

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
Writing	Enjoyment and choice - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	<i>I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.</i> <i>LIT 0-01a / LIT 0-11a / LIT 0-20a</i>	I can experiment with simple begin to experiment with simple writing formats in a variety of contexts for different purposes and audiences writing formats in a variety of contexts for different purposes and audiences.	I can use simple writing formats in a variety of contexts for different purposes and audiences.	I can choose and use a range of simple formats in a variety of contexts for different purposes and audiences.	<ul style="list-style-type: none"> • Creates texts for a range of purposes and audiences.
	Tools for writing - using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning	<i>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.</i> <i>LIT 1-21a</i> <i>I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense.</i>	I can write my full name including surname. I can spell most of the first 100 common words. I can spell some unfamiliar words with reference to word banks, personal dictionaries, class displays. I can spell some words used across the curriculum.	I can spell most of the second 200 common words. I can use a simple dictionary to spell unfamiliar words from across the curriculum. I can spell many words used across the curriculum. I can use phonic strategies to help me spell new words.	I can spell most of the third 100 common words. I can utilise my knowledge of alphabetical order to accurately use a dictionary or other reference book to help me spell unfamiliar words. I can spell most words across the curriculum.	<ul style="list-style-type: none"> • Spells most commonly used words correctly. • Spells most vocabulary used across the curriculum correctly. • Uses knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words. • Uses knowledge of the alphabet to locate words in a dictionary or other reference source to help spell tricky or unfamiliar

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		<p>LIT 1-22a <i>Throughout the writing process, I can check that my writing makes sense.</i></p> <p>LIT 1-23a <i>I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features.</i></p> <p style="text-align: right;">LIT 1-24a</p>	<p>I can use the phonic strategies that I have been learning to make an attempt at spelling new words.</p> <p>I can punctuate more than one sentence accurately with a capital letter and full stop.</p> <p>I can use and to join two simple sentences.</p> <p>I can form lower and upper case letters correctly.</p> <p>I can use a finger space when writing. With prompting, I can read over and check that that my writing makes sense.</p>	<p>I can punctuate some sentences accurately using capital letter, full stop and question mark.</p> <p>I am beginning to use connectives other than and to join simple sentences.</p> <p>I can vary how I start my sentences to engage the reader.</p> <p>I can consistently form my letters so that I produce work in a clear and legible way.</p> <p>With increasing independence I can read over and check that my writing make sense.</p>	<p>I can use the spelling strategies I have learned and phonetic knowledge to help me spell less familiar words.</p> <p>I can punctuate most sentences correctly using capital letters, full stops, question marks and exclamation marks.</p> <p>I can use a variety of common conjunctions appropriately to link sentences.</p> <p>I can start sentences in a variety of ways to engage the reader.</p> <p>I can use a consistent style of handwriting.</p> <p>I can begin to join letters as I write.</p>	<p>words.</p> <ul style="list-style-type: none"> • <i>Writes independently, punctuating most sentences accurately using a capital letter, full stop, question mark or exclamation mark.</i> • <i>Links sentences using common conjunctions, for example, and, because, but or so.</i> • <i>Starts sentences in a variety of ways to engage the reader.</i> • <i>Presents writing in a clear and legible way.</i> • <i>Checks writing to ensure it makes sense.</i>
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					I can read over my work to check it makes sense.	
	<p>Organising and using information - considering texts to help create short and extended texts for different purposes</p>	<p><i>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.</i> LIT 1-25a <i>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.</i> LIT 1-26a</p>	<p>I can use pictures and word prompts to help me organise my writing.</p> <p>I can include one or two relevant details in my writing.</p> <p>I can write down some of my ideas in a logical order and as appropriate to audience.</p> <p>I can select and use one or two words that are specific to the task.</p>	<p>I can record key points when completing a simple plan.</p> <p>With support and modelling, I can begin to make simple notes to help plan writing.</p> <p>I can include one or two relevant details that are linked in my writing.</p> <p>I can write down most of my ideas in a logical order and as appropriate to audience.</p> <p>I can select and use some words that are specific to the task.</p>	<p>I can include several key points when completing a variety of simple formats that help me to organise my ideas.</p> <p>I can make notes and use these to help me with my writing.</p> <p>I can include several relevant details appropriate to the purpose of my writing.</p> <p>I can organise my writing in a logical way and as appropriate to audience.</p> <p>I can find and use a wider range of words that are specific to the task.</p>	<ul style="list-style-type: none"> • <i>Plans and organises ideas and information using an appropriate format.</i> • <i>Makes notes to help plan writing and uses them to create new texts.</i> • <i>Includes relevant information in written texts.</i> • <i>Organises writing in a logical order and as appropriate to audience.</i> • <i>Uses relevant and/or interesting vocabulary as appropriate for the context.</i>

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<p>Creating texts - considering texts to help create short and extended texts for different purposes</p>	<p><i>I can convey information, describe events or processes, share my opinions or persuade my reader in different ways.</i> 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</p>	<p>I can experiment with simple writing formats for purposes and audiences.</p> <p>I can attempt to create some different types of simple functional texts – recipes, instructions, reports- utilising at least one key feature of each genre.</p> <p>I can select one or two words that are specific to the task.</p> <p>I can include a simple opinion in my writing. can attempt to create some different types of simple personal texts – letter, personal story, diary, etc- utilising at least one key feature of each genre with direction and support, can attempt to create some different types of simple imaginative texts – recipes, instructions,</p>	<p>I can choose from given writing formats for different purposes and audiences.</p> <p>I can create some different types of simple functional texts – recipes, instructions, reports- utilising at some key features of each genre can use some words or phrases which convey my opinion I use some words that are specific to the task.</p> <p>I can include my own opinion or view in my writing can create some different types of simple personal texts – letter, personal story, diary, etc- utilising at least one key features of each genre can create some different types of simple imaginative</p>	<p>I can choose and use a variety of writing formats.</p> <p>I can more confidently create different types of simple functional texts – recipes, instructions, reports- utilising some key features of each genre I can use many words that are specific to the task.</p> <p>I can include my own opinion or view in my writing to persuade the reader.</p> <p>I can create different types of simple personal texts – letter, personal story, diary, etc- utilising some key features of each genre can create</p>	<ul style="list-style-type: none"> • <i>Creates a variety of texts for different purposes.</i> • <i>Selects, organises and conveys information in different ways.</i> • <i>Uses appropriate vocabulary and language for specific purposes.</i> • <i>Shares own viewpoint and makes use of vocabulary and language to persuade the reader.</i> • Writes about personal experiences in a logical sequence, using appropriate vocabulary to describe feelings, thoughts and events. • Creates own texts, for example, stories, poems and plays with recognisable features of genre. • Creates texts with evidence of structure. • Creates interesting characters through their feelings and
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			<p>reports- utilising at least one key feature of each genre.</p> <p>I am beginning to create text with a recognisable structure.</p>	<p>texts – recipes, instructions, reports- utilising some key features of each genre.</p> <p>I can create a text with a relevant structure.</p>	<p>different types of simple imaginative texts – recipes, instructions, reports, etc - utilising some key features of each genre</p> <p>I can create texts with a structure in a variety of contexts.</p>	<p>actions and physical description.</p>
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