

First Level Literacy and English

	Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support teachers' professional judgement of achievement of a level			
			1/1	1/2	1/3	Benchmarks
Reading	Enjoyment and choice - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	<i>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.</i> LIT 1-11a / LIT 2-11a	I can choose my favourite fiction and non-fiction text from a range of genres and talk about it. I can select texts using the title, and cover/ illustrations I can explain why I like/dislike a text that I have selected. I can express my preference for a text	I can make reading choices from a selection of reading genres. I can select texts using the title, and cover/ illustrations, author. I can explain why I have selected a text. I can express and explain my preference for a text or authors	I can choose a selection of text from a range of genres to read independently. I can select texts using the title, and cover/ illustrations, knowledge of the author, illustrator and blurb. I can use evidence from the text to support my selection and my views. I can compare texts/authors by expressing preferences and explaining reasons for the preference.	<ul style="list-style-type: none"> • Selects books using, for example, cover, title, author, illustrator and/or blurb. • Selects texts for enjoyment and other purposes. • Explains preferences for particular texts and authors.

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<p>Tools for reading - to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning</p>	<p>I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression.</p> <p style="text-align: right; color: red;">ENG 1-12a</p> <p><i>I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear.</i></p> <p style="text-align: right; color: red;">LIT 1-13a</p>	<p>I can read almost all taught high frequency words, core topic words, key reading words and words of personal significance accurately automatically. (Words are relevant to age and stage within school programme.)</p> <p>I can use some word recognition strategies with support if required.</p> <p>I can blend two letter phonemes to read new words.</p> <p>I can split unfamiliar words into parts I know.</p> <p>With support, I am beginning to use context clues to aid understanding</p> <p>I am beginning to use punctuation to</p>	<p>I can read almost all taught high frequency words, core topic words, key reading words and words of personal significance accurately automatically. (Words are relevant to age and stage within school programme.)</p> <p>I can use a range of word recognition strategies.</p> <p>I can blend two and three letter phonemes to read new words.</p> <p>I can split unfamiliar words into parts I know.</p> <p>I can use context clues to aid understanding.</p> <p>I am beginning to use punctuation and layout to help</p>	<p>I can read almost all taught high frequency words, core topic words, key reading words and words of personal significance accurately automatically. (Words are relevant to age and stage within school programme.)</p> <p>I can select and use a range of word recognition strategies independently</p> <p>I can read unknown words by locating and pronouncing familiar letter patterns and blends.</p> <p>I can independently use a range of techniques to split unfamiliar words into parts that I</p>	<ul style="list-style-type: none"> • <i>Reads an increasing number of common/high frequency words, key reading words, core topic words and words of personal significance.</i> • <i>Uses a range of word recognition strategies independently.</i> • <i>Decodes unknown words by locating and pronouncing familiar letter patterns and blends.</i> • <i>Uses context clues to read and understand texts.</i> • <i>Makes use of punctuation such as question / exclamation marks and layout to help learners read with understanding and expression.</i> • <i>Reads aloud a familiar piece of text adding expression and can show understanding.</i>
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			help me read with expression.	me read with expression.	know. I can independently to use context clues to aid understanding and to self-correct. I can independently use punctuation to help me read with expression and confidence.	
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		1/1	1/2	1/3	Benchmarks	
Reading	Finding and using information - when reading and using fiction and nonfiction texts with increasingly complex ideas, structures and specialist vocabulary	<p><i>Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.</i></p> <p style="text-align: right; color: red;"><i>LIT 1-14a</i></p> <p><i>I am learning to make notes under given headings and use them to understand information, explore ideas and problems and create new texts.</i></p> <p style="text-align: right; color: red;"><i>LIT 1-15a</i></p>				<ul style="list-style-type: none"> • <i>Identifies the key features of fiction and non-fiction texts.</i> • <i>Uses contents, index, headings, sub-headings and diagrams to help locate information.</i> • <i>Finds key information from a text using different strategies.</i> • <i>Makes notes under given headings for different purposes.</i>
	Understanding, analysing and evaluating investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes	<p><i>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text.</i></p> <p style="text-align: right; color: red;"><i>LIT 1-16a</i></p> <p>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</p>				<ul style="list-style-type: none"> • <i>Identifies the main ideas of texts.</i> • <i>Makes appropriate suggestions about the purpose of a text.</i> • <i>Asks and answers literal and inferential questions about texts.</i> • <i>Recognises the difference between fact and opinion.</i> • <i>Offers own ideas about characters,</i>

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		<p>my own.</p> <p style="text-align: right;">ENG 1-17a</p> <p><i>To help me develop an informed view, I can recognise the difference between fact and opinion.</i></p> <p style="text-align: right;">LIT 1-18a</p> <p>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.</p> <p style="text-align: right;">ENG 1-19a</p>				<p>writer's use of language, structure and/or setting.</p> <ul style="list-style-type: none"> • Offers own ideas about the writer's message and theme and, when appropriate, relates these to personal experiences.
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