

	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>Enjoyment and choice - 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><i>LIT 1-01a / LIT 2-01a</i></p>	<ul style="list-style-type: none"> • <i>Selects spoken texts regularly for enjoyment or to find information for a specific purpose. Explains preferences.</i>
	<p>Tools for listening and talking - to help me when interacting or presenting within and beyond my place of learning</p>	<p><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></p> <p><i>LIT 2-02a</i></p> <p>I can recognise how the features of spoken language can help in communication, and I can use what I learn.</p> <p>I can recognise different features of my own and others' spoken language.</p> <p><i>ENG 2-03a</i></p>	<ul style="list-style-type: none"> • <i>Contributes a number of relevant ideas, information and opinions when engaging with others.</i> • <i>Shows respect for the views of others and offers own viewpoint.</i> • <i>Builds on the contributions of others, for example, by asking or answering questions, clarifying points or supporting others' opinions or ideas.</i> • <i>Applies verbal and non-verbal techniques in oral presentations and interactions, for example, vocabulary, eye contact, body language, emphasis, pace and/or tone.</i> • <i>Recognises some techniques used to engage or influence the listener, for example, vocabulary, emphasis, tone and/or rhetorical questions.</i>

Listening and talking	<p>Finding and using information - 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></p> <p style="text-align: right;">LIT 2-04a</p>	<ul style="list-style-type: none"> • <i>Identifies the purpose of spoken texts with suitable explanation.</i> • <i>Identifies the main ideas of spoken texts, with supporting detail, and uses the information gathered for a specific purpose.</i> • <i>Makes relevant notes using own words, for the most part, and uses these to create new texts for a range of purposes.</i>
	<p>Understanding, analysing and evaluating - investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes</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 words as appropriate.</i></p> <p style="text-align: right;">LIT 2-05a</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;">LIT 2-06a</p>	

	<p><i>To help me develop an informed view, I can 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>LIT 2-08a</p>	
<p>Creating texts - applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary</p>	<p><i>When listening and talking with others for different purposes, I can:</i></p> <ul style="list-style-type: none"> • <i>share information, experiences and opinions;</i> • <i>explain processes and ideas;</i> • <i>identify issues raised and summarise main points or findings; and</i> • <i>clarify points by asking questions or by asking others to say more.</i> <p>LIT 2-09a</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>LIT 2-10a / LIT 3-10a</p>	<ul style="list-style-type: none"> • <i>Communicates clearly, audibly and with expression in different contexts.</i> • <i>Plans and delivers an organised presentation/talk with relevant content and appropriate structure.</i> • <i>Uses suitable vocabulary for purpose and audience.</i> • <i>Selects and uses resources to support communication.</i>

	Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
Reading	<p>Enjoyment and choice - 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> LIT 1-11a / LIT 2-11a</p>	<ul style="list-style-type: none"> • <i>Selects texts regularly for enjoyment or to find information for a specific purpose.</i> • <i>Explains preferences for particular texts, authors or sources with supporting detail.</i>
	<p>Tools for reading - to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning</p>	<p>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 4-12a</p> <p><i>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.</i> LIT 2-13a</p>	<ul style="list-style-type: none"> • <i>Reads with fluency, understanding and expression using appropriate pace and tone.</i> • <i>Uses knowledge of context clues, punctuation, grammar and layout to read unfamiliar texts with understanding.</i> • <i>Applies a range of reading skills and strategies to read and understand texts, for example, skimming, scanning, predicting, clarifying and/or summarising.</i>
	<p>Finding and using information - when reading and</p>	<p><i>Using what I know about the features of different types of texts, I can find, select and</i></p>	<ul style="list-style-type: none"> • <i>Skims texts to identify purpose and main ideas.</i> • <i>Scans texts to find key information.</i> • <i>Finds, selects and sorts relevant information from a range of sources.</i>

Reading	<p>using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary</p>	<p>sort information from a variety of sources and use this for different purposes. <i>LIT 2-14a</i></p> <p><i>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.</i> <i>LIT 2-15a</i></p>	<ul style="list-style-type: none"> • Makes and organises notes using own words, for the most part. • Uses notes to create new texts that show understanding of the topic or issue.
	<p>Understanding, analysing and evaluating - 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 and use supporting detail.</i> <i>LIT 2-16a</i></p> <p>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. <i>ENG 2-17a</i></p> <p><i>To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being</i></p>	<ul style="list-style-type: none"> • Identifies the purpose of a text with suitable explanation. • Identifies the main ideas of a text with appropriate detail. • Makes relevant comments about features of language, for example, vocabulary, sentence structure and punctuation. • Responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of texts. • Creates different types of questions to show understanding of texts. • Distinguishes between fact and opinion with appropriate explanation. • Recognises techniques used to influence the reader, for example, word choice, emotive language, rhetorical questions and/or repetition. • Identifies which sources are most useful/reliable.

***influenced, and have
assessed how useful and
believable my sources are.***
LIT 2-18a

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; and
- discuss the writer's style and other features appropriate to genre.

ENG 2-19a

- Makes relevant comments about structure, characterisation and/or setting with reference to the text.
- Relates the writer's theme to own and/or others' experiences.
- Makes relevant comments about aspects of the writer's style, use of language and other features appropriate to genre, with reference to the text.

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Writing	<p>Enjoyment and choice - 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> LIT 1-20a / LIT 2-20a</p>	<ul style="list-style-type: none"> • <i>Creates texts regularly for a range of purposes and audiences selecting appropriate genre, form, structure and style.</i>
	<p>Tools for writing - using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning</p>	<p><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</p> <p><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 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>	<ul style="list-style-type: none"> • <i>Applies knowledge of spelling patterns, rules and strategies to spell most words correctly.</i> • <i>Uses a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes. Punctuation is mainly accurate.</i> • <i>Writes most sentences in a grammatically accurate way.</i> • <i>Uses sentences of different lengths and types and varies sentence openings.</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, to engage the reader, for example, headings, bullet points, fonts, graphics and/or captions.</i>

Writing		<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>Organising and using information - considering texts to help create short and extended texts for different purposes</p>	<p><i>I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text.</i></p> <p><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>	<ul style="list-style-type: none"> • <i>Uses notes and/or other sources to develop thinking and create new texts.</i> • <i>Acknowledges sources making clear where the information came from.</i> • <i>Organises information in a logical way.</i> • <i>Selects relevant ideas and information.</i> • <i>Uses appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience.</i>
	<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. ENG 2-27a</p>	<ul style="list-style-type: none"> • <i>Creates a range of short and extended texts regularly for different purposes.</i> • <i>Attempts to engage and/or influence the reader through vocabulary and/or use of language as appropriate to genre.</i>

I can convey information, describe events, explain processes or combine ideas in different ways.

LIT 2-28a

I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence.

LIT 2-29a

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.

ENG 2-30a

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.

ENG 2-31a

When writing to convey information, describe events, explain processes or combine ideas in different ways:

- ***Uses appropriate style and format to convey information applying key features of the chosen genre.***
- ***Includes relevant ideas, knowledge and information.***
- ***Organises and presents information in a logical way.***
- ***Uses tone and vocabulary appropriate to purpose.***

When writing to persuade, evaluate, explore issues or express an opinion:

- ***Presents relevant ideas and information, including supporting detail, to convey view point.***
- ***Organises ideas in a logical way.***
- ***Includes an introduction that makes the topic clear and a conclusion that rounds off the writing.***
- ***Attempts to use language to influence or persuade the reader, for example, word choice, punctuation, repetition, rhetorical questions and/or emotive language.***

When writing to describe and share experiences:

- Describes personal experiences, making context and events clear.
- Describes thoughts and feelings about the experience.
- Attempts to engage and/or influence the reader through vocabulary and/or use of language.

When writing imaginatively and creatively:

- Applies a few features of the chosen genre.
- Creates interesting characters through, for example, their feelings and actions, physical description and/or dialogue.
- Creates setting/context with some descriptive detail.
- Attempts to use figurative language (imagery) to engage the reader, for example, simile, metaphor, alliteration and onomatopoeia.
- Creates plots with clear structures, for example, suitable opening, turning point, climax and/or satisfactory ending.