



Literacy &
English



Numeracy &
Mathematics



Digital
Literacy



Computing
Science

LITERACY & ENGLISH

Progression Pathway



LIVE
LEARN
WORK
INVEST
VISIT

LITERACY & ENGLISH- Progression Pathway



Literacy &
English

Introduction and Aims

The Progression Pathways for Literacy and English set out a clear progression for knowledge and understanding and related skills from Curriculum for Excellence (CfE) and associated benchmarks through Early Level to the end of Third Level. This progression pathway is intended to assist teachers in their learning and teaching approaches as they plan and assess evidence of learning.

The aims of the pathways are:

- To support and enhance planning and assessment of Learning & Teaching
- To provide staff with a structured progression for skills development
- To enable the sharing of standards within schools and clusters in North Lanarkshire
- To link the curricular area to the development of skills for learning, life and work
- To facilitate the process of monitoring learners' progress and achievement of a given Level.

Furthermore, it should be noted that the rate of progression becomes much more incremental in later Levels. For example, the progression from the beginning of Early Level to the end of First Level is steeper than can be seen from the Beginning of Second Level to the end of Third Level.

Effective Learning & Teaching

The Experiences and Outcomes and the progression towards the Benchmarks detailed in this pathway should be allied with effective learning and teaching methodologies, effective classroom organisation and management, as well as a rich and supportive learning environment to stimulate the interests of children and young people and raise attainment for all.

Active Literacy

Active Literacy is an evidence-based approach to literacy instruction from Early through to Third Level, which incorporates Reading, Writing and Listening & Talking.

Reading

At Early Level, there is a focus on developing the stages of phonological awareness so that pupils will successfully progress towards phonemic awareness as part of a systematic synthetic phonics approach. Research shows this to be the most effective method of teaching reading for most learners. This approach requires pupils to learn to break words into phonemes (the smallest unit of sound to affect the meaning of a word) and to manipulate these sounds as they build words. Pupils use magnetic boards and follow a five-step approach to word building (say, make/break, blend read, write).

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When pupils do not experience success working in this way initially, it is recommended that they briefly follow a parallel approach: analytical phonics. Analytical phonics allows pupils to work with slightly larger units of sound in order to overcome any difficulties they are experiencing in their development, before returning to a synthetic phonics approach.

Teaching reading encompasses both fluent word reading and comprehension.

Fluency	Comprehension
<p>As pupils' phonic knowledge becomes more secure and their decoding becomes more accurate, the rate at which they read should also improve.</p> <p>This requires frequent practise through planned opportunities for reading aloud where teachers will listen in and provide feedback and next steps to pupils.</p> <p>It should also be noted that teachers should be commenting on their pupils' ability to read with expression and intonation.</p>	<p>Active Literacy advocates that comprehension strategies are embedded in the approach and are implicit at Early Level but more explicitly taught from First Level onwards.</p> <p>Initially this is through the 'Find It, Prove It, Talk About It' approach (which is an active approach to interrogating a text and locating evidence through directed discussion) and later through the use of 6 reading comprehension strategies based on international research on what constitutes good reading behaviours.</p> <p>This should be modelled by teachers and applied by pupils before and as they read appropriately challenging and motivating texts.</p>

A recommended reading list of quality fiction texts has been provided for Primary Schools. However, it is recommended that establishments make their own choices on fiction, non-fiction and digital texts to keep reading relevant, challenging and motivating.

Writing

The early stages of writing development are underpinned by the 'Tools for Writing' from CfE Experiences & Outcomes. This means that pupils initially have a greater focus on pencil grip, handwriting formation, punctuation appropriate to the level, spelling and grammar. Teaching writing should be connected to ongoing learning and the four contexts for learning, as well as preceded by discussion and teacher modelling of how to write in different genres.

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The balance of writing genres should be carefully considered when designing your curriculum and not lean too much on one genre at the expense of others (see the Es & Os for more advice on 'creating texts').

Exemplars are recommended to support the teaching of writing, as is scaffolding learning using the four stages of writing: preparation & planning, the writing process, conferencing & improving and publishing, redrafting and celebrating success. Teacher feedback should not be solely summative and should occur throughout and immediately after writing. This feedback should centre on the content of the genre as well as some key core writing targets, to ensure all pupils are clear as to their successes and personalised next steps in developing as writers.

Listening & Talking

Listening & Talking is integrated into the approach.

Good behaviours of listening and talking, appropriate to roles, purpose and context, are encouraged throughout Early level and beyond. When talking, pupils should be encouraged to communicate clearly with appropriate volume, pitch and speed using intonation, expression and gesture in order to engage their audience. When listening, they are encouraged to demonstrate an understanding of what others have said, responding to them, paraphrasing and questioning.

Pupils should also engage with a wide range of fiction and non-fiction texts, with the definition of a text taken from the CfE Principles and Practice document, meaning that texts will not only be read but watched and/or listened to.

Listening and Talking should be part of the pedagogical approaches to pupils' Reading and Writing experiences. However, opportunities should be sought across the four contexts for learning to ensure the application of these skills, both in discussing texts read to come to a deeper understanding, as well as before and throughout the writing process.



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Additional Notes

The Literacy Environment

Creating an effective literacy environment is essential in promoting success in learning and equity for pupils. The physical environment will be literacy rich and interactive. Pupils should be able to access the walls in the classroom to aid their learning. Examples of this will include high frequency/common words, word attack strategies, previously taught phonemes, tools for writing/core targets, comprehension strategies and genre writing walls etc.

The ethos in the class should promote independence in learning and as such, there should be systems in place to allow pupils to take responsibility for their own learning. An example of this would be a task board. Pupils would be trained to use this, to be responsible for organising their own resources in order to complete tasks and this in turn would help to give them ownership of their learning.

The Equity Agenda – Literacy Coaching

North Lanarkshire's Active Literacy provides the approach for Excellence in Literacy Learning and is therefore supplemented by the Professional Learning Group of Literacy Coaches across the Local Authority to ensure provision for the Equity agenda.

As such, a coaching model (which includes staff at various levels and from Primary, ASN and Secondary establishments across the estate) has been established to build capacity in all schools to intervene timeously for pupils who do not experience the same level of success as their peers.

The professional learning in this area looks closely at GIRFEC in Literacy: firstly by looking at ongoing observational assessment, which will be the first tool used to identify pupils struggling in their learning; then at additional support and differentiation, as the first line of adjusting teaching to meet the needs of learners; it looks next at the essential place of diagnostic literacy assessments, to probe further when difficulties are deep rooted and not easily remedied; the CLPL also entails developing knowledge and understanding of interventions so that staff know what constitutes an appropriate group or one-to-one intervention for specific needs; and finally staff are supported to move timeously to Literacy Consultation, having documented each step of the staged-intervention journey, so that the correct support can be put in place as early as possible for the individual to achieve their potential.

LITERACY & ENGLISH- Progression Pathway



Literacy &
English

**Early
Level**



**First
Level**



**Second
Level**



**Third/Fourth
Level**



Literacy and English

Organiser	Listening and Talking – Enjoyment and Choice
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Experience and Outcome(s)	<i>I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.</i>	LIT 0-01a / LIT 0-11a / LIT 0-20a
	<i>I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.</i>	LIT 0-01b / LIT 0-11b
	<i>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways</i>	LIT 0-01c

At the start of Early Level ←	Through Early Level	Towards the end of Early Level →	Benchmarks (to support professional judgement of achievement of a level)
<p>I can:</p> <ul style="list-style-type: none"> recognise differences and similarities in the way words sound. 	<p>I can:</p> <ul style="list-style-type: none"> recognise phonemic changes in words (Hickory Dickory Spock – “that’s not right!”). clap/count syllables (beats) in words, e.g. ‘car’ – 1 clap/syllable. 	<p>I can:</p> <ul style="list-style-type: none"> hear and say patterns in words, like onset and rime or syllables. use syllabification to clap out words independently. 	<p>Hears and says patterns in words.</p> <p>Hears and says rhyming words and generates rhyme from a given word.</p> <p>Hears and says the different single sounds made by letters.</p> <p>Hears and says letter blends/sounds made by a combination of letters.</p> <p>Participates actively in songs, rhymes and stories.</p> <p>Chooses a story or other texts for enjoyment, making use of the cover, title, author and/or illustrator.</p>
<ul style="list-style-type: none"> repeat the familiar parts in rhymes. 	<ul style="list-style-type: none"> clap out rhymes. explore rhyme and alliteration (pool, wool, fool). begin to recognise the odd one out in a series of rhyming words. 	<ul style="list-style-type: none"> hear and say (offer my own) some rhyming words. generate my own rhyming words (real and nonsense). hear the difference between rhyming and alliterated words. 	

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Literacy and English

<ul style="list-style-type: none"> • hear sounds at the beginning of some words. 	<ul style="list-style-type: none"> • hear sounds at the beginning of most words. 	<ul style="list-style-type: none"> • hear and say sounds made by single letters (phonemes/graphemes). • hear and say sounds made by a combination of letters (digraphs). 	
<ul style="list-style-type: none"> • hear and say larger units of sound made by a combination of letters (onset & rime) 			
	<ul style="list-style-type: none"> • sing along with familiar songs; begin to recite familiar parts of nursery rhymes and listen to stories. 	<ul style="list-style-type: none"> • sing along with familiar songs; recite familiar parts of nursery rhymes and listen to stories. 	
<ul style="list-style-type: none"> • choose a favourite book and say why I like it. 	<ul style="list-style-type: none"> • choose a favourite text and talk about it. 	<ul style="list-style-type: none"> • choose a story and discuss what I liked and why I liked it. 	
<ul style="list-style-type: none"> • show an interest in rhymes, songs or stories by watching others, joining the circle, dancing etc. 	<ul style="list-style-type: none"> • choose songs, rhymes and stories to watch or listen to. 	<ul style="list-style-type: none"> • choose songs, rhymes and stories to watch or listen to and discuss likes and dislikes. 	
<ul style="list-style-type: none"> • look at the pictures in a text. 	<ul style="list-style-type: none"> • begin to discuss a text that I enjoy and comment on the illustrations and front cover. 	<ul style="list-style-type: none"> • discuss the features of a chosen text, e.g. author/illustrator and title. 	
<ul style="list-style-type: none"> • use puppets to support role-play within imaginary contexts. 	<ul style="list-style-type: none"> • choose and explore elements of the stories with puppets and props, e.g. main parts, part of the story. 	<ul style="list-style-type: none"> • retell and talk about events in the storyline, e.g. beginning, middle, end. • re-enact real or imaginary stories, using puppets, role-play, dress-up or props. 	

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Literacy and English

Organiser Listening and Talking – Tools for Listening and Talking

Experience and Outcome(s) *As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.*

LIT 0-02a / ENG 0-03a

At the start of Early Level ←	Through Early Level	Towards the end of Early Level →	Benchmarks (to support professional judgement of achievement of a level)
<p>I can:</p> <ul style="list-style-type: none"> attempt to take part in group discussions, when prompted. attempt to listen to others speaking in a group, with support. 	<p>I can:</p> <ul style="list-style-type: none"> contribute to group discussions with increasing independence. listen to others speaking in a group with increasing independence. 	<p>I can:</p> <ul style="list-style-type: none"> begin taking turns to speak when working in pairs/groups for different purposes. listen and attend to others for a short period of time when it is their turn to speak. 	<p><i>Makes an attempt to take turns when listening and talking in a variety of contexts.</i></p> <p><i>Makes an attempt to use appropriate body language when listening to others, for example, eye contact.</i></p>
<ul style="list-style-type: none"> use gesture to add to communication, e.g. pointing. 	<ul style="list-style-type: none"> use body language to help me communicate my ideas, e.g. eye contact, smiling etc. 	<ul style="list-style-type: none"> use body language to demonstrate listening behaviours to others, e.g. good sitting/looking/waiting. 	<p><i>Listens and responds to others appropriately.</i></p> <p><i>Asks questions and responds relevantly to questions from others.</i></p>
<ul style="list-style-type: none"> respond to simple questions. 	<ul style="list-style-type: none"> ask and answer simple adult directed questions. 	<ul style="list-style-type: none"> listen to others and ask questions, e.g. 'what happened?' and respond appropriately to questions asked by others. 	<p><i>Follows and gives simple instructions.</i></p>
<ul style="list-style-type: none"> begin to follow simple instructions and familiar routines. 	<ul style="list-style-type: none"> follow some instructions and familiar routines. 	<ul style="list-style-type: none"> follow and give simple instructions with some independence. 	<p><i>Shares ideas with a wider audience, for example, group or class.</i></p>

L & T –
Enjoyment and
choice

L & T – Finding
and using
information

L & T – Creating
Texts

Reading –
Enjoyment and
choice

Reading –
Finding and
using
information

Writing –
Enjoyment and
choice

Writing –
Organising and
using
information

L & T – Tools for
Listening and
Talking

L & T –
Understanding,
analysing and
evaluating

Reading – Tools
for reading

Reading –
Understanding,
analysing &
evaluating

Writing – Tools
for writing

Writing –
Creating Texts



<ul style="list-style-type: none">• make comments or share an idea.	<ul style="list-style-type: none">• share my own ideas and discuss my own interests.	<ul style="list-style-type: none">• share my ideas with increasing confidence and to a wider audience.	
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L & T –
Enjoyment and
choice

L & T – Finding
and using
information

L & T – Creating
Texts

Reading –
Enjoyment and
choice

Reading –
Finding and
using
information

Writing –
Enjoyment and
choice

Writing –
Organising and
using
information

L & T – Tools for
Listening and
Talking

L & T –
Understanding,
analysing and
evaluating

Reading – Tools
for reading

Reading –
Understanding,
analysing &
evaluating

Writing – Tools
for writing

Writing –
Creating Texts



Literacy and English

Organiser Listening and Talking – Finding and Using Information

Experience and Outcome(s) *I listen or watch for useful or interesting information and I use this to make choices or learn new things.*

LIT 0-04a

At the start of Early Level ←	Through Early Level	Towards the end of Early Level →	Benchmarks (to support professional judgement of achievement of a level)
I can: <ul style="list-style-type: none"> begin to talk about texts that I have listened to. 	I can: <ul style="list-style-type: none"> talk about a text that I have listened to. 	I can: <ul style="list-style-type: none"> demonstrate understanding of a text that I have listened to. 	<i>Understands and responds to spoken texts.</i>
<ul style="list-style-type: none"> show interest in new information learned from spoken texts. 	<ul style="list-style-type: none"> identify some new or interesting information learned from spoken texts. 	<ul style="list-style-type: none"> identify and discuss new or interesting information learned from spoken texts. 	<i>Identifies new or interesting information from spoken texts.</i>

L & T –
Enjoyment and
choice

L & T – Finding
and using
information

L & T – Creating
Texts

Reading –
Enjoyment and
choice

Reading –
Finding and
using
information

Writing –
Enjoyment and
choice

Writing –
Organising and
using
information

L & T – Tools for
Listening and
Talking

L & T –
Understanding,
analysing and
evaluating

Reading – Tools
for reading

Reading –
Understanding,
analysing &
evaluating

Writing – Tools
for writing

Writing –
Creating Texts



Literacy and English

Organiser Listening and Talking – Understanding, Analysing and Evaluating

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

At the start of Early Level ←	Through Early Level	Towards the end of Early Level →	Benchmarks (to support professional judgement of achievement of a level)
<p>I can:</p> <ul style="list-style-type: none"> show some understanding of a text by responding to simple questions. 	<p>I can:</p> <ul style="list-style-type: none"> enhance my understanding of a text by taking part in discussion (questions and answers) and responding to simple literal questions. 	<p>I can:</p> <ul style="list-style-type: none"> ask some questions to clarify understanding of stories and other texts. answer some questions to show my understanding of a text. 	<p><i>Asks and answers questions about texts to show and support understanding.</i></p>
<ul style="list-style-type: none"> use prior knowledge of a story or text to help me predict, when prompted by an adult. 	<ul style="list-style-type: none"> use prior knowledge of a story or text to help me predict, with increasing independence. 	<ul style="list-style-type: none"> use prior knowledge to predict what might happen next in a text, with increasing accuracy and independence. 	<p><i>Makes simple predictions about texts.</i></p>

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Literacy and English

Organiser	Listening and Talking – Creating Texts
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Experience and Outcome(s)	<i>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.</i>	LIT 0-09a
	<i>I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.</i>	LIT 0-09b / LIT 0-31a
	<i>As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings.</i>	LIT 0-10a

At the start of Early Level	Through Early Level	Towards the end of Early Level	Benchmarks (to support professional judgement of achievement of a level)
←		→	
<p>I can:</p> <ul style="list-style-type: none"> share my feelings and ideas with an adult. retell simple stories and experiences/events. play alongside others in a role play environment. 	<p>I can:</p> <ul style="list-style-type: none"> talk about my preferences, ideas and thoughts with others (in a group). retell the main events of a story/recount the main parts of an event. explore stories and characters through play and then invent my own characters. begin to use a wider range of vocabulary and phrases to help me express my ideas and feelings. 	<p>I can:</p> <ul style="list-style-type: none"> talk to others about my preferences, ideas, feelings and thoughts in different contexts. recount a story or experience by linking 2 or 3 main events in logical order. share, create and tell stories in different ways such as through playing with others in an imaginative way. use new vocabulary and phrases to help me express myself or explain ideas in a wide range of contexts. 	<p>Talks clearly to others in different contexts, sharing feelings, ideas and thoughts.</p> <p>Recounts experiences, stories and events in a logical sequence for different purposes.</p> <p>Communicates and shares stories in different ways, for example, in imaginative play.</p> <p>Uses new vocabulary and phrases in different contexts, for example, when expressing ideas and feelings or discussing a text.</p>

Professional Learning

Resources

L & T – Enjoyment and choice	L & T – Finding and using information	L & T – Creating Texts	Reading – Enjoyment and choice	Reading – Finding and using information	Writing – Enjoyment and choice	Writing – Organising and using information
L & T – Tools for Listening and Talking	L & T – Understanding, analysing and evaluating		Reading – Tools for reading	Reading – Understanding, analysing & evaluating	Writing – Tools for writing	Writing – Creating Texts

First Level

Literacy and English

Organiser	Reading – Enjoyment and choice
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Experience and Outcome(s)	<i>I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.</i>	LIT 0-01a / LIT 0-11a / LIT 0-20a
	<i>I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.</i>	LIT 0-01b / LIT 0-11b

At the start of Early Level ←	Through Early Level	Towards the end of Early Level →	Benchmarks (to support professional judgement of achievement of a level)
<p>I can:</p> <ul style="list-style-type: none"> • choose a favourite book, giving a simple reason for my choice. 	<p>I can:</p> <ul style="list-style-type: none"> • choose a favourite text and talk about it. 	<p>I can:</p> <ul style="list-style-type: none"> • choose a story and discuss what I liked and why I liked it. 	<p><i>Chooses a story or other texts for enjoyment making use of the cover, title, author and/or illustrator.</i></p> <p><i>Engages with and enjoys watching, reading or listening to different texts, including stories, songs and rhymes, and can share likes and dislikes.</i></p>
<ul style="list-style-type: none"> • show an interest in rhymes, songs or stories by watching others, joining in, dancing etc. 	<ul style="list-style-type: none"> • choose songs, rhymes and stories to watch or listen to. 	<ul style="list-style-type: none"> • choose songs, rhymes and stories to watch or listen to and discuss likes and dislikes. 	
<ul style="list-style-type: none"> • look at the pictures in a text. 	<ul style="list-style-type: none"> • begin to discuss a text that I enjoy and comment on the illustrations and front cover. 	<ul style="list-style-type: none"> • discuss the features of a chosen text, e.g. author/illustrator and title. 	

L & T –
Enjoyment and
choice

L & T – Finding
and using
information

L & T – Creating
Texts

Reading –
Enjoyment and
choice

Reading –
Finding and
using
information

Writing –
Enjoyment and
choice

Writing –
Organising and
using
information

L & T – Tools for
Listening and
Talking

L & T –
Understanding,
analysing and
evaluating

Reading – Tools
for reading

Reading –
Understanding,
analysing &
evaluating

Writing – Tools
for writing

Writing –
Creating Texts



Literacy and English

Organiser Reading – Tools for Reading

Experience and Outcome(s) *I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write.*

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

At the start of Early Level ←	Through Early Level	Towards the end of Early Level →	Benchmarks (to support professional judgement of achievement of a level)
<p>I can:</p> <ul style="list-style-type: none"> recognise differences and similarities in the way words sound. 	<p>I can:</p> <ul style="list-style-type: none"> recognise phonemic changes in words e.g. top, shop clap/count syllables (beats) in words, e.g. 'car' – 1 clap/syllable. 	<p>I can:</p> <ul style="list-style-type: none"> hear and say patterns in words, like onset and rime or syllables. use syllabification to clap out common or phonetic words independently. 	<p>Hears and says patterns in words.</p> <p>Hears and says the different single sounds made by letters.</p>
<ul style="list-style-type: none"> repeat the familiar parts in rhymes. 	<ul style="list-style-type: none"> clap out rhymes. explore rhyme and alliteration, e.g. put, pool, wool, fool. begin to recognise the odd one out in a series of rhyming words, e.g. which 2 words rhyme: <i>hat, bed, mat?</i> 	<ul style="list-style-type: none"> hear and suggest some rhyming words. generate my own rhyming words (real and nonsense). generate my own alliterated words. 	<p>Hears and says blends/sounds made by a combination of letters.</p> <p>Knows the difference between a letter, word and numeral.</p>
<ul style="list-style-type: none"> hear sounds at the beginning of some words. 	<ul style="list-style-type: none"> hear sounds at the beginning of most words. 	<ul style="list-style-type: none"> hear and say sounds made by single letters (initial sounds/graphemes). hear and say sounds made by a combination of letters (digraphs). 	<p>Reads from left to right and top to bottom.</p>

L & T –
Enjoyment and
choice

L & T – Finding
and using
information

L & T – Creating
Texts

Reading –
Enjoyment and
choice

Reading –
Finding and
using
information

Writing –
Enjoyment and
choice

Writing –
Organising and
using
information

L & T – Tools for
Listening and
Talking

L & T –
Understanding,
analysing and
evaluating

Reading – Tools
for reading

Reading –
Understanding,
analysing &
evaluating

Writing – Tools
for writing

Writing –
Creating Texts



Literacy and English

<ul style="list-style-type: none"> distinguish between letters and numerals, with some support. 	<ul style="list-style-type: none"> begin to independently distinguish between letters, words and numerals. 	<ul style="list-style-type: none"> distinguish between letters, words and numerals. 	<p><i>Uses knowledge of sounds, letters and patterns to read words.</i></p>
<ul style="list-style-type: none"> begin to understand that text flows from left to right. start to follow the direction of a text being read, when modelled and indicated by an adult. 	<ul style="list-style-type: none"> follow the direction of a text being read, when modelled and indicated by an adult. 	<ul style="list-style-type: none"> read each word from left to right, using the spaces to know where one word ends and another begins; read from top to bottom of a page. 	
<ul style="list-style-type: none"> <i>See above on initial sounds/graphemes for development</i> 		<ul style="list-style-type: none"> apply phonic knowledge and blending to read words. 	<p><i>Reads aloud familiar texts with attention to simple punctuation.</i></p>
<ul style="list-style-type: none"> N/A 		<ul style="list-style-type: none"> apply knowledge of sight words to read familiar words within a context. 	
<ul style="list-style-type: none"> N/A 		<ul style="list-style-type: none"> identify and respond appropriately to capital letters, full stops, exclamation marks and question marks when reading texts aloud. 	
<ul style="list-style-type: none"> use the pictures in a book to make suggestions about the plot and characters, with adult support. 	<ul style="list-style-type: none"> use the pictures in a book to make suggestions about the plot and characters. 	<ul style="list-style-type: none"> use the context, including picture clues, to discuss plot, character or tricky words with a teacher. 	

Professional Learning 

Effective Practice Clips 

Sample Lessons 

Resources 

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Literacy and English

Organiser Reading – Finding and using information

Experience and Outcome(s) *I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things.*

LIT 0-14a

At the start of Early Level ←	Through Early Level	Towards the end of Early Level →	Benchmarks (to support professional judgement of achievement of a level)
<p>I can:</p> <ul style="list-style-type: none"> • recognise some environmental print. • explore texts, using the picture clues to learn and explore new things. 	<p>I can:</p> <ul style="list-style-type: none"> • recognise environmental print, signs and labels. • find information, using a digital device or book. 	<p>I can:</p> <ul style="list-style-type: none"> • use signs, books and a range of texts to find useful or interesting information. • locate information in a text, for a specific purpose. 	<p><i>Finds information in a text to learn new things.</i></p>
<ul style="list-style-type: none"> • look at information in a book or digital device, with support. 	<ul style="list-style-type: none"> • show an awareness of the purpose of fiction and non-fiction texts. 	<ul style="list-style-type: none"> • begin to identity some features of fiction and non-fiction texts. • choose texts best suited to my purpose. 	<p><i>Shows an awareness of a few features of fiction and non-fiction texts when using/choosing texts for particular purposes.</i></p>

L & T –
Enjoyment and
choice

L & T – Finding
and using
information

L & T – Creating
Texts

Reading –
Enjoyment and
choice

Reading –
Finding and
using
information

Writing –
Enjoyment and
choice

Writing –
Organising and
using
information

L & T – Tools for
Listening and
Talking

L & T –
Understanding,
analysing and
evaluating

Reading – Tools
for reading

Reading –
Understanding,
analysing &
evaluating

Writing – Tools
for writing

Writing –
Creating Texts



Literacy and English

Organiser	Reading – Understanding, analysing and evaluating
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Experience and Outcome(s)	<i>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.</i>	LIT 0-07a / LIT 0-16a / ENG 0-17a
	<i>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.</i>	LIT 0-19a

At the start of Early Level ←	Through Early Level	Towards the end of Early Level →	Benchmarks (to support professional judgement of achievement of a level)
<p>I can:</p> <ul style="list-style-type: none"> listen attentively while stories are read to me. 	<p>I can:</p> <ul style="list-style-type: none"> listen and engage with texts that are read to me. 	<p>I can:</p> <ul style="list-style-type: none"> listen and engage with a wide variety of fiction and non-fiction texts that are read to me. 	<p><i>Engages with texts read to them.</i></p> <p><i>Asks and answers questions about events and ideas in a text.</i></p> <p><i>Answers questions to help predict what will happen next.</i></p> <p><i>Contributes to discussions about events, characters and ideas relevant to the text.</i></p>
<ul style="list-style-type: none"> answer a simple question about a story or text. 	<ul style="list-style-type: none"> ask and answer questions during group discussion of a text. 	<ul style="list-style-type: none"> ask and answer simple comprehension questions in order to better understand a text. 	
<ul style="list-style-type: none"> guess what might happen next. 	<ul style="list-style-type: none"> begin to ask and answer questions to help me make sensible predictions. 	<ul style="list-style-type: none"> make sensible predictions as to what a text is about and discuss what could happen next. 	
<ul style="list-style-type: none"> comment on a story, character or event. 	<ul style="list-style-type: none"> develop an understanding of story elements – events, characters and ideas relevant to the text. 	<ul style="list-style-type: none"> show understanding by talking about openings, story beginnings, main events and characters. select and talk about key words, authors' use of words/phrases and then share my responses, reactions and ideas about these. 	

L & T –
Enjoyment and
choice

L & T – Finding
and using
information

L & T – Creating
Texts

Reading –
Enjoyment and
choice

Reading –
Finding and
using
information

Writing –
Enjoyment and
choice

Writing –
Organising and
using
information

L & T – Tools for
Listening and
Talking

L & T –
Understanding,
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Writing – Tools
for writing

Writing –
Creating Texts



Literacy and English

<ul style="list-style-type: none"> • say that I like and/or dislike a text. 	<ul style="list-style-type: none"> • share my thoughts and feelings about stories and other texts to explain my likes/dislikes. 	<ul style="list-style-type: none"> • express thoughts and opinions about what I have read. 	<p><i>Shares thoughts and feelings about stories and other texts in different ways.</i></p> <p><i>Retells familiar stories in different ways, for example, role play, puppets and/or drawings.</i></p> <p><i>Relates information and ideas from a text to personal experiences.</i></p>
<ul style="list-style-type: none"> • play with puppets/props or draw basic pictures inspired by stories I have read. 	<ul style="list-style-type: none"> • retell parts of familiar stories, using puppets, props or drawings. 	<ul style="list-style-type: none"> • retell stories in my own words, using props, puppets or drawings. 	
<ul style="list-style-type: none"> • In a text that has been read to me, compare an idea from it to my own life. 	<ul style="list-style-type: none"> • In a text that has been read to me, relate an idea from it to my own life. 	<ul style="list-style-type: none"> • relate ideas/information in a text to a personal experience, e.g. 'The boy in the story went on a train – I went on the train to' 	

Professional Learning 

Effective Practice Clips 

Sample Lessons 

Resources (Phonics) 

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Literacy and English

Organiser	Writing – Enjoyment and choice
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Experience and Outcome(s)	I enjoy exploring and playing with the patterns and sounds of language and can use what I learn	LIT 0-01a / LIT 0- 11a / LIT 0-20a
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At the start of Early Level ←	Through Early Level	Towards the end of Early Level →	Benchmarks (to support professional judgement of achievement of a level)
<p>I can:</p> <ul style="list-style-type: none"> • choose materials to make marks in my environment e.g. twigs in the mud. • imitate marks/patterns by observing an adult. 	<p>I can:</p> <ul style="list-style-type: none"> • choose to make marks to communicate information within play. • imitate marks and patterns that I see in the environment. • explore the writing area and make marks in real and imaginary contexts. 	<p>I can:</p> <ul style="list-style-type: none"> • independently use sounds and letters that have been taught, playing with the sounds in sand, plasticine, paint etc. • make letters, words and sentences (signs, name cards etc.) with a partner and independently, using a variety of materials. • attempt to make words/sentences independently, using tools for writing. 	<p><i>Writes for enjoyment, exploring patterns and sounds, in a range of play, imaginative and real contexts.</i></p>

L & T –
Enjoyment and
choice

L & T – Finding
and using
information

L & T – Creating
Texts

Reading –
Enjoyment and
choice

Reading –
Finding and
using
information

Writing –
Enjoyment and
choice

Writing –
Organising and
using
information

L & T – Tools for
Listening and
Talking

L & T –
Understanding,
analysing and
evaluating

Reading – Tools
for reading

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Writing – Tools
for writing

Writing –
Creating Texts



Literacy and English

Organiser	Writing – Tools for writing
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Experience and Outcome(s)	I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write.	ENG 0-12a / LIT 0- 13a / LIT 0-21a
	As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information.	LIT 0-21b

At the start of Early Level ←	Through Early Level	Towards the end of Early Level →	Benchmarks (to support professional judgement of achievement of a level)
I can:	I can:	I can:	<i>Forms most lowercase letters legibly.</i>
<ul style="list-style-type: none"> begin to make marks. 	<ul style="list-style-type: none"> make marks to communicate information and share what the marks mean. 	<ul style="list-style-type: none"> form most lowercase letters legibly. 	<i>Uses a pencil with increasing control and confidence.</i>
<ul style="list-style-type: none"> explore pinching, stretching, pulling, e.g. using clay, play doh etc. 	<ul style="list-style-type: none"> explore different grips to manipulate small objects, e.g. threading, rolling play-doh balls. explore which hand works best when holding, catching etc. 	<ul style="list-style-type: none"> follow concepts of position, direction, size and force, during pencil control activities to practise correct grip. 	<i>Knows the sounds of lowercase and some uppercase letters.</i>
N/A		<ul style="list-style-type: none"> identify the sounds made by almost all lowercase letters. identify the sounds made by some uppercase letters. 	<i>Leaves a space between words when writing.</i>
<ul style="list-style-type: none"> explore the difference between words and letters, with support. 	<ul style="list-style-type: none"> distinguish between words and letters. 	<ul style="list-style-type: none"> use finger spaces to separate words in a sentence. 	
<ul style="list-style-type: none"> draw indistinct shapes. 	<ul style="list-style-type: none"> imitate word/letter like shapes in drawing. 	<ul style="list-style-type: none"> write words from left to right. 	<i>Writes words from left to right.</i>

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



<ul style="list-style-type: none"> • recognise environmental print. 	<ul style="list-style-type: none"> • imitate environmental print, signs and labels. 	<ul style="list-style-type: none"> • use letter – sound knowledge to attempt to spell a familiar word correctly. • use a spelling strategy to attempt to spell a familiar word correctly. 	<p><i>Makes an attempt to spell familiar words correctly.</i></p>
			<p><i>Makes an attempt to use a capital letter and a full stop in at least one sentence.</i></p>
		<ul style="list-style-type: none"> • attempt to use a capital letter and a full stop in at least one sentence when writing. 	

Professional Learning 

Effective Practice Clips 

Sample Lessons 

Resources (Spelling) 

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Literacy and English

Organiser Writing – Organising and using information

Experience and Outcome(s) Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.

LIT 0-26a

At the start of Early Level ←	Through Early Level	Towards the end of Early Level →	Benchmarks (to support professional judgement of achievement of a level)	
I can: <ul style="list-style-type: none"> • communicate messages or ideas with others using mark-making materials. 	I can: <ul style="list-style-type: none"> • communicate information within play and share what I mean, using writing materials. 	I can: <ul style="list-style-type: none"> • convey an idea, message or information in different writing contexts. 	Writes to convey ideas, messages and information in different ways in play, imaginative and real contexts.	
<ul style="list-style-type: none"> • explore new situations/experiences and listen to the vocabulary used to describe them. 	<ul style="list-style-type: none"> • talk about my experiences, real or imagined. 	<ul style="list-style-type: none"> • share and explain my thoughts/feelings about an experience I have had or imagined. 		Writes to reflect own experiences and feelings using appropriate vocabulary to convey meaning.
	<ul style="list-style-type: none"> • label basic emotions to describe how I am feeling. 	<ul style="list-style-type: none"> • use appropriate words and phrases in written tasks to convey how I felt. 		

L & T –
Enjoyment and
choice

L & T – Finding
and using
information

L & T – Creating
Texts

Reading –
Enjoyment and
choice

Reading –
Finding and
using
information

Writing –
Enjoyment and
choice

Writing –
Organising and
using
information

L & T – Tools for
Listening and
Talking

L & T –
Understanding,
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for reading

Reading –
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for writing

Writing –
Creating Texts



Literacy and English

Organiser Writing – Creating texts

Experience and Outcome(s) I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.

LIT 0-09b / LIT 0- 31a

At the start of Early Level	Through Early Level	Towards the end of Early Level	Benchmarks (to support professional judgement of achievement of a level)
<p>I can:</p> <ul style="list-style-type: none"> • choose a book and look at the pictures and attempt to mark make in response. • use puppets/props or mark making to create my own story. • begin to draw pictures to share a personal event/experience • begin to express my feelings and say/draw how I feel. 	<p>I can:</p> <ul style="list-style-type: none"> • explore characters in stories and other texts and respond, using writing tools. • create my own characters and share these in my own way, e.g. create a picture, mark making, use props/puppets. • express my feelings and draw pictures of how I feel. • share a personal event and discuss 'who' 'when' and 'where'. 	<p>I can:</p> <ul style="list-style-type: none"> • explore characters and events in stories and other texts and write about them in my own words. • create my own story and character and share this with others. • share a feeling, experience, information, message or idea, using picture, print or digital texts. 	<p><i>Invents own stories and characters to share with others in play, imaginative and real contexts.</i></p> <p><i>Shares feelings, experiences, information, messages or ideas in pictures, print or digital texts</i></p>

Professional Learning 

Effective Practice Clips 

Sample Lessons 

Resources (Writing) 

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Literacy and English

Organiser	Listening and Talking – Tools for Listening and Talking
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Experience and Outcome(s)	<i>When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect</i>	LIT 1-02a
	I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn.	ENG 1-03a

At the start of First Level	Through First Level	Towards the end of First Level	Benchmarks (to support professional judgement of achievement of a level)
←	→	→	
<p>I can:</p> <ul style="list-style-type: none"> participate in a discussion. take turns to speak when working in pairs/groups. show some awareness of my audience. look at the person speaking. attempt to vary my pace and expression while speaking with others. 	<p>I can:</p> <ul style="list-style-type: none"> actively participate in a discussion. take turns, showing some awareness of when it is appropriate to speak or listen. make eye contact with my audience and attempt to use some gestures. listen and encourage others with eye contact and nodding etc. vary my pace and expression while speaking with others. 	<p>I can:</p> <ul style="list-style-type: none"> contribute some of my ideas to a discussion. give my views at the appropriate point and listen to the views or opinions of others. acknowledge the contribution of another by asking questions or agreeing/disagreeing. use some verbal techniques while presenting to others, such as pace, expression and emphasis of key words. 	<p><i>Takes turns and contributes at the appropriate time when engaging with others in a variety of contexts.</i></p> <p><i>listens and responds appropriately to others in a respectful way, for example, by nodding or agreeing, asking and answering questions.</i></p> <p><i>Applies a few techniques (verbal and non-verbal) when engaging with others, for example, vocabulary, eye contact, expression and/or body language.</i></p>

L & T –
Enjoyment and
choice

L & T – Finding
and using
information

L & T – Creating
Texts

Reading –
Enjoyment and
choice

Reading –
Finding and
using
information

Writing –
Enjoyment and
choice

Writing –
Organising and
using
information

L & T – Tools for
Listening and
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Creating Texts



Organiser	Listening and Talking – Finding and Using Information
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Experience and Outcome(s)	As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose	LIT 1-04a
	As I listen or watch, I am learning to make notes under given headings and use these to understand what I have listened to or watched and create new texts.	LIT 1-05a
	I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others.	LIT 1-06a

At the start of First Level ←	Through First Level	Towards the end of First Level →	Benchmarks (to support professional judgement of achievement of a level)
As I listen or watch, I can:	As I listen or watch, I can:	As I listen or watch, I can:	<p><i>Identifies the purpose and main ideas of spoken texts and uses the information gathered for a specific purpose.</i></p> <p><i>Makes relevant notes under given headings and can use these for different purposes.</i></p> <p><i>Uses notes to create and sequence new texts.</i></p>
<ul style="list-style-type: none"> with support, identify key words which are important to the text. 	<ul style="list-style-type: none"> identify key words important to the main ideas of a text. 	<ul style="list-style-type: none"> recognise the purpose/main ideas of a text, giving a basic explanation. 	
<ul style="list-style-type: none"> with support, make simple notes under given headings to help me understand a topic. 	<ul style="list-style-type: none"> make simple notes under given headings to help me understand a topic. 	<ul style="list-style-type: none"> make relevant notes under given headings. use some of my own words in my notes. use notes to understand a topic and/or sequence a new text(s). 	
<ul style="list-style-type: none"> begin to organise ideas/information to present to others. 	<ul style="list-style-type: none"> With support, select and organise ideas/information to present to others. 	<ul style="list-style-type: none"> select and organise ideas/information to present to others. 	
<ul style="list-style-type: none"> with support, use some interesting vocabulary in my talks. 	<ul style="list-style-type: none"> use some interesting vocabulary in my talks. 	<ul style="list-style-type: none"> use interesting vocabulary in my talks. 	

L & T –
Enjoyment and
choice

L & T – Finding
and using
information

L & T – Creating
Texts

Reading –
Enjoyment and
choice

Reading –
Finding and
using
information

Writing –
Enjoyment and
choice

Writing –
Organising and
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information

L & T – Tools for
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L & T –
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Writing – Tools
for writing

Writing –
Creating Texts



Literacy and English

Organiser	Listening and Talking – Understanding, Analysing and Evaluating
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Experience and Outcome(s)	I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.	LIT 1-07a
	To help me develop an informed view, I am learning to recognise the difference between fact and opinion.	LIT 1-08a

At the start of First Level ←	Through First Level	Towards the end of First Level →	Benchmarks (to support professional judgement of achievement of a level)
<p>To show my understanding of what I listen to or watch, I can:</p> <ul style="list-style-type: none"> • answer simple questions on the main ideas of a text, with support. • create and ask simple questions about the main ideas of a text, with support. 	<p>To show my understanding of what I listen to or watch, I can:</p> <ul style="list-style-type: none"> • answer simple questions on the main ideas of a text. • create and ask simple questions about the main ideas of a text. 	<p>To show my understanding of what I listen to or watch, I can:</p> <ul style="list-style-type: none"> • answer a variety of questions on the main ideas of a text. • create and ask a variety of questions about the main ideas of a text. 	<p><i>Asks and responds to different types of questions to show understanding of the main ideas of spoken texts.</i></p> <p><i>Recognises simple differences between fact and opinion in spoken texts.</i></p>
<ul style="list-style-type: none"> • begin to recognise the simple differences between a fact and an opinion. 	<ul style="list-style-type: none"> • recognise the simple differences between facts and opinions. 	<ul style="list-style-type: none"> • differentiate between fact and opinion. 	

L & T –
Enjoyment and
choice

L & T – Finding
and using
information

L & T – Creating
Texts

Reading –
Enjoyment and
choice

Reading –
Finding and
using
information

Writing –
Enjoyment and
choice

Writing –
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for writing

Writing –
Creating Texts



Organiser	Listening and Talking – Creating Texts
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Experience and Outcome(s)	When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more.	LIT 1-09a
	I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required.	LIT 1-10a

At the start of First Level	Through First Level	Towards the end of First Level	Benchmarks <i>(to support professional judgement of achievement of a level)</i>
←		→	
<p>When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none"> attempt to communicate my ideas/opinions clearly. begin to select and share information/ experiences with others. use visual aids to support my communication, e.g. objects, pictures, photographs. 	<p>When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none"> communicate an idea/opinion, using appropriate volume for my audience/situation. select and share information/ experiences with others in a logical order. begin to select and use different resources to engage with others, including digital technologies. 	<p>When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none"> communicate ideas/opinions clearly and audibly, using appropriate volume and pace. independently select and share information/experiences /learning in a logical order, using language appropriate to my purpose. select and use different resources to engage with others, including digital technologies. 	<p><i>Communicates clearly and audibly.</i></p> <p><i>Contributes to group/class discussions, engaging with others for a range of purposes.</i></p> <p><i>Selects and shares ideas/information using appropriate vocabulary in a logical order.</i></p> <p><i>Selects and uses, with support, appropriate resources to engage with others, for example, objects, pictures and/or photographs.</i></p>

Professional Learning



Effective Practice Clips



Sample Lessons



Resources



L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

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Literacy and English

Organiser Reading – Enjoyment and choice

Experience and Outcome(s) *I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors.*

LIT 1-11a / LIT 2-11a

At the start of First Level ←	Through First Level	Towards the end of First Level →	Benchmarks (to support professional judgement of achievement of a level)
<p>I can:</p> <ul style="list-style-type: none"> begin to use illustrations, blurbs or covers to select a text to read for pleasure. 	<p>I can:</p> <ul style="list-style-type: none"> use illustrations, blurbs or covers to select a text to read for pleasure. 	<p>I can:</p> <ul style="list-style-type: none"> select different texts to read for pleasure based on the author, title, blurb etc. and explain why I have chosen it. 	<p>Selects different texts regularly for enjoyment or for a specific purpose using, for example, cover, title, author, illustrator and/or blurb.</p>
<ul style="list-style-type: none"> with support, find information from text. 	<ul style="list-style-type: none"> select a text for a specific purpose (e.g. dictionaries, thesauruses and reference books) to find information. 	<ul style="list-style-type: none"> select a text for a specific purpose (e.g. dictionaries, thesauruses and reference books) to find information and explain my choice. 	<p>Explains preferences for particular texts and authors.</p>

L & T –
Enjoyment and
choice

L & T – Finding
and using
information

L & T – Creating
Texts

Reading –
Enjoyment and
choice

Reading –
Finding and
using
information

Writing –
Enjoyment and
choice

Writing –
Organising and
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information

L & T – Tools for
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for writing

Writing –
Creating Texts



Organiser	Reading – Tools for Reading
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Experience and Outcome(s)	<i>I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression.</i>	ENG 1-12a
	I am learning to select and use strategies and resources before I read and as I read to help make the meaning of text clear.	LIT 1-13a

At the start of First Level ←	Through First Level	Towards the end of First Level →	Benchmarks (to support professional judgement of achievement of a level)
<p>I can:</p> <ul style="list-style-type: none"> read stage appropriate texts with some fluency and simple expression. 	<p>I can:</p> <ul style="list-style-type: none"> read with increasing fluency and simple expression. 	<p>I can:</p> <ul style="list-style-type: none"> read with increasing fluency, adding appropriate expression. 	<p><i>Reads aloud a familiar piece of text adding expression and can show understanding.</i></p>
<ul style="list-style-type: none"> identify and read my name, common words and words containing taught graphemes. begin to use a range of word attack strategies when reading, e.g. phonics/context clues. use other words and picture clues to help me guess the meaning of a tricky word. with support, read aloud familiar texts, using punctuation to aid my understanding, e.g. exclamation marks, question marks, capital letters and full stops. 	<ul style="list-style-type: none"> identify and read most common words, words containing taught graphemes and topic specific vocabulary. use a range of word attack strategies when reading to decode/identify unfamiliar/tricky words. begin to use basic context clues to help me understand some unfamiliar vocabulary. read aloud familiar texts using basic punctuation to read with expression and understanding. 	<ul style="list-style-type: none"> identify and read an increasing number of common words and topic specific vocabulary. apply my knowledge of phonemes/sounds and word attack strategies to read unfamiliar words. use basic context clues to help me understand some unfamiliar vocabulary. read aloud familiar texts confidently, using punctuation and grammar to read with expression and understanding. 	<p><i>Reads an increasing number of common/high frequency words, key reading words, core topic words and words of personal significance.</i></p> <p><i>Uses a range of word recognition strategies independently.</i></p>

L & T –
Enjoyment and
choice

L & T – Finding
and using
information

L & T – Creating
Texts

Reading –
Enjoyment and
choice

Reading –
Finding and
using
information

Writing –
Enjoyment and
choice

Writing –
Organising and
using
information

L & T – Tools for
Listening and
Talking

L & T –
Understanding,
analysing and
evaluating

Reading – Tools
for reading

Reading –
Understanding,
analysing &
evaluating

Writing – Tools
for writing

Writing –
Creating Texts



Literacy and English

<ul style="list-style-type: none"> with support, recognise nouns, verbs, commas, paragraphs, inverted commas, exclamations & questions. 	<ul style="list-style-type: none"> begin to recognise differences in layout across different text types. recognise long/short sentences, adjectives, verbs, commas, paragraphs, inverted commas, exclamations & questions. 	<ul style="list-style-type: none"> recognise differences in layout across different text types. recognise long/short sentences, adjectives, verbs, adverbs, commas, paragraphs, inverted commas, apostrophes, exclamations & questions. 	<p><i>Decodes unknown words by locating and pronouncing familiar letter patterns and blends.</i></p> <p><i>Uses context clues to read and understand texts.</i></p>
<ul style="list-style-type: none"> begin to make basic predictions about a text based on the title, cover and blurb. with support, identify the who, what, where and when of a text. 	<ul style="list-style-type: none"> make basic predictions about a text based on the title, cover and blurb. identify the who, what, where and when of a text. 	<ul style="list-style-type: none"> begin to use prior knowledge to predict, explaining my reasoning. with support, summarise some important details of a text. 	<p><i>Uses punctuation and grammar to read with understanding and expression</i></p>

Stage 2/3

Teaching phonics 

Effective Practice Clips 

Sample Lessons 

Resources (phonics) 

Stage 4/5

Teaching phonics 

Effective Practice Clips 

Sample Lessons 

Resources (phonics) 

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Literacy and English

Organiser	Reading – Finding and using information
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Experience and Outcome(s)	Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.	LIT 1-14a
	I am learning to make notes under given headings and use these to understand information, explore ideas and problems and create new texts.	LIT 1-15a

At the start of First Level ←	Through First Level	Towards the end of First Level →	Benchmarks (to support professional judgement of achievement of a level)
<p>I can:</p> <ul style="list-style-type: none"> begin to recognise key features of different types of texts, e.g. fairy stories, traditional tales, poems, letters, recounts, instructions/procedures and simple reports. 	<p>I can:</p> <ul style="list-style-type: none"> recognise and discuss key features of different types of texts, with teacher support. 	<p>I can:</p> <ul style="list-style-type: none"> recognise and discuss key features of different types of text, with increased independence. 	<p><i>Identifies and finds key information in fiction and non-fiction texts using content page, index, headings, sub-headings and diagrams to help locate information.</i></p> <p><i>Makes notes under given headings for different purposes</i></p>
<ul style="list-style-type: none"> recognise important information in a text. 	<ul style="list-style-type: none"> recognise and find important information in a text. 	<ul style="list-style-type: none"> identify and find key information, using text features such as contents page, index or headings/sub-headings to aid me. 	
<ul style="list-style-type: none"> with support, make simple notes under given headings to help me understand a topic. 	<ul style="list-style-type: none"> make simple notes under given headings to help me understand a topic. 	<ul style="list-style-type: none"> make and organise my own notes under given headings, using information from different types of texts, as I read. use some of my own words in my notes. use notes to understand a topic, explore ideas and/or create a new text(s). 	

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Organiser	Reading – Understanding, analysing and evaluating
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Experience and Outcome(s)	<i>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text.</i>	LIT 1-16a
	<i>To show my understanding, I can respond to different kinds of questions and other close reading tasks, and I am learning to create some questions of my own.</i>	ENG 1-17a
	<i>To help me develop an informed view, I can recognise the difference between fact and opinion.</i>	LIT 1-18a
	<i>I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features.</i>	ENG 1-19a

At the start of First Level ←	Through First Level	Towards the end of First Level →	Benchmarks (to support professional judgement of achievement of a level)
I can: <ul style="list-style-type: none"> recognise important features in a text, with teacher support. respond to literal and basic inferential questions, using the 'Find It, Prove It, Talk About It' strategy. begin to ask simple questions, with support/scaffolding, to clarify my understanding of a text. 	I can: <ul style="list-style-type: none"> recognise the main ideas of texts, with teacher support. answer literal and inferential questions linked to a text. generate some questions to clarify my understanding of a text. 	I can: <ul style="list-style-type: none"> identify the main ideas and purposes of stage-appropriate texts across different areas of the curriculum. answer literal, inferential and evaluative questions on what I have read. generate my own questions and justify answers to some of these questions. 	Identifies the main ideas of texts. Makes appropriate suggestions about the purpose of a text. Answers literal, inferential and evaluative questions about texts. Asks questions to help make sense of a text.

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Literacy and English

<ul style="list-style-type: none"> begin to recognise the simple differences between a fact and an opinion. 	<ul style="list-style-type: none"> recognise the simple differences between facts and opinions. 	<ul style="list-style-type: none"> differentiate between fact and opinion. 	<p><i>Recognises the difference between fact and opinion.</i></p> <p><i>Offers own ideas about characters, writer's use of language, structure and/or setting.</i></p> <p><i>Offers own ideas about the writer's message and, when appropriate, relates these to personal experiences.</i></p>
<p>I can recognise:</p> <ul style="list-style-type: none"> the main event in a text; the main character in a fiction text; and/or the setting of a fiction text. 	<p>I can discuss:</p> <ul style="list-style-type: none"> my favourite parts of a text; whether or not I like the main character; and/or how I picture the setting of a fiction text. 	<p>I can discuss:</p> <ul style="list-style-type: none"> some important events of fiction texts; the main characters in a fiction text; and/or the setting of a fiction text. 	
<p>I can:</p> <ul style="list-style-type: none"> recognise the writer's messages, with support. 	<p>I can:</p> <ul style="list-style-type: none"> compare the writer's message to my experiences. 	<p>I can:</p> <ul style="list-style-type: none"> offer ideas on how the writer's message relates to me. 	
<ul style="list-style-type: none"> with support, recognise unusual or interesting use of words by the writer. 	<ul style="list-style-type: none"> recognise interesting use of words by the writer and speculate as to why they have been used. 	<ul style="list-style-type: none"> discuss effective use of words by the writer. 	

Stage 2/3

<p>Professional Learning </p>	<p>Effective Practice Clips </p>	<p>Sample Lessons </p>	<p>Resources (reading) </p>
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Stage 4/5

<p>Professional Learning </p>	<p>Effective Practice Clips </p>	<p>Sample Lessons </p>	<p>Resources (reading) </p>
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L & T – Enjoyment and choice	L & T – Finding and using information	L & T – Creating Texts	Reading – Enjoyment and choice	Reading – Finding and using information	Writing – Enjoyment and choice	Writing – Organising and using information
L & T – Tools for Listening and Talking	L & T – Understanding, analysing and evaluating		Reading – Tools for reading	Reading – Understanding, analysing & evaluating	Writing – Tools for writing	Writing – Creating Texts

Literacy and English

Organiser Writing – Enjoyment and choice

Experience and Outcome(s) I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.

LIT 1-20a / LIT 2-20a

At the start of First Level ←	Through First Level	Towards the end of First Level →	Benchmarks (to support professional judgement of achievement of a level)
I can: <ul style="list-style-type: none"> • choose to write about a subject of my choice. 	I can: <ul style="list-style-type: none"> • select a subject and choose from more than one genre when writing. 	I can: <ul style="list-style-type: none"> • select a subject and genre, when writing. 	Creates texts selecting subject, purpose, format and resources for a range of purposes and audiences
<ul style="list-style-type: none"> • choose a title or illustrations to go with my writing. 	<ul style="list-style-type: none"> • select format and resources for different audiences with teacher support. 	<ul style="list-style-type: none"> • select format and resources for different audiences. 	

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Organiser	Writing – Tools for writing	
Experience and Outcome(s)	I can spell the most commonly used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words.	LIT 1-21a
	I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense.	LIT 1-22a
	Throughout the writing process, I can check that my writing makes sense	LIT 1-23a
	I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features.	LIT 1- 24a

← At the start of First Level	Through First Level	Towards the end of First Level →	Benchmarks (to support professional judgement of achievement of a level)
<p>I can:</p> <ul style="list-style-type: none"> spell stage appropriate common words and make attempts at unfamiliar words using known phonemes. with support, apply knowledge of the alphabet to locate words in a dictionary using initial letters to help spell unfamiliar words. use full stops and capital letters in most sentences. 	<p>I can:</p> <ul style="list-style-type: none"> spell common and unfamiliar words with an increasing number of taught spelling strategies across areas of learning. apply knowledge of the alphabet to locate words in a dictionary beyond initial letters to help spell unfamiliar words. with support, use full stops, capital letters, exclamation marks and question marks with increasing independence. 	<p>I can:</p> <ul style="list-style-type: none"> spell most commonly used words, using knowledge of phonics/phoneme representations or selecting the most appropriate strategy. locate words in a dictionary to help spell unfamiliar /tricky words, with increased independence. use full stops, capital letters, exclamation marks and question marks, with increasing independence. 	<p><i>Spells most commonly used words correctly.</i></p> <p><i>Spells most vocabulary used across the curriculum correctly.</i></p> <p><i>Uses knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words.</i></p> <p><i>Uses knowledge of the alphabet to locate words in a dictionary or other reference source to help spell tricky or unfamiliar words.</i></p>

L & T –
Enjoyment and
choice

L & T – Finding
and using
information

L & T – Creating
Texts

Reading –
Enjoyment and
choice

Reading –
Finding and
using
information

Writing –
Enjoyment and
choice

Writing –
Organising and
using
information

L & T – Tools for
Listening and
Talking

L & T –
Understanding,
analysing and
evaluating

Reading – Tools
for reading

Reading –
Understanding,
analysing &
evaluating

Writing – Tools
for writing

Writing –
Creating Texts



Literacy and English

<ul style="list-style-type: none"> begin to check my sentences/writing to find some basic errors. 	<ul style="list-style-type: none"> check that my writing makes sense, with teacher support. 	<ul style="list-style-type: none"> check that my writing makes sense, with increasing independence. use mostly consistent tense, with some support. proofread and self-correct sections of my written work. 	<p><i>Writes independently, punctuating most sentences accurately, for example, using a capital letter, full stop, question mark or exclamation mark.</i></p> <p><i>Links sentences using common conjunctions, for example, and, because, but or so.</i></p>	
<ul style="list-style-type: none"> begin to vary the length of my sentences. 	<ul style="list-style-type: none"> use different sentence lengths and vary my openings, with some support. 	<ul style="list-style-type: none"> use different sentence lengths and vary my openings. 		<p><i>Starts sentences in a variety of ways to engage the reader.</i></p>
<ul style="list-style-type: none"> begin to use basic connectives to link some sentences. 	<ul style="list-style-type: none"> use basic conjunctions to link sentences. 	<ul style="list-style-type: none"> use common conjunctions to link sentences. 		<p><i>Checks writing to ensure it makes sense.</i></p>
<ul style="list-style-type: none"> write in sentences. 	<ul style="list-style-type: none"> use a clear beginning, middle, and end structure, and paragraph extended writing. 	<ul style="list-style-type: none"> separate ideas/facts using paragraphs, with increasing independence. 	<p><i>Presents writing in a clear and legible way using images and other features as appropriate.</i></p>	
<ul style="list-style-type: none"> write single letters legibly, with attention to presentation (ascenders and descenders). begin to write with initial joins in writing and use finger spaces between words. 	<ul style="list-style-type: none"> write with legible joins. 	<ul style="list-style-type: none"> write legibly with attention to presentation and correct letter joins. 		

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Literacy and English

- **include** illustrations to **complement** my writing, if appropriate.
- begin to **enhance** my writing with headings, pictures etc. as appropriate.
- **enhance** the layout of my writing with headings, pictures and tables etc. as appropriate.

Stage 2/3

Professional Learning 

Effective Practice Clips 

Sample Lessons 

Resources (writing) 

Stage 4/5

Professional Learning 

Effective Practice Clips 

Sample Lessons 

Resources (writing) 

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Organiser	Writing – Organising and using information
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Experience and Outcome(s)	I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text.	LIT 1-25a
	By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others.	LIT 1-26a

At the start of First Level ←	Through First Level	Towards the end of First Level →	Benchmarks (to support professional judgement of achievement of a level)
<p>I can:</p> <ul style="list-style-type: none"> begin to use notes and organise simple ideas/information into a logical order under given headings. select some information from sources provided to support my writing. choose words appropriate to the context, with teacher support. 	<p>I can:</p> <ul style="list-style-type: none"> plan and organise my ideas with increasing independence and choose an appropriate format for writing. organise notes under simple headings and use these notes to create simple texts, organised in a logical and sequential order. begin to select mainly relevant information from sources provided, to include in my writing. use words that are appropriate and relevant to the context. 	<p>I can:</p> <ul style="list-style-type: none"> plan and organise my ideas and choose an appropriate format for writing. organise ideas under headings and use these notes to help me create new texts in my own words, organised in a logical and sequential order appropriate to the audience. with some independence, find and select information mainly relevant to the subject of my writing. add some description and/or relevant vocabulary to my writing. 	<p><i>Plans and organises ideas and information using an appropriate format.</i></p> <p><i>Makes notes to help plan writing and uses them to create new texts.</i></p> <p><i>Includes relevant information in written texts.</i></p> <p><i>Organises writing in a logical order and as appropriate to audience.</i></p> <p><i>Uses relevant and/or interesting vocabulary as appropriate for the context.</i></p>

L & T –
Enjoyment and
choice

L & T – Finding
and using
information

L & T – Creating
Texts

Reading –
Enjoyment and
choice

Reading –
Finding and
using
information

Writing –
Enjoyment and
choice

Writing –
Organising and
using
information

L & T – Tools for
Listening and
Talking

L & T –
Understanding,
analysing and
evaluating

Reading – Tools
for reading

Reading –
Understanding,
analysing &
evaluating

Writing – Tools
for writing

Writing –
Creating Texts



Organiser	Writing – Creating texts	
Experience and Outcome(s)	I can convey information, describe events or processes, share my opinions or persuade my reader in different ways.	LIT 1-28a / LIT 1-29a
	I can describe and share my experiences and how they made me feel.	ENG 1-30a
	Having explored the elements which writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/or settings	ENG 1-31a

← At the start of First Level	Through First Level	Towards the end of First Level →	Benchmarks (to support professional judgement of achievement of a level)
<p>I can:</p> <ul style="list-style-type: none"> begin to write short texts for different purposes and audiences, beyond narrative. 	<p>I can:</p> <ul style="list-style-type: none"> write short texts for different purposes and audiences in a variety of genres. 	<p>I can:</p> <ul style="list-style-type: none"> create texts for a variety of purposes and audiences. 	<p><i>Creates a variety of texts for different purposes.</i></p> <p><i>When writing to convey information, describe events or processes, share opinions or persuade readers in different ways:</i></p> <ul style="list-style-type: none"> - <i>Selects, organises and conveys information in different ways.</i> - <i>Uses vocabulary and language for specific purposes.</i> - <i>Shares own viewpoint and makes one or two attempts to persuade the reader as appropriate to the purpose.</i>
<p>When writing basic Information Reports, Instructions, Recounts and Persuasive Texts, I can:</p> <ul style="list-style-type: none"> use some features of the genre. sequence information. choose simple topic specific vocabulary. choose simple persuasive language (if appropriate to task). 	<p>When writing Information Reports, Instructions, Recounts and Persuasive Texts, I can:</p> <ul style="list-style-type: none"> use features of the genre. select and organise information, with support. choose some topic specific vocabulary. use simple persuasive language or share my own opinion (if appropriate to task). 	<p>When writing Information Reports, Instructional Texts, Recounts and Persuasive Texts, I can:</p> <ul style="list-style-type: none"> apply the main features of the genre. include mainly relevant information and ideas. choose topic specific vocabulary. select and organise ideas information. share my viewpoint and/or attempt to persuade the reader (if appropriate to task). 	

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Literacy and English

<p>When writing to describe and share experiences (narrative/recount), I can:</p> <ul style="list-style-type: none"> • include a beginning, middle and end. • state how I felt and what I saw. • retell the main part of the experience, with support. 	<p>When writing to describe and share experiences (narrative/recount), I can:</p> <ul style="list-style-type: none"> • include an opening, a middle and an ending. • state how I felt, what I thought, choosing some descriptive words. • retell the main part of the experience. 	<p>When writing to describe and share experiences (narrative/recount) I can:</p> <ul style="list-style-type: none"> • use a logical structure. • state how I felt and what I thought, using appropriate vocabulary and description. • recount the events in a logical order. 	<p>When writing to describe and share experiences:</p> <p>-Writes about personal experiences in a logical order, using appropriate vocabulary to describe feelings, thoughts and events.</p> <p>When writing imaginatively and creatively:</p> <p>- Creates own texts, for example, stories, poems and plays, with recognisable features of genre.</p> <p>- Creates texts with evidence of structure.</p> <p>- Creates interesting characters through their feelings and actions and physical description.</p>
<p>When writing imaginatively or creatively (narrative), I can:</p> <ul style="list-style-type: none"> • use some genre features, with teacher support. • begin to write in a logical order using a given structure. • create a character. • begin to use descriptive language for who and where (character and setting). 	<p>When writing imaginatively or creatively (narrative), I can:</p> <ul style="list-style-type: none"> • use some genre features. • create a text with a basic beginning and end. • create and describe a character. • use speech marks for dialogue. • use descriptive language for who (character) and where (setting). 	<p>When writing imaginatively or creatively (narrative):</p> <ul style="list-style-type: none"> • apply appropriate genre features. • create a text with structure. • create an interesting character. • attempt to describe basic thoughts and feelings of character. • use speech marks correctly. • use descriptive language for character, setting and main events. 	

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Stage 2/3

Professional Learning 

Effective Practice Clips 

Sample Lessons 

Resources (writing) 

Stage 4/5

Professional Learning 

Effective Practice Clips 

Sample Lessons 

Resources (writing) 

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Organiser	Listening and Talking – Tools for Listening and Talking
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Experience and Outcome(s)	When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.	LIT 2-02a
	I can recognise how the features of spoken language can help in communication, and I can use what I learn.	ENG 2-03a
	I can recognise different features of my own and others' spoken language.	

At the start of Second Level ←	Through Second Level	Towards the end of Second Level →	Benchmarks (to support professional judgement of achievement of a level)
I can: <ul style="list-style-type: none"> contribute ideas to a discussion. 	I can: <ul style="list-style-type: none"> contribute relevant ideas and opinions to a discussion. 	I can: <ul style="list-style-type: none"> contribute a number of relevant ideas and opinions to a discussion. 	<p><i>Takes turns and contributes at the appropriate time when engaging with others in a variety of contexts.</i></p> <p><i>listens and responds appropriately to others in a respectful way, for example, by nodding or agreeing, asking and answering questions.</i></p> <p><i>Applies a few techniques (verbal and non-verbal) when engaging with others, for example, vocabulary, eye contact, expression and/or body language.</i></p>
<ul style="list-style-type: none"> state my views at the appropriate point and listen attentively to the views or opinions of others. 	<ul style="list-style-type: none"> state my own viewpoint clearly and listen respectfully to the views and opinions of others. 	<ul style="list-style-type: none"> state my own viewpoint articulately, listen respectfully and respond appropriately to the views and opinions of others. 	
<ul style="list-style-type: none"> acknowledge and build on the contribution of others by asking or answering questions. 	<ul style="list-style-type: none"> build on the contributions of others by asking or answering questions to clarify points. 	<ul style="list-style-type: none"> build on the contributions of others by asking or answering questions, clarifying points and/or showing my support for a point of view/opinion. 	

L & T –
Enjoyment and
choice

L & T – Finding
and using
information

L & T – Creating
Texts

Reading –
Enjoyment and
choice

Reading –
Finding and
using
information

Writing –
Enjoyment and
choice

Writing –
Organising and
using
information

L & T – Tools for
Listening and
Talking

L & T –
Understanding,
analysing and
evaluating

Reading – Tools
for reading

Reading –
Understanding,
analysing &
evaluating

Writing – Tools
for writing

Writing –
Creating Texts



Literacy and English

<ul style="list-style-type: none"> • employ non-verbal techniques while presenting to others, such as looking at my audience occasionally. • demonstrate listening behaviours as part of an audience. 	<ul style="list-style-type: none"> • employ non-verbal techniques while presenting to others, such as making eye contact and using gestures. • demonstrate active listening when others are speaking. 	<ul style="list-style-type: none"> • employ non-verbal techniques while presenting to others, such as eye contact, body language and other gestures. • demonstrate active listening when others are speaking - eye contact, nodding, positive body language. 	
<ul style="list-style-type: none"> • employ verbal techniques while presenting to others, such as pace, tone and emphasis of key words. 	<ul style="list-style-type: none"> • employ verbal techniques with increasing confidence while presenting to others, such as pace, tone, emphasis and key vocabulary. 	<ul style="list-style-type: none"> • employ verbal techniques confidently while presenting to others, such as pace, tone, emphasis, rhetorical questions and key vocabulary. 	
<ul style="list-style-type: none"> • identify some of the techniques used to influence listeners, e.g. vocabulary or tone. 	<ul style="list-style-type: none"> • identify the techniques used to influence listeners, e.g. vocabulary, eye contact, tone, body language etc. 	<ul style="list-style-type: none"> • independently recognise the techniques used by effective speakers, e.g. vocabulary, eye contact, tone, body language etc. 	

L & T –
Enjoyment and
choice

L & T – Finding
and using
information

L & T – Creating
Texts

Reading –
Enjoyment and
choice

Reading –
Finding and
using
information

Writing –
Enjoyment and
choice

Writing –
Organising and
using
information

L & T – Tools for
Listening and
Talking

L & T –
Understanding,
analysing and
evaluating

Reading – Tools
for reading

Reading –
Understanding,
analysing &
evaluating

Writing – Tools
for writing

Writing –
Creating Texts



Organiser	Listening and Talking – Finding and Using Information
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Experience and Outcome(s)	As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes	LIT 2-04a
	As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate.	LIT 2-05a
	I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.	LIT 2-06a

At the start of Second Level	Through Second Level	Towards the end of Second Level	Benchmarks (to support professional judgement of achievement of a level)
←	→	→	
<p>As I listen or watch, I can:</p> <ul style="list-style-type: none"> recognise and discuss the purpose/main ideas of a text, providing some evidence. recognise key information and make relevant notes under given headings. paraphrase some of the information I have listened to. 	<p>As I listen or watch, I can:</p> <ul style="list-style-type: none"> identify and discuss the purpose/main ideas of a text, with suitable explanation and evidence. find key information independently and make and organise notes and information under suitable headings. paraphrase information gathered to demonstrate understanding. 	<p>As I listen or watch, I can:</p> <ul style="list-style-type: none"> identify and explain the purposes/main ideas of a text, using appropriate supporting evidence from the text. find and use information for a specific purpose. make and organise detailed notes and information under suitable headings. independently paraphrase certain information I have gathered to demonstrate understanding. 	<p><i>Identifies the purpose of spoken texts with suitable explanation.</i></p> <p><i>Identifies the main ideas of spoken texts, with supporting detail, and uses the information gathered for a specific purpose.</i></p> <p><i>Makes relevant notes using own words, for the most part, and uses these to create new texts for a range of purposes.</i></p>

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Literacy and English

<ul style="list-style-type: none"> use notes to support my understanding of a subject and/or create a new text(s). 	<ul style="list-style-type: none"> use my notes to improve my understanding of issues/topics/subjects or create new texts. 	<ul style="list-style-type: none"> use my notes and other information to help me understand issues/topics/subjects or to create a new text. 	
<ul style="list-style-type: none"> select and organise ideas/information effectively to present to others. 	<ul style="list-style-type: none"> choose ideas and information to include in my own texts and organise the content of my presentations. 	<ul style="list-style-type: none"> choose ideas and information to include in my own texts and organise the content of my presentations appropriately. 	
<ul style="list-style-type: none"> attempt to use suitable vocabulary for my purpose and audience. 	<ul style="list-style-type: none"> use suitable vocabulary for my purpose and audience. 	<ul style="list-style-type: none"> identify and use suitable vocabulary for my purpose and audience. 	

L & T –
Enjoyment and
choice

L & T – Finding
and using
information

L & T – Creating
Texts

Reading –
Enjoyment and
choice

Reading –
Finding and
using
information

Writing –
Enjoyment and
choice

Writing –
Organising and
using
information

L & T – Tools for
Listening and
Talking

L & T –
Understanding,
analysing and
evaluating

Reading – Tools
for reading

Reading –
Understanding,
analysing &
evaluating

Writing – Tools
for writing

Writing –
Creating Texts



Literacy and English

Organiser Listening and Talking – Understanding, Analysing and Evaluating

Experience and Outcome(s)	I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions and by asking different kinds of questions to my own.	LIT 2-07a
	To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are	LIT 2-08a

At the start of Second Level	Through Second Level	Towards the end of Second Level	Benchmarks (to support professional judgement of achievement of a level)
←	→	→	
<p>To show my understanding of what I listen to or watch, I can:</p> <ul style="list-style-type: none"> respond to literal, inferential and evaluative questions. create and ask literal, inferential and evaluative questions. recognise and discuss different genres and their key features. 	<p>To show my understanding of what I listen to or watch, I can:</p> <ul style="list-style-type: none"> respond to literal, inferential and evaluative questions with increased independence. ask appropriate literal, inferential and evaluative questions. identify and discuss different genres, their purposes and key features. 	<p>To show my understanding of what I listen to or watch, I can:</p> <ul style="list-style-type: none"> respond to a range of challenging literal, inferential and evaluative questions. generate a range of challenging literal, inferential and evaluative questions. identify and examine different genres, their purposes/main ideas and their key features. 	<p><i>Asks and responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of spoken texts.</i></p> <p><i>Identifies the difference between fact and opinion with suitable explanation.</i></p>

L & T –
Enjoyment and
choice

L & T – Finding
and using
information

L & T – Creating
Texts

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Enjoyment and
choice

Reading –
Finding and
using
information

Writing –
Enjoyment and
choice

Writing –
Organising and
using
information

L & T – Tools for
Listening and
Talking

L & T –
Understanding,
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Reading –
Understanding,
analysing &
evaluating

Writing – Tools
for writing

Writing –
Creating Texts



Literacy and English

<ul style="list-style-type: none"> distinguish and explain differences between facts and opinions presented in sources of information. 	<ul style="list-style-type: none"> recognise the difference between facts and opinions, and explain how their presentation could influence me. 	<ul style="list-style-type: none"> identify what is fact, opinion, stated or implied information and explain how these can influence a reader. 	
<ul style="list-style-type: none"> discuss how useful a source of information has been. 	<ul style="list-style-type: none"> begin to comment on the quality and reliability of an information source. 	<ul style="list-style-type: none"> explain how relevant, helpful or reliable sources are. 	

L & T –
Enjoyment and
choice

L & T – Finding
and using
information

L & T – Creating
Texts

Reading –
Enjoyment and
choice

Reading –
Finding and
using
information

Writing –
Enjoyment and
choice

Writing –
Organising and
using
information

L & T – Tools for
Listening and
Talking

L & T –
Understanding,
analysing and
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for reading

Reading –
Understanding,
analysing &
evaluating

Writing – Tools
for writing

Writing –
Creating Texts



Organiser

Listening and Talking – Creating Texts

Experience and Outcome(s)

I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.

LIT 2-10a / LIT 3 - 10 a

At the start of Second Level

Through Second Level

Towards the end of Second Level

Benchmarks

(to support professional judgement of achievement of a level)

When listening and talking with others for different purposes, I can:

When listening and talking with others for different purposes, I can:

When listening and talking with others for different purposes, I can:

Communicates clearly, audibly and with expression in different contexts.

- **communicate** clearly, **using** volume and expression, appropriate to my purpose and audience.

- **communicate** clearly, **using** volume, pace and expression, in different contexts.

- **communicate** clearly, **using** volume, pace and expression, **adjusting** appropriately to different contexts.

Plans and delivers an organised presentation/talk with relevant content and appropriate structure.

- **share** information/ experiences/ learning, **using** language appropriate to my purpose and;
- **discuss** or **summarise** the content;
- **ask** or **answer** most questions.

- **share** information/ experiences/ opinions/ learning and/ or **explain** a process or idea, **using** language appropriate to my purpose and;
- **discuss** issues arising;
- **summarise** findings;
- **ask** or **answer** questions.

- **share** information/ experiences/ opinions/ learning and/ or **explain** processes and ideas clearly, **using** language appropriate to my purpose and audience and;
- **identify** and **discuss** issues arising;
- **summarise** findings or **draw** conclusions;
- **ask** or **answer** questions to clarify points.

Uses suitable vocabulary for purpose and audience.

Selects and uses resources to support communication.

L & T –
Enjoyment and
choice

L & T – Finding
and using
information

L & T – Creating
Texts

Reading –
Enjoyment and
choice

Reading –
Finding and
using
information

Writing –
Enjoyment and
choice

Writing –
Organising and
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information

L & T – Tools for
Listening and
Talking

L & T –
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evaluating

Writing – Tools
for writing


Writing –
Creating Texts



Literacy and English

<p>When planning and delivering my own presentation/ talk, I can:</p> <ul style="list-style-type: none"> - use vocabulary appropriate to my purpose and audience; - choose resources to interest my audience, including digital technologies; - engage with my peers. 	<p>When planning and delivering my own presentation, I can:</p> <ul style="list-style-type: none"> - use vocabulary specific to my purpose and audience; - choose resources to engage my audience, including digital technologies; - engage with others in and beyond the classroom, using skills learned. 	<p>When planning and delivering a sequenced presentation, I can:</p> <ul style="list-style-type: none"> - consider the needs of the audience and alter my vocabulary accordingly; - engage with others confidently in and beyond the classroom, using skills learned; - choose resources to enhance the presentation and/or engage with audience, including digital technologies. 	
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Professional Learning 

Effective Practice Clips 

Sample Lessons 

Resources 

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Literacy and English

Organiser Reading – Enjoyment and choice

Experience and Outcome(s) *I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors.*

LIT 1-11a / LIT 2-11a

At the start of Second Level	Through Second Level	Towards the end of Second Level	Benchmarks (to support professional judgement of achievement of a level)
←		→	
<p>I can:</p> <ul style="list-style-type: none"> choose and read a text I think I will enjoy and explain why I am likely to enjoy it. 	<p>I can:</p> <ul style="list-style-type: none"> independently choose authors and genres to read, listen to or watch for enjoyment. 	<p>I can:</p> <ul style="list-style-type: none"> confidently select texts to listen to, watch or read for pleasure and explain my preferences. 	<p><i>Selects texts regularly for enjoyment or to find information for a specific purpose.</i></p> <p><i>Explains preferences for particular texts, authors or sources with supporting detail.</i></p>
<ul style="list-style-type: none"> independently select a text (e.g. dictionaries, thesauruses and reference books) to find information for a specific purpose and explain my choice. 	<ul style="list-style-type: none"> find and select a text for a specific purpose (e.g. online sources or reference books) and explain why I have chosen that source. 	<ul style="list-style-type: none"> find specific information from various sources and explain why I have chosen that source. 	

L & T –
Enjoyment and
choice

L & T – Finding
and using
information

L & T – Creating
Texts

Reading –
Enjoyment and
choice

Reading –
Finding and
using
information

Writing –
Enjoyment and
choice

Writing –
Organising and
using
information

L & T – Tools for
Listening and
Talking

L & T –
Understanding,
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Understanding,
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evaluating

Writing – Tools
for writing

Writing –
Creating Texts



Literacy and English

<ul style="list-style-type: none"> • identify differences in layout across different text types. • identify and comment on: long/short sentences, adjectives, verbs, adverbs, commas, paragraphs, inverted commas, apostrophes, exclamations & questions. 	<ul style="list-style-type: none"> • identify and comment on the impact layout has on my understanding of different text types. • identify and discuss the use of grammar/punctuation, including: sentence length, sentence type, verbs, adverbs, adjectives, similes, metaphor, alliteration, commas, apostrophes, colon, paragraphs etc. 	<ul style="list-style-type: none"> • recognise and explain how the layout impacts on my understanding of different text types. • identify and discuss the impact of features such as: sentence length, sentence type, verbs, adverbs, adjectives, similes, metaphor, alliteration, commas, apostrophes, colon, paragraphs etc. 	
<ul style="list-style-type: none"> • use prior knowledge to predict, explaining my reasoning. • use strategies/resources to clarify unfamiliar words & phrases (with support), e.g. using metalinguistics, drawing inferences, re-reading. • with support, summarise the important details of a text. 	<ul style="list-style-type: none"> • predict before and as I read texts, explaining my reasoning. • use a range of strategies/resources to understand a text, e.g. clarifying, skimming and scanning. • summarise the important details of a text or section of a text. 	<ul style="list-style-type: none"> • make predictions and justify my thinking before and as I read texts. • independently use a range of strategies/resources to enhance my understanding as I read, e.g. clarifying, skimming and scanning for specific information. • succinctly summarise a text or section of text. 	

Teaching phonics 

Effective Practice Clips 

Sample Lessons 

Resources (phonics) 

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Literacy and English

Organiser	Reading – Finding and using information
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Experience and Outcome(s)	Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes.	LIT 2-14a
	I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate.	LIT 2-15a

At the start of Second Level	Through Second Level	Towards the end of Second Level	Benchmarks (to support professional judgement of achievement of a level)
←	→	→	
<p>I can:</p> <ul style="list-style-type: none"> discuss the purposes and main ideas of different types of text. scan to find specific information, when directed to a section of text. make notes and record important information (e.g. quotes, sources, stats etc.) under given headings, as I read. use my notes to explore problems, develop my understanding and/or create new texts. 	<p>I can:</p> <ul style="list-style-type: none"> skim different text types and find evidence of their purposes or main ideas. independently scan novel chapters, non-fiction texts, news articles, reference books, digital texts and various other text types to find and gather information for a purpose. make notes, record important information and organise under given headings, from more than one source. use my notes to further my understanding of a topic, issue or problem and/or plan writing. 	<p>I can:</p> <ul style="list-style-type: none"> skim different text types and identify their purposes or main ideas, providing supporting evidence. quickly & independently scan novel chapters, non-fiction texts, news articles, reference books, digital texts and various other text types to find and gather information relevant to my purpose. record notes from a variety of sources under suitable headings, mostly paraphrasing to demonstrate my understanding of the topic/issue. use and question my notes to improve my understanding of a topic, issue or problem and plan writing to show my learning of a topic or issue. 	<p><i>Skims texts to identify purpose and main ideas.</i></p> <p><i>Scans texts to find key information.</i></p> <p><i>Finds, selects and sorts relevant information from a range of sources.</i></p> <p><i>Makes and organises notes using own words, for the most part.</i></p> <p><i>Uses notes to create new texts that show understanding of the topic or issue.</i></p>

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Organiser	Reading – Understanding, analysing and evaluating
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Experience and Outcome(s)	To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.	LIT 2-16a
	<i>To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own.</i>	ENG 2-17a
	<i>To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are.</i>	LIT 2-18a
	<i>I can: discuss structure, characterisation and/or setting; recognise the relevance of the writer's theme and how this relates to my own and others' experiences; and discuss the writer's style and other features appropriate to genre.</i>	ENG 2-19a

At the start of Second Level ←	Through Second Level	Towards the end of Second Level →	Benchmarks (to support professional judgement of achievement of a level)
<p>I can:</p> <ul style="list-style-type: none"> identify the purpose/main ideas and contribute to a discussion on these. recognise some of the language and layout features that are used in different genres. select and discuss examples of less common punctuation and word choice (with support). 	<p>I can:</p> <ul style="list-style-type: none"> identify and discuss possible themes, purposes and/or main ideas of fiction and non-fiction texts, offering some supporting evidence. discuss the purposes of different genres. identify and discuss how language and layout features contribute to the purpose of a text. explain the use of language features like word choice, sentence structure and punctuation. 	<p>I can:</p> <ul style="list-style-type: none"> independently identify and discuss themes, purposes and/or main ideas of fiction and non-fiction texts, providing strong supporting evidence. discuss the specific purposes and audiences of different genres. comment on how language and layout features change depending on the purpose and audience of a text. explain the effect of language features like word choice, sentence structure and punctuation. 	<p><i>Identifies the purpose of a text with suitable explanation.</i></p> <p><i>Identifies the main ideas of a text with appropriate detail.</i></p> <p><i>Makes relevant comments about features of language, for example, vocabulary, sentence structure and punctuation.</i></p>

L & T –
Enjoyment and
choice

L & T – Finding
and using
information

L & T – Creating
Texts

Reading –
Enjoyment and
choice

Reading –
Finding and
using
information

Writing –
Enjoyment and
choice

Writing –
Organising and
using
information

L & T – Tools for
Listening and
Talking

L & T –
Understanding,
analysing and
evaluating

Reading – Tools
for reading

Reading –
Understanding,
analysing &
evaluating

Writing – Tools
for writing

Writing –
Creating Texts



Literacy and English

<p>I can:</p> <ul style="list-style-type: none"> answer literal, inferential and evaluative questions on what I have read, using notes and evidence from the text. create literal and inferential questions with answers which demonstrate some understanding of the text. 	<p>I can:</p> <ul style="list-style-type: none"> demonstrate my understanding of texts by giving an appropriate oral or written response to literal, inferential and evaluative questions. create literal, inferential and evaluative questions with answers which demonstrate good understanding of the text. 	<p>I can:</p> <ul style="list-style-type: none"> demonstrate my understanding of texts by responding orally or in writing to literal, inferential and evaluative questions on content and language features like word choice and imagery. create challenging questions which demonstrate good understanding, analysis and evaluation of the text and the writer's style. 	<p><i>Responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of texts.</i></p> <p><i>Creates different types of questions to show understanding of texts.</i></p>
<p>I can:</p> <ul style="list-style-type: none"> explain the difference between facts and opinions and identify examples of these as I read. discuss whether a source of information is trustworthy. 	<p>I can:</p> <ul style="list-style-type: none"> explain and highlight differences in texts between fact/opinion and explain how the author has tried to influence the reader using rhetorical questions, emotive language and/or word choice. compare different sources of information and discuss their reliability and usefulness. 	<p>I can:</p> <ul style="list-style-type: none"> read texts with differing perspectives on the same subject and explain how and why the author has tried to influence the reader, referring to specific language devices and agendas. compare sources of information to identify and assess their reliability and whether they represent fact or opinion. 	<p><i>Distinguishes between fact and opinion with appropriate explanation.</i></p> <p><i>Recognises techniques used to influence the reader, for example, word choice, emotive language, rhetorical questions and/or repetition.</i></p> <p><i>Identifies which sources are most useful/reliable.</i></p>

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Literacy and English

<p>I can discuss:</p> <ul style="list-style-type: none"> – the plot of a fiction text; – the characters in a fiction text; and/or – the setting of a fiction text. 	<p>I can discuss:</p> <ul style="list-style-type: none"> – the plot structure and how this affects the reader; – character development, with reference to evidence from the text; and/or – how the setting(s) is portrayed. 	<p>I can discuss:</p> <ul style="list-style-type: none"> – the impact of plot structures and narrative hooks on the reader; – how characters are created and developed by the writer's style and use of language; and/or – how a setting in place and/or time has been portrayed. 	<p><i>Makes relevant comments about structure, characterisation and/or setting with reference to the text.</i></p> <p><i>Relates the writer's theme to own and/or others' experiences.</i></p> <p><i>Makes relevant comments about aspects of the writer's style, use of language and other features appropriate to genre, with reference to the text</i></p>
<p>I can:</p> <ul style="list-style-type: none"> • explain what the writer's theme means to me. 	<p>I can:</p> <ul style="list-style-type: none"> • explain my understanding of the themes and compare them to my own experiences. 	<p>I can:</p> <ul style="list-style-type: none"> • explain how the writer has explored themes and how these relate to my own and/or other people's experiences. 	
<ul style="list-style-type: none"> • contribute to a discussion on what language techniques have been used in a particular text. 	<ul style="list-style-type: none"> • comment on the writer's style and the language techniques used in this genre. 	<ul style="list-style-type: none"> • comment insightfully on the writer's style and the effect of the language techniques used in this genre(s). 	

Stage 4/5

Professional Learning 

Effective Practice Clips 

Sample Lessons 

Resources (reading) 

Stage 6/7

Professional Learning 

Effective Practice Clips 

Sample Lessons 

Resources (reading) 

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Literacy and English

Organiser	Writing – Enjoyment and choice
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Experience and Outcome(s)	I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.	LIT 1-20a / LIT 2-20a
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At the start of Second Level ←	Through Second Level	Towards the end of Second Level →	Benchmarks (to support professional judgement of achievement of a level)
When creating texts of my choice, I can: <ul style="list-style-type: none"> • choose different genres. 	When creating texts of my choice, I can: <ul style="list-style-type: none"> • select an appropriate genre and format for my purpose. 	When creating texts of my choice, I can: <ul style="list-style-type: none"> • select an appropriate genre, format and structure for my purpose and audience. 	<i>Creates texts regularly for a range of purposes and audiences selecting appropriate genre, form, structure and style.</i>
<ul style="list-style-type: none"> • choose materials and resources for a specific purpose. 	<ul style="list-style-type: none"> • select materials and resources for a specific purpose. 	<ul style="list-style-type: none"> • select materials and resources for a specific purpose and audience. 	
<ul style="list-style-type: none"> • deliver with some attempt at style. 	<ul style="list-style-type: none"> • add some style to the delivery. 	<ul style="list-style-type: none"> • create a style of my own. 	

L & T –
Enjoyment and
choice

L & T – Finding
and using
information

L & T – Creating
Texts

Reading –
Enjoyment and
choice

Reading –
Finding and
using
information

Writing –
Enjoyment and
choice

Writing –
Organising and
using
information

L & T – Tools for
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Talking

L & T –
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analysing and
evaluating

Reading – Tools
for reading

Reading –
Understanding,
analysing &
evaluating

Writing – Tools
for writing

Writing –
Creating Texts



Organiser	Writing – Tools for writing
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Experience and Outcome(s)	I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources.	LIT 2-21a
	In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader.	LIT 2-22a
	Throughout the writing process, I can check that my writing makes sense and meets its purpose.	LIT 2-23a
	I can consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.	LIT 2-24a

At the start of Second Level ←	Through Second Level	Towards the end of Second Level →	Benchmarks (to support professional judgement of achievement of a level)
I can: <ul style="list-style-type: none"> (with support) spell most words accurately, using various strategies, rules, phonic knowledge and self-correction, across all areas of learning. 	I can: <ul style="list-style-type: none"> spell most words accurately, using various strategies, rules and patterns, across all areas of learning. 	I can: <ul style="list-style-type: none"> (with increasing independence) spell most of the words I use to communicate, including specialist vocabulary, using various strategies, rules and patterns. 	<i>Applies knowledge of spelling patterns, rules and strategies to spell most words correctly.</i>
<ul style="list-style-type: none"> use basic punctuation (full stops, capital letters, inverted commas, exclamation marks and question marks) across all my writing. 	<ul style="list-style-type: none"> use varied punctuation (full stops, capital letters, commas, inverted commas, apostrophes, exclamation marks and question marks) across all my writing. 	<ul style="list-style-type: none"> use varied punctuation (full stops, capital letters, commas, inverted commas, apostrophes, exclamation marks and question marks), which is mainly accurate, across all my writing. 	<i>Uses a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes.</i>
<ul style="list-style-type: none"> check that my writing makes sense. 	<ul style="list-style-type: none"> review and edit my writing to ensure it makes sense. 	<ul style="list-style-type: none"> review and edit my writing to ensure it makes sense and is grammatically accurate. 	<i>Punctuation is mainly accurate.</i> <i>Writes most sentences in a grammatically accurate way.</i>

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Literacy and English

<ul style="list-style-type: none"> use mostly consistent tense. 	<ul style="list-style-type: none"> use mainly consistent tense. 	<ul style="list-style-type: none"> use tense correctly throughout. 	<p><i>Uses sentences of different lengths and types and varies sentence openings.</i></p> <p><i>Links sentences using a range of conjunctions.</i></p> <p><i>Uses paragraphs to separate thoughts and ideas.</i></p> <p><i>Writes in a fluent and legible way.</i></p> <p><i>Reviews and corrects writing to ensure it makes sense, is technically accurate and meets its purpose.</i></p> <p><i>Makes appropriate choices about layout and presentation, including in digital texts, to engage the reader, for example, headings, bullet points, fonts, graphics and/or captions.</i></p>
<ul style="list-style-type: none"> proofread and self-correct some of my technical errors. 	<ul style="list-style-type: none"> independently proofread and correct most technical errors. 	<ul style="list-style-type: none"> independently proofread and correct my writing, ensuring it is technically accurate and meets its purpose. 	
<ul style="list-style-type: none"> use different sentence types and openings, with support. 	<ul style="list-style-type: none"> use different sentence types and openings to interest the reader. 	<ul style="list-style-type: none"> use different sentence types and openings, independently, to engage the reader. 	
<ul style="list-style-type: none"> link sentences and vary their length, using conjunctions. 	<ul style="list-style-type: none"> link sentences and paragraphs, using conjunctions. 	<ul style="list-style-type: none"> link sentences and paragraphs, using a variety of conjunctions. 	
<ul style="list-style-type: none"> separate ideas/facts, using paragraphs. 	<ul style="list-style-type: none"> separate thoughts and ideas/facts, using paragraphs. 	<ul style="list-style-type: none"> separate thoughts/ideas/facts/opinions into appropriate paragraphs. 	
<ul style="list-style-type: none"> write legibly across most work. 	<ul style="list-style-type: none"> write with consistent legibility across all work. 	<ul style="list-style-type: none"> write legibly and fluently across all work. 	
<ul style="list-style-type: none"> enhance the layout of my writing with charts, headings, pictures, photographs and graphs etc. relevant to the purpose and audience. 	<ul style="list-style-type: none"> select from a range of presentation features, including digital texts, to enhance my text, relevant to purpose and audience. 	<ul style="list-style-type: none"> independently select from a range of presentation features, including digital texts, to engage the reader and enhance meaning, relevant to purpose and audience. 	

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Stage 4/5


Professional Learning 

Effective Practice Clips 

Sample Lessons 

Resources (spelling) 

Stage 6/7

Professional Learning 

Effective Practice Clips 

Sample Lessons 

Resources (spelling) 

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Organiser	Writing – Organising and using information
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Experience and Outcome(s)	I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text.	LIT 2-25a
	I recognise the need to acknowledge my sources and can do this appropriately. By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.	LIT 2-26a

At the start of Second Level ←	Through Second Level	Towards the end of Second Level →	Benchmarks (to support professional judgement of achievement of a level)
<p>I can:</p> <ul style="list-style-type: none"> (with support) plan my writing, using notes and other types of writing/sources. (with support) select and organise my ideas and information in a sensible way which makes sense to the reader. (with support) indicate where the information I have used in my writing came from. 	<p>I can:</p> <ul style="list-style-type: none"> develop my understanding of a topic or issue and/or plan a piece of non-fiction genre writing, using my notes and other sources of information. select and organise my ideas and information in a coherent way which is mainly appropriate to task and genre. identify and acknowledge the sources of information I have consulted. 	<p>I can:</p> <ul style="list-style-type: none"> deepen my understanding of a topic or concept; explore problems; decide what I believe on an issue; and/or plan a piece of non-fiction genre writing, using my notes, other types of writing and other sources of information. independently select and organise ideas and information in a logical way which is mainly appropriate to task/purpose and genre. identify and acknowledge both my direct and indirect sources of information. 	<p><i>Uses notes and/or other sources to develop thinking and create new texts.</i></p> <p><i>Acknowledges sources making clear where the information came from.</i></p> <p><i>Organises information in a logical way.</i></p> <p><i>Selects relevant ideas and information.</i></p> <p><i>Uses appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience.</i></p>
<ul style="list-style-type: none"> (with support) use some subject vocabulary which is appropriate to my purpose and audience. 	<ul style="list-style-type: none"> use vocabulary, including subject-specific, which is mostly appropriate to my purpose and audience. 	<ul style="list-style-type: none"> confidently use newly acquired & subject-specific vocabulary, suitable for my purpose and audience. 	

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Literacy and English

Organiser Writing – Creating texts

Experience and Outcome(s) I am learning to use language and style in a way which engages and/or influences my reader.

ENG 2-27a

At the start of Second Level ← Through Second Level → Towards the end of Second Level Benchmarks (to support professional judgement of achievement of a level)

I can:

- **create** texts for a variety of purposes and audiences, **using** genre specific features.
- **write** in a variety of genres.
- **use** some genre appropriate language features to **interest** my reader.

I can:

- regularly **create** texts of various lengths for a variety of purposes audiences, including features relevant to the genre.
- **write** in a variety of genres for different purposes.
- **use** genre appropriate language features to **engage** and/or **influence** my reader.

I can:

- regularly **create** short and extended texts for various purposes and audiences, with good command of genres.
- **write** in a variety of genres for different purposes and audiences.
- **use** genre appropriate language features and style to **engage** and/or **influence** my reader.

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

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

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Literacy and English

Organiser	Writing – Creating texts
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Experience and Outcome(s)	I can convey information, describe events, explain processes or combine ideas in different ways.	LIT 2-28a
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At the start of Second Level	Through Second Level	Towards the end of Second Level	Benchmarks (to support professional judgement of achievement of a level)
←	→	→	
<p>When writing Information Reports, Instructional Texts, Recounts and Explanation Texts, I can:</p> <ul style="list-style-type: none"> • apply the main features of the genre. • include mostly relevant information and ideas. • use some topic specific vocabulary. • organise ideas and information/use sub-headings. 	<p>When writing Chronological and Non-Chronological Information Reports, Instructional Texts and Explanation Texts, I can:</p> <ul style="list-style-type: none"> • use the style and apply key features of the genre. • include relevant information and ideas. • use appropriate topic specific vocabulary. • organise ideas and information/use sub-headings to make meaning clear. 	<p>When writing Chronological and Non-Chronological Information Reports, Instructional Texts and Explanation Texts, I can:</p> <ul style="list-style-type: none"> • use the style, format and features of the genre with increasing independence. • include relevant knowledge, information and ideas. • use appropriate tone & vocabulary to my purpose. • organise ideas and information logically/use sub-headings to group together relevant information. 	<p>When writing to convey information, describe events, explain processes or combine ideas in different ways:</p> <ul style="list-style-type: none"> ○ Uses appropriate style and format to convey information applying key features of the chosen genre. ○ Includes relevant ideas, knowledge and information. ○ Organises and presents information in a logical way. ○ Uses tone and vocabulary appropriate to purpose.

L & T –
Enjoyment and
choiceL & T – Finding
and using
informationL & T – Creating
TextsReading –
Enjoyment and
choiceReading –
Finding and
using
informationWriting –
Enjoyment and
choiceWriting –
Organising and
using
informationL & T – Tools for
Listening and
TalkingL & T –
Understanding,
analysing and
evaluatingReading – Tools
for readingReading –
Understanding,
analysing &
evaluatingWriting – Tools
for writingWriting –
Creating Texts

Organiser

Writing – Creating texts

Experience and Outcome(s)

I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence.

LIT 2-29a

At the start of Second Level

Through Second Level

Towards the end of Second Level

Benchmarks

(to support professional judgement of achievement of a level)

When writing Persuasively and Discursively, I can:

- **present** ideas and information clearly related to the topic/issue.
- begin to **provide** notes of arguments both for and against.
- **use** persuasive language to **make** my opinion clear.
- **use** some topic specific language to **show** my knowledge of the topic/issue.
- **structure** my writing with an introduction, logically organised ideas and a conclusion.
- **support** my viewpoint.

When writing Persuasively and Discursively, I can:

- **present** ideas and information which are mainly relevant to the topic/issue.
- **provide** arguments both for and against.
- **use** persuasive language to **influence** my reader/**use** emotive language to **emphasise** points.
- **use** topic specific language to **show** my knowledge of the topic/issue.
- **introduce** the topic clearly, **organise** ideas/information to aid and **conclude** the line of thought.
- **support** a/my viewpoint, **using** evidence.

When writing Persuasively or Discursively, I can:

- **present** ideas and information wholly relevant to the topic.
- attempt to **balance** the arguments for and against.
- begin to **deploy** a variety of persuasive language features to **convince** the reader/**use** emotive language to **engage** the reader.
- **use** varied topic specific language to **show** my knowledge and understanding of the topic/issue.
- **introduce** the topic clearly and appropriate to the style of writing, **organise** ideas/information for impact and **conclude** the line of thought appropriately.
- **support** a/my viewpoint, **using** convincing evidence.

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

- *Presents relevant ideas and information, including supporting detail, to convey view point.*
- *Organises ideas in a logical way.*
- *Includes an introduction that makes the topic clear and a conclusion that rounds off the writing.*
- *Attempts to use language to influence or persuade the reader, for example, word choice, punctuation, repetition, rhetorical questions and/or emotive language.*

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Literacy and English

Organiser	Writing – Creating texts
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Experience and Outcome(s)	As I write for different purposes and readers, I can describe and share my experiences, expressing what they made me think about and how they made me feel.	ENG 2-30a
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At the start of Second Level ←	Through Second Level	Towards the end of Second Level →	Benchmarks (to support professional judgement of achievement of a level)
<p>When writing about personal experiences (Personal Narrative or Personal Reflection), I can:</p> <ul style="list-style-type: none"> • recount the main sequence of events. • describe my thoughts and feelings. • use dialogue in the correct layout. • conclude my writing logically. 	<p>When writing about personal experiences (Personal Narrative or Personal Reflection), I can:</p> <ul style="list-style-type: none"> • describe the main sequence of events clearly. • use word choice and some imagery to convey my thoughts and feelings about the experience. • use dialogue correctly and where necessary. • conclude my writing with a summative or reflective comment. 	<p>When writing about personal experiences (Personal Narrative or Personal Reflection), I can:</p> <ul style="list-style-type: none"> • accurately convey and provide context to the main sequence of events. • use different language features (e.g. word choice & imagery) to convey what I thought and how I felt both during and after the experience. • use dialogue correctly and for a specific purpose, e.g. for plot/character development. • conclude by summing up or reflecting on what I learned from the experience. 	<p>When writing to describe and share experiences:</p> <ul style="list-style-type: none"> ○ Describes personal experiences, making context and events clear. ○ Describes thoughts and feelings about the experience. ○ Attempts to engage and/or influence the reader through vocabulary and/or use of language.

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Organiser

Writing – Creating texts

Experience and Outcome(s)

Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life.

ENG 2-31a

At the start of Second Level

Through Second Level

Towards the end of Second Level

Benchmarks

(to support professional judgement of achievement of a level)

When writing imaginatively and creatively, I can:

- **create** a basic plot structure.
- **create** and **develop** an interesting character.
- **describe** a setting in some detail.
- **select** words and phrases which will **engage** my reader.
- **describe** basic thoughts and feelings of character.
- **use** dialogue in the correct layout.

When writing imaginatively and creatively, I can:

- **create** a plot which includes a climax and a fitting conclusion.
- **create** and **develop** interesting characters.
- **convey** the physical features of a setting by **referring**, directly or indirectly, to any of the 5 senses.
- **use** word choice & imagery to **convey meaning** to my reader.
- **use** word choice and some imagery to **convey** characters' thoughts and feelings.
- **use** dialogue correctly and where necessary.

When writing imaginatively and creatively, I can:

- **create** a clear plot structure and an appropriate, satisfying ending.
- **create** and **gradually develop** interesting, believable characters.
- **create** a vivid setting, **using** various language techniques.
- begin to **use** language devices deliberately, e.g. implied meaning.
- **use** different language features (e.g. word choice & imagery) to **convey** a range of character reactions and emotions.
- **use** dialogue correctly and for a specific purpose, e.g. for plot/character development.

When writing imaginatively and creatively:

- Applies a few features of the chosen genre.
- Creates interesting characters through, for example, their feelings and actions, physical description and/or dialogue.
- Creates setting/context with some descriptive detail.
- Attempts to use figurative language (imagery) to engage the reader, for example, simile, metaphor, alliteration and onomatopoeia.
- Creates plots with clear structures, for example, suitable opening, turning point, climax and/or satisfactory ending.

L & T –
Enjoyment and
choice

L & T – Finding
and using
information

L & T – Creating
Texts

Reading –
Enjoyment and
choice

Reading –
Finding and
using
information

Writing –
Enjoyment and
choice

Writing –
Organising and
using
information

L & T – Tools for
Listening and
Talking

L & T –
Understanding,
analysing and
evaluating

Reading – Tools
for reading

Reading –
Understanding,
analysing &
evaluating

Writing – Tools
for writing

Writing –
Creating Texts



Stage 4/5

Professional Learning 

Effective Practice Clips 

Sample Lessons 

Resources (writing) 

Stage 6/7

Professional Learning 

Effective Practice Clips 

Sample Lessons 

Resources (writing) 

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Literacy and English

Organiser Listening and Talking – Enjoyment and Choice

Experience and Outcome(s)

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

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

LIT 3-01a / LIT 4-01a

At the start of Third Level ←	Through Third Level →	Third Level Benchmarks (to support professional judgement of achievement of a level)	Fourth Level Benchmarks (to support professional judgement of achievement of a level)
<p>I can:</p> <ul style="list-style-type: none"> regularly find, select and listen to/watch a wide range of texts or people for enjoyment, interest or other purposes. 			
<ul style="list-style-type: none"> justify my selection or preferences for different texts in relation to my purpose. 	<ul style="list-style-type: none"> explain why I find a text enjoyable/interesting/useful and provide supporting evidence. 	<p>Selects spoken texts regularly and describes, with an appropriate explanation, how well a text or source meets needs and expectations.</p>	<p><i>Gives a personal response to spoken texts or explains how well a spoken text or source meets needs and expectations. Justifies opinion with appropriate reference to the text.</i></p>
<ul style="list-style-type: none"> explain my personal response to what I have watched or listened to, providing supporting evidence. 	<ul style="list-style-type: none"> explain my personal response to what I have watched or listened to, justifying this with appropriate evidence. 		

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Literacy and English

<ul style="list-style-type: none"> • create spoken texts with different formats and for a range of purposes and audiences. 		
<ul style="list-style-type: none"> • independently select the most effective format, materials and resources for spoken texts according to different purposes and audiences. 		
<ul style="list-style-type: none"> • demonstrate some of my own style while speaking. 	<ul style="list-style-type: none"> • orate with a clear and effective style. 	

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Literacy and English

Organiser	Listening and Talking – Tools for Listening and Talking
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Experience and Outcome(s)	When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.	LIT 3-02a
	I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.	
	Having explored and analysed the features of spoken language, I can use these, adopting an appropriate register to suit my purpose and audience.	ENG 3-03a

At the start of Third Level ←	Through Third Level →	Third Level Benchmarks (to support professional judgement of achievement of a level)	Fourth Level Benchmarks (to support professional judgement of achievement of a level)
<p>I can:</p> <ul style="list-style-type: none"> contribute sensible ideas, information or opinions to a group discussion or when working collaboratively. lead and contribute to a discussion, justifying with evidence when appropriate. respond respectfully to the views of others and encourage others to contribute. 	<p>I can:</p> <ul style="list-style-type: none"> contribute relevant and insightful ideas, information or opinions to a group discussion or when working collaboratively. confidently lead and contribute to a discussion, justifying with reliable evidence when appropriate. respond diplomatically to the views of others and considerately encourage others to contribute. 	<p><i>Contributes regularly in group discussions or when working collaboratively, offering relevant ideas, knowledge or opinions with supporting evidence.</i></p> <p><i>Responds appropriately to the views of others developing or adapting own thinking.</i></p>	<p><i>Participates fully in group discussions or when working collaboratively, contributing relevant ideas, knowledge or opinions with convincing supporting evidence.</i></p> <p><i>Responds positively and appropriately to the views of others, including when challenged, adapting thinking as appropriate.</i></p>

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Literacy and English

<ul style="list-style-type: none"> • reflect on the contributions of others, developing or adapting my own thinking if appropriate. 	<ul style="list-style-type: none"> • reflect on the contributions of others, developing, adapting or defending my own thinking if appropriate. 		
<ul style="list-style-type: none"> • engage in discussion by: asking or answering questions; clarifying or summarising points; supporting or challenging opinions/ideas. 	<ul style="list-style-type: none"> • advance a discussion by: asking or answering questions; clarifying or summarising points; supporting or challenging opinions/ideas. 	<p><i>Builds on the contributions of others, for example, by asking or answering questions, clarifying or summarising points, supporting or challenging opinions or ideas.</i></p>	<p><i>Builds on the contributions of others by clarifying or summarising points, exploring or expanding on contributions and/or challenging ideas or viewpoints.</i></p>
<ul style="list-style-type: none"> • communicate effectively using non-verbal techniques (listener: eye contact, nodding, smiling and reacting encouragingly to the speaker) (speaker: eye contact, body language, pauses etc.). 	<ul style="list-style-type: none"> • communicate and engage effectively using non-verbal techniques (listener: eye contact, nodding, smiling and reacting encouragingly to the speaker) (speaker: eye contact, body language, pauses etc.). 	<p><i>Applies verbal and non-verbal techniques appropriately to enhance communication, for example, eye contact, body language, emphasis, pace, tone, and/or some rhetorical devices.</i></p>	<p><i>Applies a range of verbal and non-verbal techniques to enhance communication and engagement with audience, for example, eye contact, body language, emphasis, pace, tone and/or rhetorical devices.</i></p>
<ul style="list-style-type: none"> • communicate confidently and effectively using verbal techniques (tone, pace, emphasis, rhetorical devices). 	<ul style="list-style-type: none"> • communicate successfully using verbal techniques (tone, pace, emphasis, rhetorical devices). 	<p><i>Uses appropriate register for purpose and audience, for the most part.</i></p>	<p><i>Sustains appropriate register for purpose and audience.</i></p>

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Literacy and English

<ul style="list-style-type: none"> adopt a register mainly appropriate to purpose and audience. 	<ul style="list-style-type: none"> adopt a register wholly appropriate to purpose and audience. 		<i>Sustains appropriate register for purpose and audience.</i>
<p>I can:</p> <ul style="list-style-type: none"> identify the strategies and techniques used by effective speakers, e.g. vocabulary, eye contact, body language, rhetorical devices. 	<p>I can:</p> <ul style="list-style-type: none"> identify and use a range of strategies and techniques used by effective speakers, e.g. vocabulary, eye contact, body language, rhetorical devices. 	<p><i>Identifies features of spoken language, for example, body language, gesture, emphasis, pace, tone and/or rhetorical devices.</i></p>	<p><i>Identifies a range of features of spoken language and explains the effect they have on the listener, for example, body language, gesture, emphasis, pace, tone and/or rhetorical devices.</i></p>
<ul style="list-style-type: none"> analyse the features of spoken language. 	<ul style="list-style-type: none"> evaluate the features and impact of spoken language. 		

L & T –
Enjoyment and
choice

L & T – Finding
and using
information

L & T – Creating
Texts

Reading –
Enjoyment and
choice

Reading –
Finding and
using
information

Writing –
Enjoyment and
choice

Writing –
Organising and
using
information

L & T – Tools for
Listening and
Talking

L & T –
Understanding,
analysing and
evaluating

Reading – Tools
for reading

Reading –
Understanding,
analysing &
evaluating

Writing – Tools
for writing

Writing –
Creating Texts



Literacy and English

Organiser	Listening and Talking – Finding and Using Information
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Experience and Outcome(s)	As I listen or watch, I can: identify and give an accurate account of the purpose and main concerns of the text, and can make inferences from key statements; identify and discuss similarities and differences between different types of text; and use this information for different purposes.	LIT 3-04a
	As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.	LIT 3-05a/ LIT 4-05a
	I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience.	LIT 3-06a / LIT 4-06a

At the start of Third Level	Through Third Level	Third Level Benchmarks (to support professional judgement of achievement of a level)	Fourth Level Benchmarks (to support professional judgement of achievement of a level)
←	→		
<p>As I listen or watch, I can:</p> <ul style="list-style-type: none"> • identify and discuss the themes, purposes and/or main concerns of fiction and non-fiction texts (regardless of format), using appropriate supporting evidence from the text. 	<p>As I listen or watch, I can:</p> <ul style="list-style-type: none"> • consistently identify and discuss the themes, purposes and/or main concerns of fiction and non-fiction texts (regardless of format), using convincing supporting evidence from the text. 	<p><i>Identifies and gives an accurate account of the purpose and main ideas of spoken texts, with appropriate justification.</i></p>	<p><i>Identifies purpose, audience and main ideas of a range of spoken texts.</i></p> <p><i>Justifies opinions with appropriate reference to the text.</i></p>

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



<ul style="list-style-type: none"> find and use information for different purposes; make notes and organise information under headings; paraphrase where appropriate to demonstrate my understanding; and use my notes to help me understand issues/topics/subjects and/or create new texts. 	<ul style="list-style-type: none"> find and use relevant information for different purposes; make notes and organise information under logical headings; paraphrase key information from multiple sources to demonstrate my understanding; and use my notes to explore and deepen my understanding of different issues/topics/subjects and/or create new texts. 	<p><i>Identifies and gives an accurate account of the purpose and main ideas of spoken texts, with appropriate justification.</i></p> <p><i>Identifies similarities and differences between texts, for example, content, style and/or language.</i></p> <p><i>Uses own words to make and organise notes, selecting key information.</i></p>	<p><i>Identifies purpose, audience and main ideas of a range of spoken texts.</i></p> <p><i>Justifies opinions with appropriate reference to the text.</i></p> <p><i>Compares and contrasts aspects of content, style and/or language of different spoken texts.</i></p> <p><i>Uses own words to make and organise notes, synthesising key information from more than one source.</i></p>
<ul style="list-style-type: none"> identify and discuss similarities and differences between different texts. 	<ul style="list-style-type: none"> compare and contrast different texts, commenting on their usefulness/quality. 	<p><i>Uses notes to create new texts that show understanding of the issue/subject.</i></p>	<p><i>Uses notes to create new texts that show understanding of the issue/subject and draw on information from more than one source.</i></p>
<ul style="list-style-type: none"> analyse the use of spoken language features like word choice, imagery, tone, body language, repetition and other rhetorical devices. 	<ul style="list-style-type: none"> evaluate the use of spoken language features like word choice, imagery, tone, body language, repetition and other rhetorical devices. 		
<ul style="list-style-type: none"> select ideas and information for my own presentations or talks, with some support. 	<ul style="list-style-type: none"> independently select ideas and information for my own presentations or talks. 		

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Literacy and English

<ul style="list-style-type: none"> • organise the content of my presentations or talks logically. 	<ul style="list-style-type: none"> • organise the content of my presentations or talks to be engaging. 	
<ul style="list-style-type: none"> • use appropriate vocabulary to communicate with my audience. 		

L & T –
Enjoyment and
choice

L & T – Finding
and using
information

L & T – Creating
Texts

Reading –
Enjoyment and
choice

Reading –
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information

Writing –
Enjoyment and
choice

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information

L & T – Tools for
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for reading

Reading –
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evaluating

Writing – Tools
for writing

Writing –
Creating Texts



Literacy and English

Organiser	Listening and Talking – Understanding, Analysing and Evaluating
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Experience and Outcome(s)	I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts.	LIT 3-07a
	To help me develop an informed view, I am learning about the techniques used to influence opinion and how to assess the value of my sources, and I can recognise persuasion	LIT 3-08a

At the start of Third Level ←	Through Third Level →	Third Level Benchmarks (to support professional judgement of achievement of a level)	Fourth Level Benchmarks (to support professional judgement of achievement of a level)
<p>To show my understanding of what I listen to or watch, I can:</p> <ul style="list-style-type: none"> • summarise, analyse or comment in any other way on the content of a spoken text. • comment on the impact of a text's form. • comment on the style of a spoken text and identify how that style has been created. • demonstrate my understanding of different text types & genres by responding orally or in writing to understanding, analysis and evaluation questions or critical analysis tasks. 	<p>To show my understanding of what I listen to or watch, I can:</p> <ul style="list-style-type: none"> • summarise, analyse, evaluate or comment in any other way on the content of a spoken text. • critically evaluate a text by examining its form and/or style. • demonstrate my appreciation of different text types & genres by responding orally or in writing to understanding, analysis and evaluation questions or critical analysis tasks. 	<p>Comments on the content, form and/or style of spoken texts, with supporting evidence.</p>	<p><i>Makes detailed evaluative comments about aspects of the content, form and style of spoken texts.</i></p>

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Literacy and English

<ul style="list-style-type: none"> • identify persuasive techniques such as word choice, emotive language, tone, repetition, rhetorical questions and statistics and explain the effect on a listener. 	<ul style="list-style-type: none"> • Identify and analyse persuasive techniques such as word choice, emotive language, tone, repetition, rhetorical questions and statistics and evaluate their impact on the audience. 	<p><i>Identifies persuasive techniques, for example, word choice, emotive language, repetition, rhetorical questions and/or use of statistics.</i></p> <p><i>Comments appropriately on the reliability and relevance/usefulness of sources.</i></p>	<p><i>Identifies persuasive language, for example, word choice, emotive language, repetition, rhetorical questions, use of statistics and/or hyperbole.</i></p> <p><i>Comments appropriately on the relevance, reliability and credibility of sources, justifying opinion with reference to the text.</i></p>
<ul style="list-style-type: none"> • comment on different sources, recognising how relevant, helpful, reliable, neutral and/or biased they are. 	<ul style="list-style-type: none"> • evaluate and discuss the effect of a range of sources, recognising how relevant, helpful, reliable, neutral and/or biased they are. 		

L & T –
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L & T – Finding
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L & T – Creating
Texts

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L & T – Tools for
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for writing

Writing –
Creating Texts



Literacy and English

Organiser	Listening and Talking – Creating Texts
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Experience and Outcome(s)	When listening and talking with others for different purposes, I can: communicate information, ideas or opinions; explain processes, concepts or ideas; and identify issues raised, summarise findings or draw conclusions.	LIT 3 – 09a
	<i>I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.</i>	LIT 2-10a / LIT 3 -10 a

At the start of Third Level	Through Third Level	Third Level Benchmarks (to support professional judgement of achievement of a level)	Fourth Level Benchmarks (to support professional judgement of achievement of a level)
←	→		
<p>When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none"> communicate information, ideas or opinions clearly and articulately for a variety of purposes and in different contexts. 	<p>When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none"> convey information/express ideas or opinions confidently and articulately for a variety of purposes and in different contexts. 	<p><i>Communicates in a clear expressive way in a variety of contexts.</i></p> <p><i>Presents ideas, information or points of view including appropriate detail or evidence.</i></p> <p><i>Organises thinking and structures talks to present ideas in a logical order.</i></p> <p><i>Introduces and concludes talks with some attempt to engage the audience.</i></p>	<p><i>Displays confidence and communicates in a clear, expressive way in a variety of contexts.</i></p> <p><i>Presents ideas or information, or sustains a point of view with relevant supporting evidence.</i></p> <p><i>Structures talks in a clear and coherent way.</i></p>

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



<p>When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none"> • explain processes, concepts or ideas clearly and concisely. • present ideas or information in a logical order. • summarise findings or draw conclusions. • answer questions for the listener. • identify and discuss issues arising. • ask relevant questions. 	<p>When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none"> • explain complex processes, difficult concepts or elaborate ideas clearly. • present ideas or information for maximum impact on an audience. • summarise findings or draw conclusions. • answer questions for the listener or clarify/expand on points. • identify, discuss and challenge issues arising. • ask relevant and probing questions. 	<p><i>Uses signposts throughout talks to provide a basic structure or argument, for example, topic sentences and/or linking phrases.</i></p> <p><i>Uses appropriate tone and vocabulary for purpose and audience.</i></p>	<p><i>Introduces and concludes talks in a way that interests and engages the audience.</i></p> <p><i>Uses signposts throughout talks to support a structured line of thought or argument, for example, topic sentences, linking phrases or concluding statements.</i></p> <p><i>Adapts tone, vocabulary and language to communicate effectively with audience.</i></p>
<p>When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none"> • communicate effectively using verbal techniques, e.g. tone, pace, emphasis, rhetorical devices. • communicate effectively using non-verbal techniques, e.g. eye contact, body language, pauses etc. 	<p>When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none"> • communicate successfully using verbal techniques, e.g. tone, pace, emphasis, rhetorical devices. • communicate successfully using non-verbal techniques, e.g. eye contact, body language, pauses etc. 	<p><i>Applies verbal and non-verbal techniques in an attempt to enhance communication and engagement with audience, for example, eye contact, body language, emphasis, pace, tone and/or some rhetorical devices.</i></p>	<p><i>Applies a range of verbal and non-verbal communication skills to enhance communication and engagement with audience, for example, eye contact, body language, emphasis, pace, tone and/or rhetorical devices.</i></p>

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



<ul style="list-style-type: none"> • structure my own presentation using an introduction, conclusion, linking phrases and topic sentences. • consider the needs of the audience and alter my vocabulary accordingly. • engage with others confidently in presentations and discussions beyond the classroom, using skills learned. 	<ul style="list-style-type: none"> • structure my own presentation using a clear introduction, appropriate closing statement, linking phrases and topic sentences. • consider the needs of the audience and alter my vocabulary and/or tone accordingly. • engage with others skilfully in presentations and discussions beyond the classroom, using skills learned. 	<p><i>Selects and uses resources to enhance communication and engagement with audience.</i></p>	<p><i>Selects and uses well-chosen resources to enhance communication and engagement with audience.</i></p>
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Planning Materials



Resources



L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Literacy and English

Organiser	Reading – Enjoyment and choice
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Experience and Outcome(s)	<p>I regularly select and read, listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations and give reasons, with evidence, for my personal response.</p> <p>I can identify sources to develop the range of my reading.</p>	LIT 3-11a
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At the start of Third Level	Through Third Level	Third Level Benchmarks (to support professional judgement of achievement of a level)	Fourth Level Benchmarks (to support professional judgement of achievement of a level)
←	→		
<p>I can:</p> <ul style="list-style-type: none"> confidently select texts to listen to, watch or read for pleasure and/or for interest. 		<p><i>Selects texts regularly for enjoyment and interest or relevant sources to inform thinking.</i></p> <p><i>Gives a personal response to texts with appropriate justification.</i></p> <p><i>Explains how well a text or source meets needs and expectations with appropriate justification.</i></p>	<p><i>Selects regularly and independently, texts for enjoyment and interest or relevant sources to inform thinking.</i></p> <p><i>Gives a personal response to spoken texts or explains how well a spoken text or source meets needs and expectations, justifying opinion with relevant reference to the text.</i></p>
<ul style="list-style-type: none"> find information from various sources to develop my knowledge and understanding explain how useful each source is, with some support. 	<ul style="list-style-type: none"> independently find information from a wide range of sources to develop my knowledge and understanding. evaluate the usefulness of sources. 		
<ul style="list-style-type: none"> express how well a text meets my needs. 	<ul style="list-style-type: none"> provide a detailed personal response as to how well a text(s) meets my needs. 		

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Literacy and English

Organiser	Reading – Tools for Reading		
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Experience and Outcome(s)	<i>Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.</i>	ENG 2-12a/ENG 3-12a/ ENG 4-12a
	I can select and use the strategies and resources I find most useful before I read, and as I read, to monitor and check my understanding.	LIT 3-13a

At the start of Third Level	Through Third Level	Third Level Benchmarks (to support professional judgement of achievement of a level)	Fourth Level Benchmarks (to support professional judgement of achievement of a level)
←	→		
<p>I can:</p> <ul style="list-style-type: none"> read accurately, and with sufficient variation to pace, volume and tone to demonstrate my understanding of the text. respond appropriately to all punctuation when reading aloud. clarify the meaning of most challenging new vocabulary, using both the context and my knowledge of root words. identify and confidently discuss the impact of features such as: sentence length, sentence type, lists, paragraphing, colon, semi-colon, word choice, imagery, alliteration, commas, apostrophes etc. 	<p>I can:</p> <ul style="list-style-type: none"> read a variety of texts accurately, and with appropriate variation to pace, volume and tone to demonstrate an appreciation of the text and its meaning. respond appropriately to all punctuation, enhancing the meaning of the text, when reading aloud. clarify the meaning of almost all challenging new vocabulary, using both the context and my knowledge of root words. independently identify and confidently discuss the impact of features such as: sentence structure, word choice, imagery, sound, tone... 	<p><i>Reads texts with fluency, understanding and expression using appropriate pace and tone.</i></p> <p><i>Applies knowledge of context clues, word roots, grammar, punctuation, sentence and text structures to read unfamiliar texts with understanding.</i></p>	<p><i>Reads with fluency, understanding and expression across a wide range of texts.</i></p> <p><i>Applies knowledge of language such as word roots, grammar, punctuation, tone, sentence and text structures to read texts with understanding.</i></p>

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

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L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



<p>I can:</p> <ul style="list-style-type: none"> • predict and justify my thinking before and as I read texts. • successfully use a range of strategies/resources to clarify unfamiliar words & phrases, making the meaning of the text clearer. • skim over texts for a basic overview of content. • scan a text to locate specific information. • analyse the language features of the text (with support) to enhance my understanding. 	<p>I can:</p> <ul style="list-style-type: none"> • predict throughout the reading process, justifying and adapting my thinking. • independently apply a range of clarifying strategies/resources to make meaning clear. • skim over texts for an overview of content and purpose of text. • scan various texts to locate information relevant to my needs. • analyse the language features of the text to enhance my understanding. 	<p><i>Applies a range of strategies to engage with and interrogate texts, for example, skimming, scanning, predicting, clarifying, summarising and analysing.</i></p>	<p>Applies a range of strategies to engage with and interrogate texts, for example, skimming, scanning, predicting, clarifying, summarising, analysing and annotating.</p>
<ul style="list-style-type: none"> • summarise in written or verbal format, showing an understanding of the main points, ideas and/or events of a text. 			

L & T –
Enjoyment and
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L & T – Finding
and using
information

L & T – Creating
Texts

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for writing

Writing –
Creating Texts



Literacy and English

Organiser	Reading – Finding and using information	
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Experience and Outcome(s)	Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.	LIT 3-14a / LIT 4-14a
	I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.	LIT 3-15a / LIT 4-15a

At the start of Third Level	Through Third Level	Third Level Benchmarks (to support professional judgement of achievement of a level)	Fourth Level Benchmarks (to support professional judgement of achievement of a level)
<p>I can:</p> <ul style="list-style-type: none"> identify, with support the themes, ideas and purposes of texts, providing evidence to support my ideas. quickly & independently scan novel chapters, non-fiction texts, news articles, reference books, internet sites and various other text types to find and gather key information for a variety of purposes. make and organise notes, under relevant headings, either quoting or paraphrasing to demonstrate and develop my understanding of the topic/issue. use my notes to plan a writing task according to purpose and audience. 	<p>I can:</p> <ul style="list-style-type: none"> independently identify the themes, ideas and purposes of texts, providing evidence and analysis to support my ideas. make and compare notes from various sources, organising these under relevant headings, using quotes or paraphrasing to demonstrate and develop my understanding of the topic/issue. use my notes to write in a variety of genres for different purposes and audiences. 	<p><i>Finds, selects and sorts relevant information from a variety of sources for a range of purposes.</i></p> <p><i>Summarises key information using own words.</i></p> <p><i>Uses own words to make and organise notes, selecting key information and linking ideas from more than one source.</i></p> <p><i>Uses notes to create new texts that show understanding of the topic or issue and draw on information from more than one source.</i></p>	<p><i>Finds, selects and sorts essential information from a variety of sources for a range of purposes.</i></p> <p><i>Summarises key information, from more than one source, using own words.</i></p> <p><i>Uses own words to make and organise notes, synthesising key information from different sources.</i></p> <p><i>Uses notes to create new texts that show an understanding of the topic or issue, synthesising information from different sources.</i></p>

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

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Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating



Writing – Tools for writing

Writing – Creating Texts



Literacy and English

Organiser	Reading – Understanding, analysing and evaluating		
Experience and Outcome(s)	To show my understanding across different areas of learning, I can: identify and consider the purpose, main concerns or concepts and use supporting detail; inferences from key statements; and identify and discuss similarities and differences between different types of text.	LIT 3-16a	
	<i>To show my understanding, I can comment, with evidence, on the content and form of short and extended texts, and respond to literal, inferential and evaluative questions and other types of close reading tasks.</i>	ENG 3-17a	
	<i>To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources.</i>	LIT 3-18a	
	<i>I can: discuss and evaluate the structure, characterisation and/or setting using some supporting evidence; identify the main theme of the text and recognise the relevance this has to my own and others' experiences; and identify and comment on aspects of the writer's style and other features appropriate to genre using some relevant evidence.</i>	ENG 3-19a	

At the start of Third Level	Through Third Level	Third Level Benchmarks (to support professional judgement of achievement of a level)	Fourth Level Benchmarks (to support professional judgement of achievement of a level)
 <p>I can:</p> <ul style="list-style-type: none"> identify and discuss the themes, purposes and/or main concerns of fiction and non-fiction texts (regardless of format), using supporting evidence from the text. 	 <p>I can:</p> <ul style="list-style-type: none"> identify and discuss the themes, purposes and/or main concerns of fiction and non-fiction texts (regardless of format), using, analysing and evaluating evidence from the text in support. 	<p><i>Identifies purpose and audience of a range of texts with appropriate justification.</i></p> <p><i>Gives an accurate account of the main ideas of texts.</i></p>	<p><i>States clearly the purpose, audience and main ideas of a range of texts with appropriate justification.</i></p>

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Literacy and English

<ul style="list-style-type: none"> • identify and discuss text genres, their purposes, the main features of various genres, as well as how genre features can overlap. • analyse the use of language features like word choice, imagery, tone, sentence structure and punctuation. 	<ul style="list-style-type: none"> • identify and discuss various text genres, their purposes, unique features and similarities with other genres. • analyse, compare & contrast the use of language features like word choice, imagery, tone, sentence structure and punctuation. 	<p><i>Gives an accurate account of the main ideas of texts.</i></p> <p><i>Makes inferences and deductions with appropriate justification.</i></p> <p><i>Identifies similarities and differences between texts and makes appropriate comments about content, style and/or language.</i></p>	<p><i>Makes accurate inferences with appropriate justification.</i></p> <p><i>Compares and contrasts the content, style and language of different texts with supporting detail.</i></p>
<p>I can:</p> <ul style="list-style-type: none"> • demonstrate my appreciation of different text types & genres by responding to understanding, analysis and evaluation questions or critical analysis tasks. • identify features such as word choice, grammar, imagery, tone, sentence structure & punctuation and (with some support) explain their effect on the reader. 	<p>I can:</p> <ul style="list-style-type: none"> • demonstrate my appreciation of different text types & genres by responding insightfully to understanding, analysis and evaluation questions or critical evaluation tasks. • confidently identify features such as word choice, grammar, imagery, tone, sentence structure & punctuation and fully explain their effect on the reader. 	<p><i>Responds to a range of close reading questions, including literal, inferential and evaluative questions, to show understanding of texts and knowledge of language.</i></p> <p><i>Identifies features of language and gives an appropriate explanation of the effect they have on the reader, for example, word choice, sentence structure, punctuation, grammar and/or imagery.</i></p>	<p><i>Responds in detail to a range of close reading questions to show understanding of texts and knowledge and understanding of language.</i></p> <p><i>Makes evaluative comments about the effect of features of language, for example, word choice, sentence structure, punctuation, grammar and/or imagery.</i></p>

L & T – Enjoyment and choice

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Writing – Creating Texts



Literacy and English

<p>I can:</p> <ul style="list-style-type: none"> • read texts with similar or opposing perspectives on the same subject and separate fact from opinion. • highlight how a writer has tried to influence the reader's thoughts on a subject. • compare and contrast sources of information to assess reliability and usefulness. 	<p>I can:</p> <ul style="list-style-type: none"> • read texts with similar or opposing perspectives on the same subject and separate fact from opinion to develop my own viewpoint. • identify specific language devices and discuss how they reveal the writer's point of view from how they have tried to influence or persuade the reader. • compare and contrast sources of information to assess reliability and usefulness, justifying my reasoning. 	<p><i>Identifies and makes appropriate comments about persuasive language such as word choice, emotive language, repetition, rhetorical questions and/or use of statistics.</i></p> <p><i>Comments on reliability and relevance/usefulness of sources with appropriate justification.</i></p>	<p><i>Identifies the use of bias and persuasion and comments appropriately on some of the techniques used, for example, word choice, emotive language, repetition, rhetorical questions, use of statistics and/or hyperbole.</i></p> <p><i>Makes evaluative comments about relevance, reliability and credibility of sources, with appropriate justification.</i></p>
<p>I can:</p> <ul style="list-style-type: none"> • analyse the impact of plot structures and narrative hooks on the reader; how characters are created and developed by the writer's style and use of language; and how accurately a setting in place and/or time has been portrayed. 	<p>I can:</p> <ul style="list-style-type: none"> • analyse & evaluate the impact of plot structures and narrative hooks on the reader; how characters are created and developed by the writer's style and use of language; how accurately a setting in place and/or time has been portrayed and what that setting adds to the overall themes explored. 	<p><i>Makes evaluative comments about structure, characterisation and/or setting with relevant reference to the text.</i></p>	<p><i>Makes evaluative comments about the effectiveness of structure, characterisation and/or setting with relevant reference to the text.</i></p>

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Literacy and English

<ul style="list-style-type: none"> • identify and explain the importance or relevance of themes in relation to my own and/or other people's experiences. 	<ul style="list-style-type: none"> • identify and offer insightful explanation of the importance or relevance of themes in relation to my own and/or other people's experiences. 	<p>Shows understanding of the writer's theme and can link it to own or others' experiences.</p>	<p>Shows understanding of how the writer's theme is developed and recognises how it relates to own or others' experiences/the writer's purpose/the central concerns of the text.</p>
<ul style="list-style-type: none"> • analyse the writer's style and the effect of various genre-specific language features. 	<ul style="list-style-type: none"> • critically evaluate the writer's style and the use of language features, appropriate to genre. 	<p>Identifies and makes evaluative comments about aspects of the writer's style, use of language and other features appropriate to genre with supporting evidence.</p>	<p>Identifies and makes evaluative comments on aspects of the writer's style, use of language and other features appropriate to genre with detailed reference to the text and appropriate terminology.</p>

Planning Materials 

Resources 

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Literacy and English

Organiser Writing – Enjoyment and choice

Experience and Outcome(s) I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience..

LIT 3-20a / LIT 4-20a

Through Third Level	Through Third Level	Third Level Benchmarks (to support professional judgement of achievement of a level)	Fourth Level Benchmarks (to support professional judgement of achievement of a level)
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- When creating my own texts for specific purposes and audiences, I can:
- **select** an appropriate genre and format.
 - **select** materials and resources appropriately.
 - **select** what I wish to write about and **employ** my own style.
 - **share** and provide an explanation to **justify** my ideas with others.

Writes for a range of purposes and audiences selecting appropriate genre, form, structure and style to enhance communication and meet the needs of audience.

Writes for a range of purposes and audiences. Makes well-considered choices about genre, form, structure and style to enhance communication and meet the needs of the audience.

L & T –
Enjoyment and
choice

L & T – Finding
and using
information

L & T – Creating
Texts

Reading –
Enjoyment and
choice

Reading –
Finding and
using
information

Writing –
Enjoyment and
choice

Writing –
Organising and
using
information

L & T – Tools for
Listening and
Talking

L & T –
Understanding,
analysing and
evaluating

Reading – Tools
for reading

Reading –
Understanding,
analysing &
evaluating

Writing – Tools
for writing

Writing –
Creating Texts



Literacy and English

Organiser	Writing – Tools for writing
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Experience and Outcome(s)	I can use a range of strategies and resources and spell most of the words I need to use, including specialist vocabulary, and ensure that my spelling is accurate.	LIT 3-21a
	As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs.	LIT 3-22a / LIT 4-22a
	Throughout the writing process, I can review and edit my writing to ensure that it meets its purpose and communicates meaning at first reading.	LIT 3-23a
	I can consider the impact that layout and presentation will have on my reader, selecting and using a variety of features appropriate to purpose and audience.	LIT 3-24a

At the start of Third Level	Through Third Level	Third Level Benchmarks (to support professional judgement of achievement of a level)	Fourth Level Benchmarks (to support professional judgement of achievement of a level)
←	→		
I can:		<i>Applies a range of strategies and resources to spell most words correctly including unfamiliar or specialist vocabulary.</i>	<i>Applies a range of strategies and resources to ensure accuracy of spelling including unfamiliar or specialist vocabulary.</i>
<ul style="list-style-type: none"> use various strategies, rules and patterns to spell most common words accurately. 	<ul style="list-style-type: none"> use various strategies, rules and patterns to spell specialist and unfamiliar vocabulary accurately. use self-correction tools and techniques to accurately spell most words I use to communicate across learning. 	<i>Uses more complex punctuation, where appropriate, to convey meaning or in an attempt to enhance writing, for example, inverted commas, exclamation marks, question marks, colons, parentheses and/or ellipses.</i>	<i>Uses a variety of punctuation, including more complex punctuation, to convey meaning and enhance writing, for example, inverted commas, colons, semi-colons, parentheses, dashes and ellipses. Punctuation is varied and accurate.</i>

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Literacy and English

<ul style="list-style-type: none"> • use varied punctuation (full stops, capital letters, commas, semi-colons, colons, inverted commas, apostrophes, exclamation marks and question marks) accurately across all my writing. 	<ul style="list-style-type: none"> • use a complex range of punctuation (full stops, capital letters, commas, semi-colons, colons, inverted commas, parentheses, ellipses, exclamation marks and question marks) accurately to enhance my writing. 	<p>Punctuation is varied and mainly accurate.</p> <p>Writes almost all sentences in a grammatically accurate way.</p>	<p><i>Writes grammatically accurate sentences.</i></p> <p><i>Uses a variety of sentence structures to clarify meaning and enhance writing, for example, simple and complex sentences, lists, repetition and/or minor sentences.</i></p>
<ul style="list-style-type: none"> • independently proofread and edit my writing to improve grammar, consistency of tense, clarity and technical accuracy. 	<ul style="list-style-type: none"> • independently proofread and edit my writing to improve grammar, consistency of tense, clarity, technical accuracy and impact of language choices. 	<p>Uses a variety of sentence structures, varying openings and lengths, for example, simple and complex sentences, lists and repetition.</p> <p>Uses paragraphs to structure content. Uses linking phrases and topic sentences to signpost a basic structure, line of thought or argument.</p>	<p><i>Structures writing effectively using a variety of linking phrases and topic sentences to signpost a clear structure, line of thought or argument.</i></p>
<ul style="list-style-type: none"> • use different sentence openings and sentence structures (including lists and repetition). 	<ul style="list-style-type: none"> • use different sentence openings and sentence structures for deliberate effect. 	<p>Writes in a fluent and legible way.</p>	<p><i>Writes in a fluent and legible way.</i></p>
<ul style="list-style-type: none"> • use a variety of conjunctions to link sentences and paragraphs. 	<ul style="list-style-type: none"> • use a variety of conjunctions to link and contrast sentences, paragraphs and ideas with a clear structure. 		
<ul style="list-style-type: none"> • separate thoughts and ideas, using paragraphs and topic sentences. 	<ul style="list-style-type: none"> • separate thoughts and ideas and/or structure my argument or line of thought, using paragraphs and topic sentences. 		

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Literacy and English

<ul style="list-style-type: none"> • write legibly and fluently across all work. 		<p><i>Writes in a fluent and legible way.</i></p>	<p><i>Writes in a fluent and legible way.</i></p>
<ul style="list-style-type: none"> • use appropriate presentation and layout features, including digital texts, to clarify meaning and suit purpose and audience. 	<ul style="list-style-type: none"> • use appropriate presentation and layout features, including digital texts, to enhance meaning and suit purpose and audience. 	<p><i>Reviews and edits writing to ensure clarity of meaning, technical accuracy and to improve content or language.</i></p> <p><i>Selects features of layout and presentation, including in digital texts, to clarify meaning and suit purpose and audience, for example, headings, bullet points, text boxes and/or relevant graphics.</i></p>	<p><i>Reviews and edits writing independently to ensure clarity of meaning, technical accuracy and to improve content, language and/or structure.</i></p> <p><i>Selects features of layout and presentation, including in digital texts, to enhance communication and/or impact on the reader, justifying choices.</i></p>

Planning Materials 

Resources 

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Literacy and English

Organiser	Writing – Organising and using information
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Experience and Outcome(s)	I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions or create original text.	LIT 3-25a
	I recognise when it is appropriate to quote from sources and when I should put points into my own words. I can acknowledge my sources appropriately. By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience.	LIT 3-26a / LIT 4 – 26a

At the start of Third Level	Through Third Level	Third Level Benchmarks (to support professional judgement of achievement of a level)	Fourth Level Benchmarks (to support professional judgement of achievement of a level)
←	→		
<p>I can:</p> <ul style="list-style-type: none"> improve my knowledge & understanding; explore problems; form educated opinions; and/or plan a piece of non-fiction genre writing, using my notes, other types of writing and other sources of information. use quotes from various sources, clearly acknowledging their origin. 	<p>I can:</p> <ul style="list-style-type: none"> improve my knowledge & understanding; explore and solve problems; form educated opinions; generate ideas; and/or plan a piece of non-fiction genre writing, using my notes, other types of writing and other sources of information. integrate quotes from various sources into my argument or line of thought, while clearly acknowledging their origin. 	<p><i>Uses notes and/or other sources to generate ideas, inform thinking and support the creation of new texts.</i></p> <p><i>Uses and acknowledges sources appropriately.</i></p> <p><i>Selects relevant ideas and information including supporting detail or evidence.</i></p>	<p><i>Uses notes and/or other sources to generate ideas, inform thinking and support the creation of new texts.</i></p> <p><i>Makes responsible use of sources, acknowledging and referencing sources appropriately.</i></p>

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Literacy and English

<ul style="list-style-type: none"> • paraphrase information in my own words, while referencing the source. • list my sources in a simple bibliography. • independently select and organise ideas and information appropriate to task/purpose and genre. 	<ul style="list-style-type: none"> • paraphrase key information in my own words, while referencing the source. • list my sources in a detailed bibliography. • independently select and organise ideas and information entirely relevant to task/purpose and genre. 	<p><i>Organises ideas and information in a logical order.</i></p> <p><i>Uses varied and appropriate vocabulary to make meaning clear and/or to attempt to enhance writing.</i></p>	<p><i>Selects relevant ideas and information including essential detail or evidence.</i></p> <p><i>Organises essential ideas and information to convey a structured line of thought.</i></p>
<ul style="list-style-type: none"> • use subject specific vocabulary to demonstrate my knowledge of a topic. • use language suitable for my purpose and audience. 	<ul style="list-style-type: none"> • deploy useful subject specific vocabulary to demonstrate my knowledge and understanding of a topic. • use language effectively for my purpose and audience. 		<p><i>Uses varied and appropriate vocabulary to communicate effectively and/or to enhance writing.</i></p>

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Literacy and English

Organiser	Writing – Creating texts
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Experience and Outcome(s)	I can engage and/or influence readers through my use of language, style and tone as appropriate to genre	ENG 3-27a / ENG 4-27a
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At the start of Third Level ←	Through Third Level →	Third Level Benchmarks (to support professional judgement of achievement of a level)	Fourth Level Benchmarks (to support professional judgement of achievement of a level)
<p>I can:</p> <ul style="list-style-type: none"> write short and extended texts for various purposes and audiences. use genre appropriate language features, style and/or tone to engage and/or influence my reader. 	<p>I can:</p> <ul style="list-style-type: none"> write short and extended texts for various purposes and audiences. use genre appropriate language features, style and/or tone to engage and/or influence my reader and create extended reader engagement. 	<p><i>Creates short and extended texts regularly for a range of purposes and audiences.</i></p> <p><i>Engages and/or influences the reader through use of language, style and/or tone as appropriate to genre.</i></p>	<p><i>Creates short and extended texts regularly for a range of purposes and audiences.</i></p> <p><i>Engages and/or influences the reader through use of language, style and/or tone as appropriate to genre, in order to create particular effects.</i></p>

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Literacy and English

Organiser	Writing – Creating texts
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Experience and Outcome(s)	I can convey information, describe events, explain processes or concepts, and combine ideas in different ways.	LIT 3-28a
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At the start of Third Level ←	Through Third Level →	Third Level Benchmarks (to support professional judgement of achievement of a level)	Fourth Level Benchmarks (to support professional judgement of achievement of a level)
<p>When writing Chronological and Non-Chronological Information Reports, Instructional Texts and Explanation Texts, I can:</p> <ul style="list-style-type: none"> • use the style and features of this genre, as well as a format appropriate to the needs of my purpose and audience. • include relevant knowledge, information and ideas. • use supporting detail or evidence. • use appropriate tone & vocabulary to my purpose. • organise ideas/use sub-headings in a logical way. 	<p>When writing Chronological and Non-Chronological Information Reports, Instructional Texts and Explanation Texts, I can:</p> <ul style="list-style-type: none"> • use the style and features of this genre effectively, as well as a format well-suited to the needs of my purpose and audience. • include relevant knowledge, essential information and ideas. • use convincing supporting detail or evidence. • use appropriate tone & vocabulary to my purpose. • organise ideas/use sub-headings to enhance meaning/provide clarity. 	<p>When writing to convey information, describe events, explain processes or concepts, and combine ideas:</p> <ul style="list-style-type: none"> ○ Uses a style and format appropriate to purpose and audience, applying features of the chosen genre. ○ Includes relevant ideas/knowledge/information with supporting detail or evidence. ○ Organises and structures ideas or information in a logical order using linking words or phrases. ○ Uses topic sentences to introduce the focus of paragraphs to signpost a basic structure. ○ Uses appropriate tone and vocabulary for purpose and audience. 	<p>When writing to convey information, describe events, explain processes or concepts, and combine ideas:</p> <ul style="list-style-type: none"> ○ Uses a style and format that is well-suited to the purpose and audience applying the features of the chosen genre effectively. ○ Includes relevant ideas/knowledge/information with essential detail or evidence. ○ Structures writing effectively using a variety of linking phrases and topic sentences to signpost a clear structure. ○ Uses appropriate tone and vocabulary throughout.

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Literacy and English

Organiser	Writing – Creating texts
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Experience and Outcome(s)	I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence.	LIT 3-29a
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At the start of Third Level	Through Third Level	Third Level Benchmarks (to support professional judgement of achievement of a level)	Fourth Level Benchmarks (to support professional judgement of achievement of a level)
<p>When writing Persuasively and Discursively, I can:</p> <ul style="list-style-type: none"> present ideas, convey my point of view <u>or</u> balance the arguments for and against. provide relevant detail to support viewpoints. introduce the topic and purpose clearly and with some attempt to engage the reader; use topic sentences/phrases to link and move the argument forward; organise ideas/information for impact; and conclude the line of thought appropriately. 	<p>When writing Persuasively and Discursively, I can:</p> <ul style="list-style-type: none"> present ideas, convey my point of view <u>or</u> balance the arguments for and against with conviction. provide convincing supporting detail to justify viewpoints. introduce the topic and purpose clearly and engage the reader immediately; use topic sentences/phrases to link and advance the argument; organise ideas/information for maximum impact; and conclude the line of thought effectively. 	<p>When writing to persuade, argue, evaluate, explore issues or express an opinion:</p> <ul style="list-style-type: none"> Presents ideas or conveys a point of view with relevant supporting detail or evidence. Organises and structures ideas or information in a logical order. Uses signposts to make structure and/or argument clear, for example, topic sentences and/or linking phrases. Includes an introduction that makes the purpose of the text clear and makes some attempt to engage the audience. 	<p>When writing to persuade, argue, evaluate, explore issues or express and justify an opinion:</p> <ul style="list-style-type: none"> Presents ideas or sustains a point of view including essential detail and supporting evidence. Conveys a clear line of thought with effective linking phrases and topic sentences. Includes an effective introduction and conclusion. Uses language to create particular effects or influence/persuade the reader, for example, word choice, repetition, emotive language, rhetorical devices and/or sentence structure.

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Literacy and English

<ul style="list-style-type: none"> • use varied topic specific language to show the extent of my knowledge and understanding of the topic/issue. • use a style and/or tone which attempts to engage the reader. • deploy a range of persuasive language features to manipulate my reader. 	<ul style="list-style-type: none"> • use varied topic specific language to demonstrate the depth of my knowledge and understanding of the topic/issue. • use a style and/or tone which engages the reader. • deploy a sophisticated range (including word choice, repetition, rhetorical questions and/or emotive language) of persuasive language features to successfully manipulate my reader. 	<ul style="list-style-type: none"> ○ <i>Ends with a conclusion that sums up the line of thought.</i> ○ <i>Uses language to influence or persuade the reader, for example, word choice, repetition, rhetorical questions and/or emotive language.</i> 	
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L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Literacy and English

Organiser	Writing – Creating texts
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Experience and Outcome(s)	I can recreate a convincing impression of a personal experience for my reader, sharing my feelings and reactions to the changing circumstances with some attempt at reflection.	ENG 3-30a
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At the start of Third Level	Through Third Level	Third Level Benchmarks (to support professional judgement of achievement of a level)	Fourth Level Benchmarks (to support professional judgement of achievement of a level)
←	→		
<p>When writing about personal experiences (Personal Narrative or Personal Reflection), I can:</p> <ul style="list-style-type: none"> • establish both the setting and context for the events recounted and sequence the main events for maximum effect. • describe events and my reactions clearly. • use different language features to convey what I thought and how I felt both during and after the experience. • use dialogue to develop aspects of plot and/or narrator. • conclude by reflecting on what I learned from the experience. 	<p>When writing about personal experiences (Personal Narrative or Personal Reflection), I can:</p> <ul style="list-style-type: none"> • convincingly establish both the setting and context for the events recounted and deliberately sequence the events to engage the reader. • describe events and my reactions vividly. • use a range of sophisticated language features to describe setting(s) and convey what I thought and how I felt both during and after the experience. • use dialogue to advance aspects of plot and/or reveal characteristics of the narrator. • conclude with an implicit or explicit reflection on what I learned or how I've grown from the experience. 	<p>When writing to convey personal experiences:</p> <ul style="list-style-type: none"> • <i>Establishes a clear context and setting for events.</i> • <i>Describes events, making feelings and reactions clear.</i> • <i>Makes some attempt to reflect on experiences and/or feelings.</i> • <i>Engages and/or influences the reader through use of language, style and/or tone.</i> 	<p>When writing to convey personal experiences:</p> <ul style="list-style-type: none"> • <i>Recounts events convincingly, clearly establishing the context/setting for events.</i> • <i>Conveys feelings/reactions and reflects on experiences with a sense of involvement.</i> • <i>Engages and/or influences the reader through use of language, style and/or tone.</i>

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Literacy and English

Organiser Writing – Creating texts

Experience and Outcome(s) Having explored the elements which writers use, I can create texts in different genres by: integrating the conventions of my chosen genre successfully; using convincing and appropriate structures; creating interesting and convincing characters; and building convincing settings which come to life.

ENG 3-31a

At the start of Third Level ← **Through Third Level** → **Third Level Benchmarks** (to support professional judgement of achievement of a level) **Fourth Level Benchmarks** (to support professional judgement of achievement of a level)

When writing imaginatively or creatively, I can:

- **use** the key features of the genre.
- **create** a plot structure with a problem, climax and resolution.
- **create** and gradually **develop** largely convincing characters.
- **create** a clear sense of setting, mood and/or atmosphere by **using** varied language features.
- **use** language devices deliberately, e.g. implied meaning.
- **use** dialogue to **advance** aspects of plot and/or character.

When writing imaginatively or creatively, I can:

- **use** the key features of the genre effectively.
- **create** a plot structure with a problem, exciting climax and satisfying resolution.
- **create** and skilfully **develop** convincing, relatable characters.
- **create** and **sustain** a clear sense of setting, mood and/or atmosphere by **using** sophisticated language features.
- **use** language devices deliberately and effectively, e.g. implied meaning, symbolism etc.
- **use** dialogue to **advance** aspects of plot and/or subtly **develop** character(s).
- begin to **develop** some of my own themes.

When writing imaginatively or creatively:

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

When writing imaginatively or creatively:

- Applies features of the chosen genre effectively.
- Develops plot, setting and character in a satisfying way.
- Engages the reader and achieves particular effects through use of narrative devices, mood/atmosphere and/or language.
- Uses structure effectively to enhance writing.

L & T – Enjoyment and choice

L & T – Finding and using information

L & T – Creating Texts

Reading – Enjoyment and choice

Reading – Finding and using information

Writing – Enjoyment and choice

Writing – Organising and using information

L & T – Tools for Listening and Talking

L & T – Understanding, analysing and evaluating

Reading – Tools for reading

Reading – Understanding, analysing & evaluating

Writing – Tools for writing

Writing – Creating Texts



Planning Materials



Resources



L & T –
Enjoyment and
choice

L & T – Finding
and using
information

L & T – Creating
Texts

Reading –
Enjoyment and
choice

Reading –
Finding and
using
information

Writing –
Enjoyment and
choice

Writing –
Organising and
using
information

L & T – Tools for
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L & T –
Understanding,
analysing and
evaluating

Reading – Tools
for reading

Reading –
Understanding,
analysing &
evaluating

Writing – Tools
for writing

Writing –
Creating Texts

