written or print form are central to developing understanding, knowledge and skills. In addition, other forms, including those central to young people's everyday lives, such as visual and digital texts, can be used to support development of conceptual understanding. Practitioners should support all young people 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. Creating written and spoken texts, such as solo talks, for real-life audiences can be engaging and motivating for young people. Audiences can include organisations in the local community, visitors to the setting/school or younger children. See glossary for definitions of the following terms: **alliteration, characterisation, emotive language, metaphor, onomatopoeia, plot, register, setting, simile, tone and word choice.**

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<table>
<tr><th>Strand</th><th colspan="6">Information Literacy</th></tr>
<tr><td rowspan="2">Second Level</td><td colspan="2">Understand: Forming questions and using search strategies and tools helps find relevant information for different purposes.</td><td colspan="2">Understand: Careful consideration of the source, purpose and context of information helps decide how reliable it is.</td><td colspan="2">Understand: Using information from different sources deepens understanding and helps draw well-informed conclusions.</td></tr>
<tr><td>Know:
Forming inquiry questions helps identify required information.

Keywords help identify and find relevant information effectively.

Texts use a range of organisational features to help find needed information.

Different sources can provide different types of information for a range of purposes.

As well as being relevant, search results can sometimes be contradictory, irrelevant or inaccurate.</td><td>Do:
Engaging with texts (reading, listening, watching)
Create inquiry questions to help plan research.

Identify and apply appropriate keywords for enquiries, including any useful synonyms.

Find information in a text by using its index or search function and features such as contents, menu, headings, subheadings and diagrams.

Consider different sources to ensure the selection of information that is accurate and relevant to an inquiry question.</td><td>Know:
Information sources are created for different purposes, such as to inform, entertain or persuade and this can affect the content and how it is presented.

The reliability and relevance of information can be checked by comparing it against other sources of information.

Identifying the context of an information source helps decide if it is accurate and reliable.

Misinformation is when false information is shared without the deliberate intention to deceive.

Disinformation is when false information is deliberately created to manipulate or mislead.</td><td>Do:
Engaging with texts (reading, listening, watching)
Identify the purpose of an information source by considering how its content is conveyed, for example, through anecdotes or the presentation of particular facts and opinions.

Apply strategies to check information for accuracy, reliability and relevance, such as comparing it to other sources or finding out how old the source is.

Ask questions to determine the extent to which an information source can be believed, for example: Who created it? Are they an expert or trusted organisation? Is evidence given to support their point of view?</td><td>Know:
Information from a range of sources provides different facts and perspectives to support understanding.

Different formats for communicating information have particular strengths and limitations that influence how messages are conveyed to an audience, for example, labelled posters, diagrams, written reports, oral or digital presentations.

Recording where information has come from when creating texts allows others to locate and check it.

Information should be checked for factual accuracy before sharing with others.</td><td>Do:
Creating texts (writing, speaking, creating)
Identify similarities and differences from two or more sources and make notes to help draw conclusions, using own words as appropriate.

Share information and conclusions in an appropriate format for their audience and purpose, such as mind maps, fact files, extended writing, podcasts.

Acknowledge the sources of information used in the creation of texts.

Describe the negative effects on people of sharing inaccurate information and some possible motivations behind misinformation and disinformation.</td></tr>
<tr><td></td><td colspan="6">At First Level knowledge, skill and understanding is built within Enjoying, Engaging with and Creating Texts.

In planning learning and teaching, Information Literacy should be used alongside Tools for Reading Comprehension and Tools for Writing.</td></tr>
<tr><td></td><td colspan="6">Notes
Children progressively evaluate the relevance, reliability and credibility of information for a range of purposes, including creating new texts. Information sources include those central to children’s everyday lives, such as visual and digital texts. These can be used in addition to written sources such as books, newspapers and magazines to support the understanding of information literacy.

See glossary for definitions of the following terms: inquiry question, keywords.</td></tr>
<tr><td rowspan="2">Third Level</td><td colspan="2">Understand: Using information sources and search strategies and reflecting on the relevance of the information found improves the inquiry process.</td><td colspan="2">Understand: Evaluating information and verifying its reliability strengthens conclusions drawn.</td><td colspan="2">Understand: The responsible use of information sources ensures the credibility of created texts.</td></tr>
<tr><td>Know:
Research involves gathering different viewpoints and ensuring inquiry questions are impartial.

Well-planned and focused inquiry questions produce the best results.

Keywords used during digital research influence the relevance of</td><td>Do:
Engaging with texts (reading, listening, watching)
Design inquiry questions and choose keywords that are fair and impartial.

Broaden or narrow digital searches by adjusting keywords as appropriate to the information sought.</td><td>Know:
Information is trusted when it is supported by verifiable evidence that references its sources.

The difference between misinformation and disinformation and their impact on society, such as through social media and digital platforms.</td><td>Do:
Engaging with texts (reading, listening, watching)
Corroborate information by checking it against other reliable sources.

Identify the use of information bias, such as claims unsupported by evidence; techniques used to manipulate or persuade people</td><td>Know:
Combining information from a number of sources creates a broader evidence base on which to draw conclusions.

Presenting relevant evidence-based arguments makes communications more credible and convincing.</td><td>Do:
Creating texts (writing, speaking, creating)
Draw conclusions that are supported by a strong evidence base.

Identify patterns, themes and evidence across sources of information.</td></tr>
</table>

	the information and perspectives that are returned. The use of parameters reduces the number and improves the relevance of internet search engine results. Different sources of nonfiction texts, such as library catalogue searches, classification schemes and AI. The relevance of generative AI responses is dependent on the quality of instructions and prompts inputted.	Use basic search parameters to refine internet results, such as quotation marks, asterisks, AND, OR. Find nonfiction resources relevant to an inquiry question. Use effective prompting strategies when using AI tools.	Evaluation strategies to assess whether information and its sources are reliable, such as 'The '5 Ws' - Who created the information source? What is its content and purpose? When was the information published and last updated? Where did it come from? Why was the source created? Information from AI generated content may contain inaccuracies, biases, omissions, hallucinations or outdated sources.	into believing unsubstantiated claims. Evaluate information in terms of need, discarding what is irrelevant or unreliable. Confirm or dispute generative AI responses by comparing them to other information sources.	Text creators have a responsibility to acknowledge where they have used the work and ideas of others. Responsibilities around the ethical use of information in the creation of texts.	Communicate information as appropriate to audience and purpose, taking care to use own words. Acknowledge sources of information and ideas that have been used in the creation of texts. Consider the ethical implications of sharing information before doing so, for example, impact of deliberately misleading others through the selective presentation of information.
	In planning learning and teaching, Information Literacy should be used alongside Tools for Reading Comprehension and Tools for Writing.					
	Notes Young people progressively evaluate the relevance, reliability and credibility of information for a range of purposes, including creating new texts. Information sources include those central to young people's everyday lives, such as visual and digital texts. These can be used in addition to written sources such as books, newspapers and magazines to support the understanding of information literacy. See glossary for definitions of the following terms: **AI hallucination, information bias, inquiry question, keywords, parameters.**					
Fourth Level	**Understand:** The cyclical nature of research involves applying strategies to find and revise information from a widening range of sources.		**Understand:** Critically evaluating the authority, accuracy and relevance of information determines its credibility.		**Understand:** The creation of evidence-based texts is enabled by synthesising information from a variety of sources.	
	Know: The research process is iterative, with the final result strengthened by adapting inquiry questions as new evidence is gathered. Effective research is objective and actively counters bias by considering different voices, viewpoints and perspectives. Online searches can be refined through the use of advanced search techniques to produce more relevant and targeted results. Search engines, information systems and algorithms prioritise and organise information in different ways, for example, sponsored results, AI responses, paid content.	**Do:** **Engaging with texts (reading, listening, watching)** Consider how the emergence of new evidence affects the initial research inquiry and adapt or narrow the focus as necessary. Select and use evidence to support conclusions, making sure they reflect different viewpoints and perspectives. Use advanced search strategies to narrow online searches and refine results, such as: Use site: ; Use filetype: pdf; search engine filters such as date, country. Conduct online searches to identify the most relevant information by looking beyond what appears within 'top results'.	**Know:** Evaluation frameworks such as 'RADAR' and 'The CRAAP Test' gauge the credibility of information by assessing for relevance, purpose, accuracy etc. The authority of an author or text creator affects the credibility of a source. Ways in which factual information can be manipulated through the selective use of evidence, the omission of information or perspectives, the misleading use of statistics and the deliberate use of information out of context (misinformation and disinformation).	**Do:** **Engaging with texts (reading, listening, watching)** Analyse the credibility, authority, purpose and evidence presented in sources and be aware of ways to spot inaccurate claims. Apply strategies to evaluate information and determine the extent of own agreement with the evidence, summaries and conclusions drawn. Fact check information by tracing it to its original source and assessing the quality of the evidence provided, for example, using references and links to track back information.	**Know:** The synthesis of information supports the development of understanding, insights, opinions and conclusions. Conclusions should be determined by a strong evidence base from a range of sources. Choices around text structure and presentation affect audience engagement. Decisions about what information or perspectives to include, omit or emphasise can influence an audience's understanding. Ways to cite sources in order to give created texts credibility. The use of digital tools such as generative AI raises ethical questions about authorship,	**Do:** **Creating texts (writing, speaking, creating)** Synthesise information from a range of sources and perspectives to develop own understanding, insights, opinions and conclusions. Develop and justify arguments and interpretations using the evidence selected. Communicate information clearly and concisely in a range of appropriate formats to engage an audience, such as written reports, individual and group presentations, infographics, podcasts.

					ownership, originality, reliability and fair use.	Communicate information in a way that fairly represents different perspectives. Reference sources with a clear and consistent referencing style, such as a full bibliography where appropriate. Make informed decisions about when the use of generative AI is appropriate and ethical and report all uses transparently.
	In planning learning and teaching, Information Literacy should be used alongside Tools for Reading Comprehension and Tools for Writing.					
	Notes Young people progressively evaluate the relevance, reliability and credibility of information for a range of purposes, including creating new texts. Information sources include those central to young people's everyday lives, such as visual and digital texts. These can be used in addition to written sources such as books, newspapers and magazines to support the understanding of information literacy. See glossary for definitions of the following terms: **disinformation, evaluation frameworks, misinformation.**					

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<table>
<tr><th>Strand</th><th colspan="4">Tools for Reading Comprehension</th></tr>
<tr><td rowspan="4">Second Level</td><td colspan="2">Understand: Background knowledge, topic/curricular knowledge and vocabulary support interpretation, inference and comprehension of written texts.</td><td colspan="2">Understand: Skilled readers monitor understanding and deploy strategies when meaning breaks down.</td></tr>
<tr><td>Know:
A range of existing and new knowledge across topics and curriculum areas.

Specific vocabulary associated with topics from across the curriculum.

Words with multiple meanings or uses across the curriculum, for example, the word ‘solution’ is used differently in Mathematics, Art and Design and Sciences.

A prefix is a part of a word which is added at the start to change its meaning, such as un-happy = unhappy.

A suffix is a part of a word which is added at the end to change its meaning, such as help - ful = helpful.

Word origins and roots support understanding of vocabulary used across the curriculum.

Glossaries and dictionaries provide concise definitions of specialised terms.</td><td>Do:
Draw upon own existing and new curricular/topic knowledge to support reading comprehension.

Explore words with multiple meanings or uses in different contexts, for example, how the words ‘volume’ or ‘table’ are used.

Use word roots (etymology), prefixes and suffixes (morphology) and their meanings in words to support reading comprehension.

Use a dictionary to find the definition of unknown or unfamiliar words.

Use glossaries to find definitions of specialised terms.</td><td>Know:
Strategies which support monitoring and repair of understanding of written texts, such as:
-activating background/topic/curricular knowledge
-making connections to own experiences
-making connections between texts
-predicting
-generating questions
-visualising
-summarising.</td><td>Do:
Make personal connections to text content.

Generate questions before, during and after reading to deepen understanding.

Make predictions and seek evidence/examples to justify.

Seek clues from across the text to support understanding.

Create graphic organisers or diagrams to visualise processes (e.g. the water cycle) or settings, characters and events outlined in written texts.

Recognise when meaning breaks down and use strategies to repair understanding, such as re-reading and the use of context clues.

Summarise main ideas and supporting details.</td></tr>
<tr><td colspan="4">How Texts Work, Story and Identity and Information Literacy provide the contexts in which young people should develop their Tools for Reading Comprehension.

All learning contexts and curriculum areas are also important contexts in which young people develop Tools for Reading Comprehension.</td></tr>
<tr><td colspan="4">Notes
Background knowledge, built across topics, curriculum areas and personal experience improves vocabulary and makes an important contribution to children’s reading comprehension.

See glossary for definitions of the following terms: etymology, morphology, prefix, suffix.</td></tr>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understand: Grammar and punctuation observe rules and conventions and are used in written texts to communicate meaning clearly to readers.</td><td colspan="2">Understand: Reading with accuracy and automaticity bridges word recognition and reading comprehension of written texts, contributing to the reader’s overall understanding.</td></tr>
<tr><td>Know:
Capital letters, full stops, exclamation marks and question marks.

Paragraphs are used to group ideas together in a text.

Inverted commas (speech marks) are placed around the words directly spoken.

Commas are used to separate items in a list and after an opening phrase.</td><td>Do:
Recognise and use punctuation such as paragraphing, question marks, exclamation marks, commas and speech marks, to read with accuracy, automaticity and comprehension.

Recognise a range of sentence types, openers and lengths.

Recognise different verb tenses.

Recognise first person and third person point of view.</td><td>Know:
Readers change their tone, volume and or pace whilst reading aloud to express the meaning contained within texts.</td><td>Do:
Read unfamiliar words with accuracy and automaticity.

Read texts independently and with appropriate pace to develop understanding.

Show awareness of tone, volume or speed when reading aloud independently.

Notice and take account of punctuation including question marks, exclamation marks, commas and speech marks, whilst reading aloud.</td></tr>
</table>

	Apostrophes are used to indicate possession, such as ‘the girl’s football/the girls’ football’, ‘Today’s specials’. A range of sentence types, such as statements, commands and questions. A range of conjunctions to combine and extend ideas. Verb tenses (past, present or future): -Past: action happened in the past, for example, walked, played, jumped. -Present: action happening now, such as walk, play, jump. -Future: action is still to happen, for example, will walk, will play, will jump.			
	Know: Paragraphs are used to group ideas together in a text, indicate changes of subject, time or place or to indicate a change of speaker. Commas are used to separate items in a list, to separate extra information within a sentence (see parenthesis) or after an opening phrase. Ellipses (…) shows a pause or when some information has been left unsaid. Parenthesis is extra information added into the body of a sentence which can be removed without changing the meaning. It is shown using brackets, commas or dashes. Direct speech is indicated by use of speech marks. Commas, full stops/exclamation marks/questions marks should also be used accurately within direct speech. Colons are used in the middle of a sentence to signpost the introduction of additional information. They may be followed by a list, an explanation or an example. Semicolons are used: -between two sentences that are closely connected in meaning, for example, ‘The sun was shining; the children played outside’.	**Do:** Recognise and use punctuation such as commas, ellipses, parentheses, speech marks, colons and semicolons to read with accuracy, automaticity and comprehension. Recognise writers’ use of different sentence types in written texts. Recognise writers’ use of past, present and future tenses. Recognise and comment on the effect of first person and third person point of view.		

	-to separate items in a complex list (particularly when items are described with more than one word). A range of sentence types, for example, statements, commands, questions, lists. A range of sentence openings such as 'The dog barked…'; or 'Quickly,…Happily,…. Suddenly,….'; or 'On the table….'; 'At five o'clock…'. First person and third person point of view.			
	How Texts Work, Story and Identity and Information Literacy provide the contexts in which young people should develop their Tools for Reading Comprehension. All learning contexts and curriculum areas are also important contexts in which young people develop Tools for Reading Comprehension.			
	Notes			

Third Level	**Understand:** Background knowledge, disciplinary knowledge and vocabulary support interpretation, inference and comprehension of written texts.		**Understand:** Skilled readers monitor understanding and deploy strategies when meaning breaks down.	
	Know: A range of existing and new knowledge across disciplines and curriculum areas. Specialist disciplinary vocabulary. Prefixes and suffixes. Word origins and roots support understanding of vocabulary used across the disciplines.	**Do:** Draw upon own existing and new disciplinary knowledge to support interpretation, inference and comprehension. Broaden and deepen vocabulary through interactions, listening, watching and reading texts. Use word roots (etymology), prefixes and suffixes (morphology) and their meanings in words to support reading comprehension.	**Know:** Strategies which support monitoring and the repair of understanding of written texts, such as: -activating background/topic/curricular knowledge -making connections to own experiences -making connections between texts -predicting -generating questions -visualising -summarising.	**Do:** Make personal connections to text content. Generate own questions before, during and after reading to deepen understanding. Make predictions based on patterns and themes and seek textual evidence to challenge or justify. Monitor understanding throughout reading. Recognise when meaning breaks down and select from appropriate strategies to repair understanding. Summarise main ideas, distinguishing essential from less relevant information.
	How Texts Work, Story and Identity and Information Literacy provide the contexts in which young people should develop their Tools for Reading Comprehension. All learning contexts, curriculum areas and subject disciplines are also important contexts in which young people develop Tools for Reading Comprehension.			
	Notes Background knowledge, built across curriculum areas, disciplines and personal experience improves vocabulary and makes an important contribution to young people's reading comprehension. See glossary for definitions of the following terms**: etymology, morphology, prefix, suffix.**			

Third Level	**Understand:** The rules and conventions of grammar and punctuation, both when observed and when manipulated can affect meaning and create impact in written texts.		**Understand:** Reading with accuracy and automaticity bridges word recognition and reading comprehension of written texts from across disciplinary areas, contributing to the reader's overall understanding.	
	Know: Accurate use of the following punctuation: -paragraphs	**Do:** Recognise and use punctuation such as commas, ellipses, parentheses, speech marks, colons and	**Know:** Written texts from across disciplinary areas.	**Do:** Read unfamiliar words with accuracy and automaticity.

	-apostrophes as contractions -apostrophes for possession -commas (listing, parenthesis, separation of main and subordinate clause) -ellipses -colons or semicolons. Accurate punctuation of parenthesis and direct speech. A range of sentence types, such as simple, complex, non-sentences, lists and inversions. A range of sentence openings. Past, present and future tenses. First, second and third-person point of view.	semicolons to read with accuracy, automaticity and comprehension. Recognise writers' use of different sentence structures in written texts, such as sequences of short simple sentences to build tension, or use of lists to emphasise volume. Recognise writers' use of past, present and future tenses. Recognise and comment on the effect of first, second and third person point of view. Recognise and comment on the effect of writers' manipulation of the rules of grammar and punctuation, such as beginning a sentence with a conjunction, non-sentences without verbs and non-use of speech marks for dialogue.		Read texts independently and with appropriate pace to develop understanding. Show awareness of tone, volume or speed when reading aloud independently. Notice and take account of punctuation including commas, ellipses, parentheses, speech marks, colons and semicolons, whilst reading aloud.
	In planning learning and teaching, Tools for Reading Comprehension should be used alongside How Texts Work, Story and Identity and Information Literacy.			
	Notes Between Third and Fourth Level, the sequence of texts offered should reflect increased complexity in vocabulary, syntax and grammatical structures.			
Fourth Level	**Understand:** Background knowledge, disciplinary knowledge and vocabulary support interpretation, inference and comprehension of written texts.		**Understand:** Skilled readers evaluate and adapt as they engage with written text, automatically selecting appropriate repair strategies when meaning breaks down.	
	Know: A range of existing and new knowledge across topics and curriculum areas. Specialist disciplinary vocabulary. Prefixes and suffixes. Word origins and roots support understanding of vocabulary used across the disciplines.	**Do:** Draw upon own existing and new disciplinary knowledge to support interpretation, inference and comprehension. Broaden and deepen vocabulary through interactions, listening, watching and reading texts. Use word roots, prefixes and suffixes and their meanings in words (etymology/morphology) to support reading comprehension.	**Know:** Strategies which support monitoring and repair of understanding of written texts, such as: -activating background/topic/curricular knowledge -making connections to own experiences -making connections between texts -predicting -generating questions -visualising -summarising.	**Do:** Make personal connections to text content. Generate own questions before, during and after reading to deepen understanding. Make predictions based on patterns and themes and seek textual evidence to challenge or justify. Monitor understanding throughout reading. Recognise when meaning breaks down and select from appropriate strategies to repair understanding. Summarise main ideas, distinguishing essential from less relevant information. Make connections across texts, disciplines and experiences. Synthesise information from different sections and sources. Identify overarching ideas and messages.
	How Texts Work, Story and Identity and Information Literacy provide the contexts in which young people should develop their Tools for Reading Comprehension.			

<table>
<tr><td></td><td colspan="4">All learning contexts, curriculum areas and subject disciplines are also important contexts in which young people develop Tools for Reading Comprehension.</td></tr>
<tr><td></td><td colspan="4">Notes
Background knowledge, built across curriculum areas, disciplines and personal experience improves vocabulary and makes an important contribution to young people’s reading comprehension.

See glossary for definitions of the following terms: etymology, morphology, prefix, suffix.</td></tr>
<tr><td rowspan="4">Fourth Level</td><td colspan="2">Understand: The rules and conventions of grammar and punctuation, both when observed and when manipulated can affect meaning and create impact in written texts.</td><td colspan="2">Understand: Reading with accuracy and automaticity bridges word recognition and reading comprehension of written texts from across disciplinary areas, contributing to the reader’s overall understanding.</td></tr>
<tr><td>Know:
Accurate use of the following punctuation:
-paragraphs
-apostrophes as contractions
-apostrophes for possession
-commas (listing, parenthesis, separation of main and subordinate clause)
-ellipses
-colons or semicolons.

Accurate punctuation of parenthesis and direct speech.

A range of sentence types, such as simple, complex, non-sentences, lists and inversions.

A range of sentence openings.

Past, present and future tenses.

First, second and third-person point of view.</td><td>Do:
Recognise and use punctuation such as commas, ellipses, parentheses, speech marks, colons and semicolons to read with accuracy, automaticity and comprehension (see also reading fluency).

Recognise and comment on the effect of different sentence structures, such as sequences of short simple sentences to build tension, or use of lists to emphasise volume.

Recognise and comment on the effect of using past, present and future tenses.

Recognise and comment on the effect of first, second and third person point of view.

Recognise and comment on the effect of writers’ manipulation of the rules of grammar and punctuation, such as beginning a sentence with a conjunction; non-sentences without verbs; or non-use of speech marks for dialogue.</td><td>Know:
Written texts from across disciplinary areas.</td><td>Do:
Read unfamiliar words with accuracy and automaticity.

Read texts independently and with appropriate pace to develop understanding.

Show awareness of tone, volume or speed when reading aloud independently.

Notice and take account of punctuation including commas, ellipses, parentheses, speech marks, colons and semicolons, whilst reading aloud.</td></tr>
<tr><td colspan="4">How Texts Work, Story and Identity and Information Literacy provide the contexts in which young people should develop their Tools for Reading Comprehension.

All learning contexts, curriculum areas and subject disciplines are also important contexts in which young people develop Tools for Reading Comprehension.</td></tr>
<tr><td colspan="4">Notes
Between Third and Fourth Level, the sequence of texts offered should reflect increased complexity in vocabulary, syntax and grammatical structures.</td></tr>
</table>

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<table>
<tr><th>Strand</th><th colspan="4">Tools for Writing</th></tr>
<tr><td rowspan="4">Second Level</td><td colspan="4">Understand: Writers use the processes of generating ideas, planning, drafting, editing and revising to create and refine written texts that their intended audience will understand and engage with.</td></tr>
<tr><td colspan="2">Know:
Model texts in different forms created for a range of purposes and audiences which could include:
-imaginative and creative texts, such as short stories, poems, scripts
-informative texts such as news reports, instructions, biographies
-persuasive texts such as posters, advertisements, leaflets
-texts in all forms created for a range of purposes and audiences.

Features of layout for different forms of written texts, such as verses in poetry or headings, sub-headings and diagrams/illustrations in information texts.

Structural features of written texts, such as introductions, conclusions, paragraphs, sequencing, topic sentences, linking words and phrases.</td><td colspan="2">Do:
Observe examples of writing skills and techniques in model texts and experiment with these in own writing.

Generate ideas for own written texts in response to stimuli.

Experiment with a range of approaches to support planning for writing, such as storyboarding, graphic organisers or note making.

Draft own written texts, varying language, structure and other features depending on the purpose and intended audience.

Select written texts to edit, revise and publish/share.

Edit texts to improve content/ideas and structure, grammar, punctuation and spelling.

Publish/share selected written texts with real-life audiences.</td></tr>
<tr><td colspan="4">Notes</td></tr>
<tr><td rowspan="2">Second Level</td><td colspan="2">Understand: Writers use the rules of grammar and punctuation in order to communicate meaning clearly to their readers.</td><td colspan="2">Understand: Knowledge of letter patterns and word roots support spelling and written communication across the curriculum.</td></tr>
<tr><td>Know:
Capital letters, full stops, exclamation marks and question marks.

Paragraphs are used to group ideas together in a text.

Inverted commas (speech marks) are placed around the words directly spoken.

Commas are used to separate items in a list or after an opening phrase.

Apostrophes are used to indicate possession, such as ‘the girl’s football/the girls’ football’, ‘Today’s Specials’.

A range of sentence types, such as statements, commands, questions.

A range of conjunctions to combine and extend ideas.

Verb tenses (past, present and future):
-Past: action happened in the past, such as walked, played or jumped.
-Present: action happening now such as walk, play, or jump.</td><td>Do:
Use punctuation to support clear communication of meaning, including capital letters, full stops, exclamation marks and question marks.

Use a range of sentence types, lengths and openings in written texts.

Use a range of conjunctions, for example, and, but, because, although, yet.

Use accurate verb tenses for past, present and future tenses.</td><td>Know:
Specific vocabulary associated with topics from across the curriculum.

Words with multiple meanings or uses across the curriculum, such as the word ‘solution’ is used differently in Mathematics, Art and Design and Sciences.

A prefix is a part of a word which is added at the start to change its meaning, such as un-happy = unhappy.

A suffix is a part of a word which is added at the end to change its meaning, such as help - ful = helpful.

Word origins and roots support understanding of vocabulary used across the curriculum.

Glossaries and dictionaries provide concise definitions of specialised terms.

Thesauruses outline words that have the same/similar meanings.

Word roots and their families, such as sign/signal/signature, heal/health.</td><td>Do:
Use spelling knowledge to spell new words from across the curriculum.

Explore spellings of words which share a common root.

Use less common prefixes and suffixes, including those that require changes to the root words.

Apply spelling knowledge to a variety of word types, such as letter/sound (grapheme/phoneme) relationships, morphemes, spelling rules/patterns.</td></tr>
</table>

	-Future: action is still to happen, such as will walk, will play or will jump.		Prefixes and suffixes which require changes to the root word, such as explain/explanation, separate/separation, calf/calves.	
	Know: Paragraphs are used to group ideas together in a text, indicate changes of subject, time or place or to indicate a change of speaker. Commas are used to separate items in a list, to separate extra information within a sentence (see parenthesis) or after an opening phrase. Ellipses (...) shows a pause or when some information has been left unsaid. Parenthesis is extra information added into the body of a sentence which can be removed without changing the meaning. It is shown using brackets, commas or dashes. Direct speech is indicated by use of speech marks. Commas, full stops/exclamation marks/question marks should also be used accurately within direct speech. Colons are used in the middle of a sentence to signpost the introduction of additional information. They may be followed by a list, an explanation or an example. Semicolons are used: -between two sentences that are closely connected in meaning, for example, 'The sun was shining; the children played outside'. -to separate items in a complex list (particularly when items are described with more than one word). Verb tenses (past, present and future): -Past: action happened in the past, such as walked, played, or jumped. -Present: action happening now, such as walk, play or jump. -Future: action is still to happen, such as will walk, will play or will jump. A range of sentence types, such as statements, commands, questions, simple and complex. A range of sentence openings, such as 'The dog barked...'; or 'Quickly,...Happily,.... Suddenly,....'; or 'On the table....'; 'At five o'clock...'). First person and third person point of view.	**Do:** Use punctuation to support clear communication of meaning, including paragraphing, commas, apostrophes and inverted commas. Use a variety of sentence types, lengths and openings. Use past, present and future tenses accurately and as appropriate to purpose. Use first person and third person point of view accurately and as appropriate to purpose.		

<table>
<tr><td></td><td colspan="2">How Texts Work, Story and Identity and Information Literacy provide the contexts in which young people should develop their Tools for Writing.

All learning contexts and curriculum areas are also important contexts in which young people develop Tools for Writing.</td></tr>
<tr><td></td><td colspan="2">Notes
See glossary for definitions of the following terms: etymology, grapheme, phoneme, prefix, suffix</td></tr>
<tr><td rowspan="4">Third Level</td><td colspan="2">Understand: Writers use the processes of generating ideas, planning, drafting, editing and revising to create and refine written texts, improving their impact upon the intended audience.</td></tr>
<tr><td>Know:
Model texts in different forms created for a range of purposes and audiences which could include:
-imaginative and creative texts, such as short stories, poems, scripts
-informative texts such as news reports or guides
-argumentative/persuasive texts such as film/tv reviews; sports journalism; advertising.

Structural features of written texts, such as introductions, conclusions, paragraphs, sequencing, topic sentences, linkage.

Common genres and their associated genre conventions, such as comedy, historical fiction, documentary or horror.</td><td>Do:
Observe examples of writing skills and techniques in model texts and experiment with these in own writing.

Generate ideas for own written texts in response to stimuli.

Experiment with and develop preferences for planning approaches for writing, such as storyboarding, graphic organisers or note making.

Draft own written texts, varying language, structure, genre conventions and style (language techniques).

Select written texts to edit, revise and publish/share.

Edit texts to improve content/ideas and structure, grammar, punctuation and spelling.

Publish/share selected written texts with real-life audiences.</td></tr>
<tr><td colspan="2">How Texts Work, Story and Identity and Information Literacy provide the contexts in which young people should develop Tools for Writing.

All learning contexts, curriculum areas and subject disciplines are also important contexts in which young people develop Tools for Writing.</td></tr>
<tr><td colspan="2">Notes</td></tr>
</table>

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<table>
<tr><td rowspan="4">Third Level</td><td colspan="2">Understand:
Writers observe the rules of grammar and punctuation in order to communicate information and ideas to their intended audience with clarity.</td><td colspan="2">Understand:
Knowledge of letter patterns and word roots support spelling and written communication across disciplines.</td></tr>
<tr><td>Know:
Accurate use of the following punctuation:
-paragraphs
-apostrophes as contractions
-apostrophes for possession
-commas (listing, parenthesis, separation of main and sub-ordinate clause)
-ellipses
-colons
-semicolons.

Accurate punctuation of:
-parenthesis
-direct speech.

A range of sentence types e.g. simple and complex, lists.

A range of sentence openings.

Past, present and future tenses.

First, second and third person point of view.</td><td>Do:
Use a variety of sentence types and lengths, using accurate punctuation.

Select appropriate tense, according to the purpose of the written text.

Select appropriate person, according to the purpose of the written text.

Experiment with grammar, sentence structure and punctuation to achieve particular effects.</td><td>Know:
Specialist disciplinary vocabulary.

Words with multiple meanings or uses across the curriculum e.g. the word ‘solution’ is used differently in Mathematics, Art and Design and Sciences.

A prefix is a part of a word which is added at the start to change its meaning for example, un-happy = unhappy.

A suffix is a part of a word which is added at the end to change its meaning for example, help - ful = helpful.

Word origins and roots support understanding of vocabulary used across the curriculum.

Glossaries and dictionaries provide concise definitions of specialised terms.

Thesauruses outline words that have the same/similar meanings.

Word roots and their families for example, sign/signal/signature, heal/health.

Prefixes and suffixes which require changes to the root word for example, explain/explanation, separate/separation, calf/calves.</td><td>Do:
Use spelling knowledge to spell new words from across disciplinary areas.

Use knowledge of word origins and roots to support spelling of disciplinary vocabulary.

Use less common prefixes and suffixes, including those that require changes to the root words.

Apply spelling knowledge to a variety of word types e.g. letter/sound (grapheme/phoneme) relationships, morphemes, spelling rules/ patterns.</td></tr>
<tr><td colspan="4">How Texts Work, Story and Identity and Information Literacy provide the contexts in which young people should develop Tools for Writing.

All learning contexts, curriculum areas and subject disciplines are also important contexts in which young people develop Tools for Writing.</td></tr>
<tr><td colspan="4">Notes
See glossary for definitions of the following terms: apostrophe, colon, comma, direct speech, ellipses, etymology, first person, grapheme, inversion, non-sentence, parenthesis, phoneme, prefix, second person, semicolon, suffix, third person, verb tenses.</td></tr>
</table>

<table>
<tr><td rowspan="3">Fourth Level</td><td colspan="4">Understand: Writers use the processes of generating ideas, planning, drafting, editing and revising to express their creativity, increasing their impact upon their intended audience.</td></tr>
<tr><td colspan="2">Know:
Model texts in different forms created for a range of purposes and audiences which could include:
-imaginative and creative texts e.g. short stories, poems, scripts
-informative texts e.g. news reports, guides
-argumentative/persuasive texts such as opinion pieces, campaign materials (e.g. environmental, community), advertisements.

A range of texts which fulfil purposes such as discussing ideas, sharing opinions, taking a perspective (online blogs, journalistic articles, informative websites).</td><td colspan="2">Do:
Observe examples of writing skills and techniques in model texts and experiment with these in own writing.

Generate ideas for own written texts in response to stimuli.

Plan writing, making use of preferred planning approaches.

Draft own written texts, varying language, structure, genre conventions, style (language techniques).

Select written texts to edit, revise and publish/share.

Edit texts to improve content/ideas and structure, grammar, punctuation and spelling.

Publish/share selected written texts with real-life audiences.</td></tr>
<tr><td colspan="4">How Texts Work, Story and Identity and Information Literacy provide the contexts in which young people should develop Tools for Writing.

All learning contexts, curriculum areas and subject disciplines are also important contexts in which young people develop Tools for Writing.</td></tr>
<tr><td colspan="5">Notes</td></tr>
<tr><td rowspan="2">Fourth Level</td><td colspan="2">Understand: Writers both observe and manipulate the rules of grammar and punctuation, creating impact in written texts and engaging a variety of audiences in different ways.</td><td colspan="2">Understand: Knowledge of letter patterns and word roots support spelling and written communication across disciplines.</td></tr>
<tr><td>Know:
Accurate use of the following punctuation:
-paragraphs
-apostrophes as contractions
-apostrophes for possession
-commas (listing, parenthesis, separation of main and sub-ordinate clause)
-ellipses
-colons
-semicolons.

Accurate punctuation of parenthesis and direct speech.

A range of sentence types and structures, such as simple, complex, lists, non-sentences, inversions.

A range of sentence openings.

Past, present and future tenses.

First, second and third-person point of view.</td><td>Do:
Use a variety of sentence types and lengths to achieve particular effects.

Select appropriate tense, according to the purpose of the written text.

Select appropriate person, according to the purpose of the written text.

Manipulate grammar, sentence structure and punctuation to achieve particular effects.</td><td>Know
Specialist disciplinary vocabulary.

Words with multiple meanings or uses across the curriculum, such as ‘solution’ is used differently in Mathematics, Art and Design and Sciences.

A prefix is a part of a word which is added at the start to change its meaning, such as un-happy = unhappy.

A suffix is a part of a word which is added at the end to change its meaning, such as help - ful = helpful.

Word origins and roots support understanding of vocabulary used across the curriculum.

Glossaries and dictionaries provide concise definitions of specialised terms.

Thesauruses outline words that have the same/similar meanings.

Word roots and their families, such as sign/signal/signature, heal/health.</td><td>Do:
Use spelling knowledge to spell new words from across disciplinary areas.

Use knowledge of word origins and roots to support spelling of disciplinary vocabulary.

Use less common prefixes and suffixes, including those that require changes to the root words.

Apply spelling knowledge to a variety of word types, such as letter/sound (grapheme/phoneme) relationships, morphemes, spelling rules/patterns.</td></tr>
</table>

			Prefixes and suffixes which require changes to the root word, such as explain/explanation, separate/separation, calf/calves.	
	How Texts Work, Story and Identity and Information Literacy provide the contexts in which young people should develop Tools for Writing. All learning contexts, curriculum areas and subject disciplines are also important contexts in which young people develop Tools for Writing.			
	Notes See glossary for definitions of the following terms**: apostrophe, colon, comma, direct speech, ellipses, etymology, first person, grapheme, inversion, non-sentence, parenthesis, phoneme, prefix, second person, semicolon, suffix, third person, verb tenses.**			

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Appendix A – Glossary of terms

Alliteration	Repetition of a consonant sound at the beginning of each word in a sequence of connected text. For example, *Laura, the loopy lamb, was lost*.
Apostrophe	A punctuation mark (’) used to show possession or to indicate missing letters in a contracted word, for example, *Sarah’s* book and *don’t*.
Audience	The intended reader, listener, or viewer of a text or communication.
Blending	The process of combining individual sounds (phonemes) together to read or say a word, for example, blending *c-a-t* to make cat.
Characterisation	The way a writer or creator develops and presents a character through their appearance, actions, thoughts, speech and relationships with others.
Clauses	A group of words containing a subject and a verb, for example, *'the dog barked'*.
Colon	A punctuation mark (:) used to introduce a list, explanation, example, or additional information.
Comma	A punctuation mark (,) used to separate items in a list, mark a pause, or clarify the structure of a sentence.
Conjunction	A word used to join words, phrases, clauses, or sentences, for example, *and, but,* or *because*.
Digraph	Two letters which together make one sound. These include consonant digraphs such as *ch*, or *sh* and vowel digraphs where at least one of the letters is a vowel, such as *oa* or *ay*.
Diphthong	A sound formed by combining two vowels in a single syllable. The sound begins as one vowel sound and moves towards another such as *oy* in ‘boy’, or *oi* in ‘coin’.
Direct speech	The exact words spoken by a person or character, usually enclosed in speech marks, for example, *“I am going home,” said Joseph*.
Disinformation	False or misleading information that is deliberately created or shared to deceive people.
Ellipses	A punctuation mark consisting of three dots (...) used to show that words have been omitted or to create a pause, hesitation, or unfinished thought.
Emotive Language	Words and phrases chosen to create a strong emotional response in the reader, listener, or viewer.
Etymology	The exploration of roots and origins of words and the way their meanings have changed throughout history, for example, cent (root word meaning one hundred) centimetre, centipede, centenary, century, percent.
Evaluation frameworks	Structured sets of criteria or questions used to assess and judge the quality, effectiveness, reliability, or value of a text, source, or piece of work.
First person	A point of view in which the narrator or writer refers to themselves using words such as *I*, *me*, *my*, or *we*.
Form	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.
Grapheme	A single letter or combination of letters that represent a sound (phoneme) in a syllable or word, for example, a, ai, ay. (Single graphemes are the individual letters of the alphabet, such as c, a, w.)
Genre	A specific category or style of text defined by its own set of conventions.
Group dynamics	The ways in which people interact, influence each other and work together within a group to achieve a shared outcome.
Hallucination (AI)	AI invented content, presented as fact, which is incorrect or misleading.
Homophone	A word that sounds the same as another word but has a different meaning and usually a different spelling, for example, 'there', 'their' and 'they’re'.
Identity	The unique combination of qualities, beliefs, experiences and personality that makes an individual who they are. This includes, but is not limited to, values, group affiliations, sexuality, gender, race, cultural heritage, connections and self-expression. People can feel a sense of belonging to groups who hold similar identities and common interests.
Information bias	Information presented to favour a particular point of view or perspective, rather than being objective and neutral in its interpretation of facts.

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Inquiry question	An open-ended question that encourages active engagement with a range of information sources and the formation of evidence-based conclusions.
Internal bias	The personal beliefs, assumptions, or preferences that exist within an individual, which can influence how they think, interpret information and communicate; often without being fully aware.
Inversion	A change in the usual order of words in a sentence, often used for emphasis, effect, or to create a particular style, for example, '*Down the hill rolled the ball'* instead of *'The ball rolled down the hill'.*
Keywords	Words used when searching digitally for information on a topic. Choosing appropriate keywords ensures a search engine's results are more likely to be relevant to the information sought.
Manipulating	Adding, deleting or substituting sounds (phonemes) in words.
Metaphor	A figure of speech that describes one thing as if it were another to create meaning or imagery, for example, '*The moon was a silver coin in the sky.*'
Misinformation	False or misleading information that is shared without the intention to deceive others.
Morphemes	The smallest unit of meaning in a word. A morpheme can be a whole word, such as *book*, or a part of a word, such as the prefix *un-* in unhappy or the suffix *-ed* in jumped.
Non-sentence	A group of words that does not form a complete sentence because it lacks a subject, a verb, or a complete idea, for example, '*Running down the road*' or *'the big red ball'*.
Onomatopoeia	A word that imitates or suggests the sound it describes, for example, *buzz*, *crash*, or *splash*.
Parameters	Specific criteria or commands used to refine and control digital search results and help locate the most relevant information.
Parenthesis	A word, phrase, or clause added to a sentence to provide extra information or clarification. It is usually marked by commas, brackets, or dashes.
Phoneme	The smallest part of spoken language. Phonemes combine to form words, for example, the word ship is made up of three phonemes: *sh*, *i* and *p*.
Phonemic awareness	The ability to notice, think about and work with the individual sounds in spoken words.
Phonological awareness	The ability to hear and manipulate, or 'play with' the spoken sounds in words and sentences.
Plot	The sequence of events in a story or narrative, including the main actions and developments that shape what happens.
Prefix	A letter or group of letters added to the beginning of a word to change its meaning, for example, *un-* in 'unhappy' or *re-* in 'rewrite'.
Question types	Different kinds of questions used to gather information, develop understanding, or encourage thinking. Examples include open questions to encourage deeper exploration; closed questions to give control to the questioner; probing questions that require the respondent to think through their own points in more detail; and leading questions that can attempt to bias or influence the answer.
Rhyme	The repetition of the same or similar sounds, usually at the end of words, for example, *cat* and *hat*, or *light* and *night*.
Register	The way in which language is adapted and used according to context. It may refer to tone, word choice or level of formality.
Second person	A point of view in which the reader or listener is directly addressed using words such as *you* and *your*.
Segmenting	Breaking or separating a word into sounds in order to spell it.
Semicolon	A punctuation mark (;) used to link closely related clauses or to separate items in a complex list.
Setting	The time and place in which a story, text, or event occurs, helping to create context and atmosphere.
Simile	A figure of speech that compares one thing to another using the words *like* or *as*, for example, *'as busy as a bee'* or '*the water sparkled like diamonds'*.

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Split Digraph	Two letters that work together to make one sound but are separated by another letter, for example, the *a-e* in 'make' or the *i-e* in 'time'.
Story	A structured narrative of events, involving people (characters) and places (settings).
Suffix	A letter or group of letters added to the end of a word to change its meaning or grammatical function, for example, *-ful* in 'helpful', *-ed* in 'jumped', or *-ness* in 'kindness'.
Syllable	A word or word part which contains a vowel sound, for example, basket has two syllables: *bas - ket* and cat has one syllable.
Syntax	The order and arrangement of words in a sentence.
Third person	A point of view in which the narrator refers to people or characters using words such as *he*, *she*, *they*, or *it*.
Tone	The attitude or feeling conveyed by a text, shaped by the writer's choice of language, style and content, for example, serious, humorous, formal, or persuasive.
Trigraph	A group of three letters that work together to represent a single sound, for example, *igh* in 'light' or *ear* in 'hear'.
Visual Discrimination	The ability to see differences between visual features, such as shapes, patterns, letters and symbols.
Verb tenses	Forms of verbs that show when an action or state occurs, for example, in the past, present, or future, such as *walked*, walk and will walk.
Voice	The perspective, identity, or point of view expressed in a text. Voice can be revealed through a character's words and actions, the choices made by the creator, or the language used. Exploring voice helps learners consider whose experiences and viewpoints are represented, whose may be missing and how voice can be used in their own texts to engage or influence an audience.
Word Choice	The deliberate selection of words and phrases to create meaning, convey tone and achieve a particular effect on the reader, listener, or viewer.

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Declaration

The content of this document was written by the author, exercising full professional judgement. Education Scotland approved AI tools were used to support review, clarity and quality assurance. Education Scotland staff retain full responsibility and have reviewed and approved all content.

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Version History

Version	Date	Detail
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