

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	2/3	Benchmark
Writing	Enjoyment and choice - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	<i>I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.</i> LIT 1-20a / LIT 2-20a	I can create texts for a range of purposes and audiences for given genres with a variety of form, structure and style.	I can create texts for a range of purposes and audiences for an increasing range of genres with a variety of form, structure and style.	I can combine conventions from different genres to suit the subject, format, purpose and / or style.	• <i>Creates texts for a range of purposes and audiences selecting appropriate genre, form, structure and style.</i>
	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 most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources.</i> LIT 2-21a <i>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</i>	I am developing my ability to use my knowledge of patterns, rules and strategies to spell most words. I can use a dictionary to help spell unknown words and am beginning to use a thesaurus, to enhance my writing.	With greater accuracy, I can apply knowledge of patterns, rules and strategies to spell most words. I am increasing my confidence to use a range of tools, including digital technology, to support spelling and enhance writing.	I can confidently apply knowledge of patterns, rules and strategies to spell most words. I am confident to select appropriate resources, including dictionary, thesaurus, spell checker, to support spelling and edit my work effectively.	• <i>Applies knowledge of spelling patterns, rules and strategies to spell most words correctly.</i> • <i>Uses resources, including dictionaries and digital technology, to support spelling.</i> • <i>Uses a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks</i>

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		<p><i>makes sense to my reader.</i> LIT 2-22a</p> <p><i>Throughout the writing process, I can check that my writing makes sense and meets its purpose.</i> LIT 2-23a</p> <p><i>I can consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.</i> LIT 2-24a</p>	<p>I am extending my knowledge of punctuation to include commas, inverted commas and apostrophes and am beginning to use this in my written work.</p> <p>I am beginning to write using a variety of sentence lengths and types.</p> <p>I can consistently vary my sentence openers beyond simple pronouns, to interest the reader.</p> <p>I frequently use common conjunctions to link sentences.</p> <p>I can attempt to use more than one paragraph to organise my writing.</p>	<p>I can, with greater accuracy, use commas, inverted commas and apostrophes in my written work.</p> <p>I can use a variety of sentence lengths and types to organise my writing.</p> <p>I am able to use more descriptive openers, e.g. words ending in –ing, -ed, -ly, to interest the reader.</p> <p>I am developing my use of a wider range of conjunctions to link sentences.</p> <p>I can attempt to use more than two paragraphs to organise my writing.</p>	<p>I can effectively use a range of punctuation accurately in my work.</p> <p>I can confidently use varying sentence structure and length in my writing.</p> <p>I can use a variety of openers including connectives to interest the reader.</p> <p>I am consistently using a wider range of conjunctions to link sentences.</p> <p>I can attempt to use more than three paragraphs to organise my writing.</p>	<p><i>and/or apostrophes. Punctuation is mainly accurate.</i></p> <ul style="list-style-type: none"> • <i>Writes most sentences in a grammatically accurate way.</i> • <i>Uses sentences of different lengths and types and varies sentence beginnings.</i> • <i>Links sentences using a range of conjunctions.</i> • <i>Uses paragraphs to separate thoughts and ideas.</i> • <i>Writes in a fluent and legible way.</i> • <i>Reviews and corrects writing to ensure it makes sense, is technically accurate and meets its purpose.</i> • <i>Makes appropriate choices about layout and presentation, including in digital texts, for example, headings, bullet</i>
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			<p>I can write neatly and accurately, mostly in linked script, so that others can read my work.</p> <p>I can check and edit my work throughout the writing process to improve writing.</p> <p>I can consistently use upper and lower case letters correctly.</p> <p>I am developing an awareness of appropriate layout and presentation including digital texts.</p>	<p>I can write with increasing speed whilst remaining accurate so that others can read my work (using linked script).</p> <p>I can check and edit my work throughout the writing process, taking account of purpose, to improve and develop writing.</p> <p>I can begin to use upper and lower case letters for effect.</p> <p>I can increasingly make appropriate choices for layout and presentation including digital texts.</p>	<p>I can write quickly, consistently and accurately using linked script so that others can read my work.</p> <p>I can confidently check and edit my work throughout the writing process, taking account of purpose to improve and develop writing.</p> <p>I can confidently use upper and lower case letters to create impact and effect.</p> <p>I can confidently make appropriate choices for layout and presentation including digital texts.</p>	<p>points, fonts, graphics and/or captions.</p>
	<p>Organising and using information - considering texts to help create short</p>	<p><i>I can use my notes and other types of writing to help me understand information and</i></p>	<p>I can make notes in own words from a piece of information.</p>	<p>I can make notes in own words from a piece of information and can organise notes under</p>	<p>can use headings and subheadings to organise their work</p> <p>I can use different</p>	<ul style="list-style-type: none"> • <i>Uses notes and/or other sources to develop thinking and create new texts.</i> • <i>Selects relevant</i>

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	<p>and extended texts for different purposes</p>	<p><i>ideas, explore problems, make decisions, generate and develop ideas or create new text.</i> <i>I recognise the need to acknowledge my sources and can do this appropriately.</i> LIT 2-25a</p> <p><i>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.</i> LIT 2-26a</p>	<p>I can underline or highlight key words and phrases to help me make useful notes.</p> <p>With direction or support can use own notes to select and organise information to help create their own text.</p> <p>With support is beginning to record where information comes from.</p>	<p>headings.</p> <p>With increasing independence can use own notes taken from more than one source to select and organise information and create own text know the difference between a quotation and putting something into own words begin to acknowledge sources without support.</p>	<p>forms of notes, including mind maps, to generate and develop their own ideas into a logical order</p> <p>I can use their own notes taken from more than one source to select and organise information, develop ideas and create their own text.</p> <p>I can show when they have used a direct quotation by using quotation marks and stating the source</p> <p>I can acknowledge their sources appropriately</p>	<p><i>ideas and information.</i></p> <ul style="list-style-type: none"> • <i>Acknowledges sources appropriately.</i> • <i>Organises information in an appropriate way.</i> • <i>Uses appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience for the context.</i>
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			<p>I can organise different parts of my writing by writing in sections or paragraphs.</p> <p>I can select some suitable vocabulary, including adjectives and adverbs, specific to task and use interesting and varied word choice</p>	<p>I can decide on the best order for my paragraphs.</p> <p>I can select suitable vocabulary, including adjectives and adverbs, specific to task and use interesting and varied word choice</p>	<p>I can decide on the best order for my paragraphs depending on my task and purpose.</p> <p>I can select a wide range of suitable vocabulary, including adjectives and adverbs, specific to task and use interesting and varied word choice</p>	
	<p>Creating texts - considering texts to help create short and extended texts for different purposes</p>	<p>I am learning to use language and style in a way which engages and/or influences my reader.</p> <p style="text-align: right;">ENG 2-27a</p> <p><i>I can convey information, describe events, explain processes or combine ideas in different ways.</i></p> <p style="text-align: right;">LIT 2-28a</p> <p><i>I can persuade, argue, explore issues or express an opinion</i></p>	<p>I have opportunity regularly to create texts for different purposes.</p> <p>I can use some features e.g. word choice, sentence structure to make writing lively and interesting to engage the reader.</p> <p>I can convey some key information and is beginning to select information that is relevant.</p>	<p>I have opportunity regularly to create texts for different purposes.</p> <p>I can use a variety of features e.g. word choice, sentence structure to make writing lively and interesting to engage the reader.</p>	<p>I have opportunity regularly to create texts for different purposes.</p> <p>I can use an extended range of features e.g. word choice, sentence structure to make writing lively and interesting to engage the reader.</p>	<p>• <i>Creates a range of short and extended texts regularly for different purposes.</i></p> <p>• <i>Attempts to engage and/or influence the reader through word choice and/or use of language.</i></p> <p><i>When writing to convey information, describe events, explain processes or combine ideas in different ways:</i></p>

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		<p><i>using relevant supporting detail and/or evidence.</i> LIT 2-29a</p> <p>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.</p> <p style="text-align: right;">ENG 2-30a</p> <p>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.</p> <p style="text-align: right;">ENG 2-31a</p>	<p>I can begin to convey events/steps/processes in a logical sequence— may still be brief or not very detailed can link some idea and events using appropriate terminology e.g. afterwards, next, in addition to.</p> <p>I can convey an opinion and attempt to persuade the reader by including one or two details important to the reader’s understanding of the writer’s point of view</p> <p>I can give one or two details and pieces of evidence to support an opinion</p> <p>I know that there can be more than one point of view in an issue.</p> <p>I am beginning to select vocabulary and appropriate tone for the purpose of my writing.</p>	<p>I can convey most key information, selecting mostly that which is relevant.</p> <p>I can convey most of the events / steps / processes in a logical sequence and provide a suitable conclusion link many ideas and events using appropriate terminology e.g. afterwards, next, in addition to.</p> <p>I can convey an opinion and persuade the reader by including some details and / or pieces of evidence to support the writer’s point of view.</p> <p>I can explore issues by attempting to present more than</p>	<p>I can convey all the key information selecting only that which is relevant.</p> <p>I can convey all of the events / steps / processes in a series and provides a clear and concise conclusion.</p> <p>I develop and extend ideas logically and in sequence mostly using appropriate terminology.</p> <p>I make clear links between ideas and events often giving explanation and clarification of their choices.</p> <p>I can confidently convey an opinion and persuade the reader by</p>	<p><i>• Uses appropriate style and format to convey information applying key features of the chosen genre.</i></p> <p><i>• Includes relevant ideas, knowledge and information.</i></p> <p><i>• Organises and presents information in an appropriate way.</i></p> <p><i>• Uses tone and vocabulary appropriate to purpose.</i></p> <p><i>When writing to persuade, evaluate, explore issues or express an opinion:</i></p> <p><i>• Presents relevant ideas and information, including supporting detail, to convey view point.</i></p> <p><i>• Attempts to use language to influence or persuade the reader, for example, word</i></p>
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			<p>I am learning to describe my thoughts and feelings in my writing and beginning to show these through description of my reactions and feelings can create a short story with a discernible beginning, middle and end.</p> <p>I can include a few developed ideas relating to character and setting.</p> <p>I can use some key features of imaginative genres.</p> <p>I can, with support, write in past, present and future tense.</p>	<p>one point of view.</p> <p>I can use a wider range of vocabulary to create appropriate tone for the purpose of my writing.</p> <p>I can describe some of my thoughts and feelings in my writing and I can show these through description of my reactions and feelings can create a story with a clear beginning, middle and end.</p> <p>I can include some developed ideas relating to plot, character and setting.</p> <p>I can confidently use several key features of imaginative</p>	<p>including many details and pieces of evidence to support their point of view and can expand on these in some instances.</p> <p>I can explore issues by presenting more than one point of view.</p> <p>I can confidently use vocabulary to create appropriate tone for the purpose of my writing.</p> <p>I can describe my thoughts and feelings in my writing and I can describe my reactions, manners and tone of voice, using effective word choice, throughout my writing.</p>	<p><i>choice, punctuation, repetition, rhetorical questions and/or emotive language.</i></p> <p>When writing to describe and share experiences:</p> <ul style="list-style-type: none"> • Describes personal experiences, making context and events clear. • Uses appropriate vocabulary to convey thoughts and feelings. • Applies key features of chosen genre appropriately. <p>When writing imaginatively and creatively:</p> <ul style="list-style-type: none"> • Creates interesting characters through, for example, their feelings and actions, physical description and/or dialogue. • Creates a clear sense of setting/context with descriptive detail. • Creates plots with
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				<p>genres.</p> <p>I can, with some confidence, write in past, present or future tense.</p>	<p>I can create a story with a clear and well developed beginning, middle and end.</p> <p>I can include many developed ideas relating to plot, character and setting.</p> <p>I can confidently use a wide range of key features of imaginative genres.</p> <p>I can confidently write in past, present and future tense.</p>	<p>clear structures, for example, suitable opening, turning point, climax and/or satisfactory ending.</p>
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