

## Second 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			
			2/1	2/2	3/3	Benchmark
Listening and talking	<b>Enjoyment and choice</b> - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	<i>I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources.</i>  <i>I regularly select subject, purpose, format and resources to create texts of my choice.</i> LIT 1-01a / LIT 2-01a	<ul style="list-style-type: none"> <li>I can select texts I enjoy and comment on why I chose them.</li> <li>I can talk readily about my own and others' feelings.</li> <li>I can explain why I prefer certain sources.</li> <li>I can create my own spoken text and choose the appropriate format of a topic of my choice using resources available.</li> </ul>	<ul style="list-style-type: none"> <li>I can select texts I enjoy and explain why I chose them.</li> <li>I can talk readily about my own and others' feelings.</li> </ul>	<ul style="list-style-type: none"> <li>I can select texts I enjoy and explain why I chose them.</li> <li>I can recount an experience or event clearly, logically and sequentially.</li> </ul>	<ul style="list-style-type: none"> <li><i>Gives a personal response to spoken texts with appropriate explanation.</i></li> <li><i>Explains preferences for certain spoken texts or sources.</i></li> <li><i>Creates a range of spoken texts choosing subject, purpose, format and resources.</i></li> </ul>
	<b>Tools for listening and talking</b> - to help me when interacting or presenting within and beyond my place of learning	<i>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.</i> LIT 2-02a	<ul style="list-style-type: none"> <li>I can take part in discussion and contribute at least one idea.</li> <li>I can demonstrate that I value and respect others contributions through listening</li> </ul>	<ul style="list-style-type: none"> <li>I can take part in discussion and contribute more than one idea.</li> </ul>	<ul style="list-style-type: none"> <li>I can take part in discussion and contribute a number of relevant ideas.</li> </ul>	<ul style="list-style-type: none"> <li><i>Contributes a number of relevant ideas, information and opinions when engaging with others.</i></li> <li><i>Shows respect for the views of others and offers own viewpoint.</i></li> <li><i>Builds on the contributions of</i></li> </ul>

The statements in **bold and italics** in both the Experiences and Outcomes and the Benchmarks are the responsibility of all and as such, evidence from across the curriculum should be considered when making judgements about achieving a level.

## Second Level Literacy and English

		<p>I can recognise how the features of spoken language can help in communication, and I can use what I learn. I can recognise different features of my own and others' spoken language. <b>ENG 2-03a</b></p>	<p>actively and responding appropriately.</p> <ul style="list-style-type: none"> <li>I can respond to others' contributions through questioning.</li> <li>I can use appropriate volume, pace, tone, eye contact and body language to the needs of my audience.</li> <li>I can identify strategies and techniques used by effective speakers.</li> </ul>	<ul style="list-style-type: none"> <li>I can respond to others' contributions through questioning further, paraphrasing and retelling.</li> </ul>		<p><i>others, for example, by asking or answering questions, clarifying points or supporting others' opinions or ideas.</i></p> <ul style="list-style-type: none"> <li><i>Applies verbal and non-verbal techniques in oral presentations and interactions clearly, for example, eye contact, body language, pace and/or tone.</i></li> <li><i>Recognises some techniques used to influence the listener, for example, word choice, emphasis, tone and/or rhetorical questions.</i></li> </ul>
			2/1	2/2	2/3	Benchmark
Listening and talking	<p><b>Finding and using information</b> - when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary</p>	<p><i>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.</i> <b>LIT 2-04a</b></p> <p><i>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</i></p>	<ul style="list-style-type: none"> <li>I can identify and discuss the purpose of texts I watch or listen to justifying my opinion with evidence.</li> <li>I can identify and discuss the purpose and main idea of texts I watch and listen to.</li> </ul>	<ul style="list-style-type: none"> <li>I can show my understanding of</li> </ul>		<ul style="list-style-type: none"> <li><i>Identifies the purpose of spoken texts with appropriate explanation.</i></li> <li><i>Identifies the key ideas of spoken texts, with supporting detail, and uses the information gathered for a specific purpose.</i></li> <li><i>Makes relevant notes using own words/format and uses these to create new spoken</i></li> </ul>

The statements in **bold and italics** in both the Experiences and Outcomes and the Benchmarks are the responsibility of all and as such, evidence from across the curriculum should be considered when making judgements about achieving a level.

## Second Level Literacy and English

		<p><i>words as appropriate.</i></p> <p style="text-align: right;"><i>LIT 2-05a</i></p> <p><i>I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.</i></p> <p style="text-align: right;"><i>LIT 2-06a</i></p>	<ul style="list-style-type: none"> <li>• I can make detailed notes under different headings and use them appropriately.</li> <li>• I can put information I have learned from others into my own words.</li> <li>• When listening and watching, I can select the ideas or information relevant to the task I have been set.</li> </ul>	<p>notes I have created through explaining them to others.</p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <ul style="list-style-type: none"> <li>• I can use a range of ways to organise information I have gathered (graphics organisers, mind maps, posters etc.)</li> </ul>		<p><i>texts for a range of purposes.</i></p>
	<p><b>Understanding, analysing and evaluating</b> investigating - and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different</p>	<p><i>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 of my own.</i></p> <p style="text-align: right;"><i>LIT 2-07a</i></p> <p><i>To help me develop an informed view, I can</i></p>	<ul style="list-style-type: none"> <li>• I can demonstrate an understanding of what I have listened to/watched by asking thoughtful and pertinent questions.</li> </ul>			<p><i>•Asks and responds to literal, inferential and evaluative questions to demonstrate understanding of spoken texts.</i></p>

The statements in **bold and italics** in both the Experiences and Outcomes and the Benchmarks are the responsibility of all and as such, evidence from across the curriculum should be considered when making judgements about achieving a level.

## Second Level Literacy and English

purposes	<p><i>distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are.</i></p> <p style="text-align: right;"><i>LIT 2-08a</i></p>	<ul style="list-style-type: none"> <li>I can clarify points by asking relevant questions.</li> <li>I can answer a range of literal and inferential questions.</li> <li>I can devise and ask complex questions (literal, evaluative and inferential).</li> <li>I can identify facts and opinions justifying my response.</li> <li>I can recognise when a source is trying to influence me, explaining my thoughts to others.</li> <li>I can discuss how useful a source is according to the task I have been set.</li> </ul>	<hr style="border: 1px solid black;"/> <ul style="list-style-type: none"> <li>I can answer a range of literal, inferential and evaluative questions.</li> </ul> <hr style="border: 1px solid black;"/> <hr style="border: 1px solid black;"/> <hr style="border: 1px solid black;"/> <hr style="border: 1px solid black;"/>	<hr style="border: 1px solid black;"/> <ul style="list-style-type: none"> <li>I can answer a range of complex literal, inferential and evaluative questions.</li> </ul> <hr style="border: 1px solid black;"/> <hr style="border: 1px solid black;"/> <hr style="border: 1px solid black;"/> <hr style="border: 1px solid black;"/>	
<p><b>Creating texts</b> - applying the elements others use to create different types of short and</p>	<p><b><i>When listening and talking with others for different purposes, I can:</i></b></p> <ul style="list-style-type: none"> <li><i>share information, experiences and opinions</i></li> <li><i>explain processes and ideas</i></li> </ul>	<ul style="list-style-type: none"> <li>I can structure my talk and link my ideas together.</li> <li>I can consider the needs of the audience in a range</li> </ul>	<ul style="list-style-type: none"> <li>I can structure my talk using an introduction and conclusion and I can link my ideas together.</li> </ul>	<ul style="list-style-type: none"> <li>I can structure my talk.</li> <li>I can consider the needs of the audience in an</li> </ul>	<p><b><i>Communicates clearly, audibly and with expression in different contexts.</i></b></p> <p><b><i>Plans and delivers an organised presentation/talk</i></b></p>

The statements in ***bold and italics*** in both the Experiences and Outcomes and the Benchmarks are the responsibility of all and as such, evidence from across the curriculum should be considered when making judgements about achieving a level.

## Second Level Literacy and English

extended texts with increasingly complex ideas, structures and vocabulary	<ul style="list-style-type: none"> <li>• <i>identify issues raised and summarise main points or findings</i></li> <li>• <i>clarify points by asking questions or by asking others to say more.</i></li> </ul> <p><b>LIT 2-09a</b></p> <p><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></p> <p><b>LIT 2-10a / LIT 3-10a</b></p>	of talk situations.	<ul style="list-style-type: none"> <li>• I can consider the needs of the audience in a wide range of talk situations.</li> </ul>	increasingly wide range of talk situations.	<p><i>with appropriate content and structure.</i></p> <ul style="list-style-type: none"> <li>• <i>Uses appropriate vocabulary for purpose and audience.</i></li> <li>• <i>Applies verbal and non-verbal techniques to communicate clearly, for example, eye contact, body language, pace and/or tone.</i></li> <li>• <i>Uses resources as appropriate to support communication.</i></li> </ul>
	<ul style="list-style-type: none"> <li>• I can select appropriate objects, pictures or photographs to illustrate the subject of my talk.</li> <li>• I can make eye contact with my audience.</li> </ul>	<ul style="list-style-type: none"> <li>• I can make eye contact with my audience at key points of my presentation.</li> <li>• With support I can use different formats of presentation e.g. prompt cards</li> </ul>	I can use different formats of presentation e.g. poster, PowerPoint.		

The statements in ***bold and italics*** in both the Experiences and Outcomes and the Benchmarks are the responsibility of all and as such, evidence from across the curriculum should be considered when making judgements about achieving a level.