

	Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
Listening and talking	<p><b>Enjoyment and choice</b>                      - within a motivating and challenging environment developing an awareness of the relevance of texts in my life</p>	<p><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></p> <p><i>I regularly select subject, purpose, format and resources to create texts of my choice.</i></p> <p><b>LIT 1-01a / LIT 2-01a</b></p>	<ul style="list-style-type: none"> <li>• <i>Selects spoken texts regularly for enjoyment or to find information for a specific purpose and gives a reason for preferences.</i></li> </ul>
	<p><b>Tools for listening and talking</b>                      - to help me when interacting or presenting within and beyond my place of learning</p>	<p><i>When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect.</i></p> <p><b>LIT 1-02a</b></p> <p>I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn.</p> <p><b>ENG 1-03a</b></p>	<ul style="list-style-type: none"> <li>• <i>Takes turns and contributes at the appropriate time when engaging with others in a variety of contexts.</i></li> <li>• <i>Listens and responds appropriately to others in a respectful way, for example, by nodding or agreeing, asking and answering questions.</i></li> <li>• Applies a few techniques (verbal and non-verbal) when engaging with others, for example, vocabulary, eye contact, expression and/or body language.</li> </ul>

Listening and talking	<b>Finding and using information</b> - when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary	<p><i>As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose.</i>  <b>LIT 1-04a</b></p> <p><i>As I listen or watch, I am learning to make notes under given headings and use these to understand what I have listened to or watched and create new texts.</i>  <b>LIT 1-05a</b></p> <p><i>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>  <b>LIT 1-06a</b></p>	<ul style="list-style-type: none"> <li>• <i>Identifies the purpose and main ideas of spoken texts and uses the information gathered for a specific purpose.</i></li> <li>• <i>Makes relevant notes under given headings and can use these for different purposes.</i></li> <li>• <i>Uses notes to create and sequence new texts.</i></li> </ul>
	<b>Understanding, analysing and evaluating</b> - investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes	<p><i>I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.</i>  <b>LIT 1-07a</b></p> <p><i>To help me develop an informed view, I am learning to recognise the difference between fact and opinion.</i>  <b>LIT 1-08a</b></p>	<ul style="list-style-type: none"> <li>• <i>Asks and responds to different types of questions to show understanding of the main ideas of spoken texts.</i></li> <li>• <i>Recognises simple differences between fact and opinion in spoken texts.</i></li> </ul>

**Creating texts**

- applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary

*When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more.*

*LIT 1-09a*

*I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required.*

*LIT 1-10a*

- *Communicates clearly and audibly.*
- *Contributes to group/class discussions, engaging with others for a range of purposes.*
- *Selects and shares ideas/information using appropriate vocabulary in a logical order.*
- *Selects and uses, with support, appropriate resources to engage with others, for example, objects, pictures and/or photographs.*

	Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
Reading	<p><b>Enjoyment and choice</b> - within a motivating and challenging environment developing an awareness of the relevance of texts in my life</p>	<p><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> <b>LIT 1-11a / LIT 2-11a</b></p>	<ul style="list-style-type: none"> <li>• <i>Selects different texts regularly for enjoyment or for a specific purpose using, for example, cover, title, author, illustrator and/or blurb.</i></li> <li>• <i>Explains preferences for particular texts and authors.</i></li> </ul>
	<p><b>Tools for reading</b> - 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. <b>ENG 1-12a</b></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> <b>LIT 1-13a</b></p>	<ul style="list-style-type: none"> <li>• <i>Reads aloud a familiar piece of text adding expression and can show understanding.</i></li> <li>• <i>Reads an increasing number of common/high frequency words, key reading words, core topic words and words of personal significance.</i></li> <li>• Uses a range of word recognition strategies independently.</li> <li>• Decodes unknown words by locating and pronouncing familiar letter patterns and blends.</li> <li>• Uses context clues to read and understand texts.</li> <li>• Uses punctuation and grammar to read with understanding and expression.</li> </ul>
	<p><b>Finding and using information</b> - when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary</p>	<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> <b>LIT 1-14a</b></p>	<ul style="list-style-type: none"> <li>• <i>Identifies and finds key information in fiction and non-fiction texts using content page, index, headings, sub-headings and diagrams to help locate information.</i></li> <li>• <i>Makes notes under given headings for different purposes.</i></li> </ul>

Reading		<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;"><b>LIT 1-15a</b></p>	
	<p><b>Understanding, analysing and evaluating</b> - investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes</p>	<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;"><b>LIT 1-16a</b></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 my own.</p> <p style="text-align: right;"><b>ENG 1-17a</b></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;"><b>LIT 1-18a</b></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;"><b>ENG 1-19a</b></p>	<ul style="list-style-type: none"> <li>• <b>Identifies the main ideas of texts.</b></li> <li>• <b>Makes appropriate suggestions about the purpose of a text.</b></li> <li>• Answers literal, inferential and evaluative questions about texts.</li> <li>• Asks questions to help make sense of a text.</li> <li>• <b>Recognises the difference between fact and opinion.</b></li> <li>• Offers own ideas about characters, writer's use of language, structure and/or setting.</li> <li>• Offers own ideas about the writer's message and, when appropriate, relates these to personal experiences.</li> </ul>

	Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
<b>Writing</b>	<p><b>Enjoyment and choice</b>                      - within a motivating and challenging environment developing an awareness of the relevance of texts in my life</p>	<p><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>  <b>LIT 1-20a / LIT 2-20a</b></p>	<ul style="list-style-type: none"> <li>• <i>Creates texts selecting subject, purpose, format and resources for a range of purposes and audiences.</i></li> </ul>
	<p><b>Tools for writing</b>                      - using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning</p>	<p><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>  <b>LIT 1-21a</b></p> <p><i>I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense.</i>  <b>LIT 1-22a</b></p> <p><i>Throughout the writing process, I can check that my writing makes sense.</i>  <b>LIT 1-23a</b></p>	<ul style="list-style-type: none"> <li>• <i>Spells most commonly used words correctly.</i></li> <li>• <i>Spells most vocabulary used across the curriculum correctly.</i></li> <li>• <i>Uses knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words.</i></li> <li>• <i>Uses knowledge of the alphabet to locate words in a dictionary or other reference source to help spell tricky or unfamiliar words.</i></li> <li>• <i>Writes independently, punctuating most sentences accurately, for example, using a capital letter, full stop, question mark or exclamation mark.</i></li> <li>• <i>Links sentences using common conjunctions, for example, and, because, but or so.</i></li> <li>• <i>Starts sentences in a variety of ways to engage the reader.</i></li> <li>• <i>Checks writing to ensure it makes sense.</i></li> <li>• <i>Presents writing in a clear and legible way using images and other features as appropriate.</i></li> </ul>

<b>Writing</b>		<p><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;"><b>LIT 1-24a</b></p>	
	<p><b>Organising and using information</b> - 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></p> <p style="text-align: right;"><b>LIT 1-25a</b></p> <p><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></p> <p style="text-align: right;"><b>LIT 1-26a</b></p>	<ul style="list-style-type: none"> <li>• <i>Plans and organises ideas and information using an appropriate format.</i></li> <li>• <i>Makes notes to help plan writing and uses them to create new texts.</i></li> <li>• <i>Includes relevant information in written texts.</i></li> <li>• <i>Organises writing in a logical order and as appropriate to audience.</i></li> <li>• <i>Uses relevant and/or interesting vocabulary as appropriate for the context.</i></li> </ul>
	<p><b>Creating texts</b> - 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></p> <p style="text-align: right;"><b>LIT 1-28a / LIT 1-29a</b></p>	<ul style="list-style-type: none"> <li>• <i>Creates a variety of texts for different purposes.</i></li> </ul> <p><i>When writing to convey information, describe events or processes, share opinions or persuade readers in different ways:</i></p> <ul style="list-style-type: none"> <li>• <i>Selects, organises and conveys information in different ways.</i></li> <li>• <i>Uses vocabulary and language for specific purposes.</i></li> <li>• <i>Shares own viewpoint and makes one or two attempts to persuade the reader as appropriate to the purpose.</i></li> </ul>

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

When writing to describe and share experiences:

- Writes about personal experiences in a logical order, using appropriate vocabulary to describe feelings, thoughts and events.

When writing imaginatively and creatively:

- 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 actions and physical description.