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			Benchmark
			2/1	2/2	2/3	Benchmark
Reading	**Enjoyment and choice** **-** within a motivating and challenging environment developing an awareness of the relevance of texts in my life	*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*	• *I can regularly select texts at my own level from a range of texts and read them confidently.* • *I can make informed choices about what I read for pleasure and can explain my reasons.*	• *I can regularly select texts and more complex material for enjoyment or to find information.* • *I can explain my preferences for particular texts, authors or sources.*	• *I can regularly select texts and more complex, challenging material at my for enjoyment or to find information.* • *I can explain my preferences for particular texts, authors or sources. confidence, using evidence from the text.*	• **Selects texts regularly for a range of purposes including for enjoyment or to find information for a specific purpose.** • **Explains preferences for particular texts, authors or sources with supporting detail.**
	Tools for reading **-** to help me use texts with increasingly complex or unfamiliar ideas, structures and oabulary within and beyond my place of learning.	**Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.** **ENG 2-12a / ENG 3-12a / ENG**	• *I am reading with increasing fluency and expression and am beginning to show more awareness of the appropriate pace and tone* • *I am beginning to use my knowledge of context clues, word recognition, grammar, punctuation and grammar clues to read*	• *I can read with fluency, understanding and expression with increasing awareness of the appropriate tone and pace.* • *I can use my knowledge of context clues, word recognition, grammar, punctuation and grammar clues to*	• *I can confidently read with fluency, understanding and expression using the correct pace and tone for the content..* • *I can independently combine my knowledge of context clues, word recognition, grammar,*	• **Reads with fluency, understanding and expression using appropriate pace and tone.** • **Uses knowledge of context clues, word recognition, grammar, punctuation and layout to read**

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		4-12a *I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection.* **LIT 2-13a**	*unfamiliar words or text.*	*read unfamiliar words or text to demonstrate my understanding.*	*punctuation and grammar clues to read unfamiliar words or text to demonstrate my understanding*	**unfamiliar texts with understanding.**
			• *I can apply reading skills and strategies I have learned to read and understand texts at my level.*	• *I can apply reading skills and strategies I have learned to read and understand texts.*	• *I can confidently and independently apply a wide range of reading skills and strategies I have learned to read and understand texts.*	• **Applies a range of reading skills and strategies to read and understand texts, for example, skimming, scanning, predicting and/or clarifying.**
			• *I can make appropriate predictions about texts with some justification.*	• *I can make appropriate predictions about texts with some supporting evidence.*	*I can confidently make appropriate predictions about texts with supporting evidence.*	**Makes appropriate predictions about texts with supporting evidence.**
			• *I can use strategies I have learned and select appropriate tools e.g. dictionary, internet, etc to help me read and understand unfamiliar vocabulary.*	• *I can use strategies I have learned with increasing confidence and select appropriate tools e.g. dictionary, internet, etc to help me read and understand unfamiliar vocabulary.*	• *I can confidently use strategies I have learned and select appropriate tools e.g. dictionary, internet, etc to help me read and understand unfamiliar vocabulary.*	**Uses strategies and resources to read and understand unfamiliar vocabulary.**

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		2/1	2/2	2/3	Benchmark
Finding and using information **-** when reading and using fiction and nonfiction texts with increasingly complex ideas, structures and specialist vocabulary	***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***	• I am beginning to use the skills of skimming and scanning with increasing confidence to identify purpose, key information and main ideas. • I can find information on a given topic from more than one source, e.g. book, digital technology, etc. • I can make notes from a piece of information using some of my own words • I can use my own notes to select and organise information to help create new texts related to the give topic or issue.	• I can use the skills of skimming and scanning to identify purpose, key information and main ideas. • I can find information on a given topic from different sources e.g. book, digital technology, etc. • I can make notes from a piece of information, using many of my own words • I can use my own notes to create new texts that demonstrate I have an understanding of the topic or issue.	• I can use the skills of skimming and scanning confidently to identify purpose, key information and main ideas. • I can find information on a given topic from a wide range of different different sources e.g. book, digital technology, etc. • I can make and independently organise notes, from a piece of information, using my own words. • I can confidently use my own notes, to create new texts that demonstrate I have an understanding of the topic or issue.	• ***Skims texts to identify purpose and main ideas.*** • ***Scans texts to find key information.*** • ***Finds and selects relevant information from a range of sources.*** • **Makes and organises notes using own words.** • **Uses notes to create new texts that demonstrate understanding of the topic or Issue.**

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Understanding, analysing and evaluating investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes	*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 am beginning to identify the purpose and key ideas of texts with appropriate explanation.* • *I am beginning to identify some techniques writers use (features of language) for example, word choice, sentence structure, punctuation.*	• *I can identify the purpose and key ideas of texts with appropriate explanation.* • *I can identify a range of techniques writers use (features of language) for example, word choice, sentence structure, punctuation.*	• *I can identify the purpose and key ideas of texts and analyse these with appropriate detailed explanation* • *I can identify and discuss the wide range of techniques writers use (features of language) for example, word choice, sentence structure, punctuation.*	• *Identifies the purpose of a text with appropriate explanation.* • *Makes relevant comments about features of language, for example, word choice, sentence structure and punctuation.*
	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. ENG 2-17a	• *With increasing confidence I am beginning to respond appropriately to literal, inferential and evaluative.* • *I am beginning to identify and create different types of questions, to demonstrate my understanding of texts.*	• *I can answer literal, inferential and evaluative questions to demonstrate my understanding of texts.* • *With increasing confidence I can identify and create literal, inferential and evaluative questions, to demonstrate my understanding of texts.*	• *I can confidently answer literal, inferential and evaluative questions to demonstrate my understanding of texts.* • *I can confidently identify and create literal, inferential and evaluative questions, to demonstrate my understanding of texts.*	• *Responds to literal, inferential and evaluative questions to demonstrate understanding of texts.* *Creates different types of questions, to show understanding of texts.*

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		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. **LIT 2-18a**	*• I can distinguish between fact and opinion in relevant texts with some appropriate explanation.*	*• I can distinguish between fact and opinion in texts with appropriate explanation.*	*I can confidently distinguish between fact and opinion in more complex texts, with appropriate explanation.*	***Distinguishes between fact and opinion with appropriate explanation.***
			• With support I am beginning to recognise that writers use a variety of techniques to influence the reader.	*• I can recognise many techniques used to influence the reader, for example, word choice, emotive language, rhetorical questions and/or repetition.*	*I can confidently recognise a wide range of techniques used to influence the reader, for example, word choice, emotive language, rhetorical questions and/or repetition.*	***• Recognises techniques used to influence the reader, for example, word choice, emotive language, rhetorical questions and/or repetition.***
			• I can decide if a source is useful and explain.	*• I can recognise if sources are useful and accurate and explain.*	*• I can recognise if sources are useful and accurate and explain why some are more useful/accurate than others.*	***• Recognises and can explain which sources are most useful/accurate.***

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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** **• discuss the writer's style and other features appropriate to genre.** ENG 2-19a	• *I can explain the meanings of the terms: structure, characterisation and/or setting, and identify these concepts within a text.* • *I can recognise that writers use language and other features to create different styles and genres of texts.* • *I can, with support identify main themes, and think about them in relation to myself and others' experiences.*	• *I can discuss structure, characterisation and/or setting, and identify these within a text, giving some evidence.* • *I can make some relevant comments about aspects of the writer's style, use of language and other features appropriate to genre with some evidence from the text.* • *I can identify main themes, and think about them in relation to myself and others' experiences.*	• *I can discuss structure, characterisation and/or setting and identify these within a text, giving detailed evidence from the text.* • *I can make relevant comments about aspects of the writer's style, use of language and other features appropriate to genre with evidence from the text.* • *I can identify main themes in a wide range of texts and think about them in relation to myself and others' experiences.*	• ***Makes relevant comments about aspects of the writer's style, use of language and other features appropriate to genre with evidence from the text.*** • ***Relates the writer's theme to own and/ or others' experiences.***

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