

Language and Literacy: Second Level Indicators

Reading

- I regularly select, read, listen to and watch texts of choice, describing and explaining my choice about features of texts, genre, author, etc.
- I can discuss the way language is used to describe character, setting, mood, structure, and make connections between texts and real life.
- I can recognise influences, question sources and develop an informed view.
- I use my knowledge of context, structure, punctuation and grammar to read with fluency, expression and understanding.
- I can read most words accurately and can use fast word attack skills to decode new words.
- I can justify my understanding of main ideas using supporting detail and can locate evidence in a wide range of texts to support enquiry.
- I can use a range of strategies for a variety of purposes, e.g. previewing, summarising, predicting, paraphrasing, and clarifying.
- I can select an appropriate format for note taking and uses notes to develop thinking/craft new texts, e.g. headings, mind map, bullet points, highlighting.
- I can accurately reflect understanding of the text demonstrating this in related activities.
- I can distinguish between, and create literal and inferential questions and can respond appropriately.
- I can identify the techniques a writer uses when they are trying to persuade or influence me.

Writing

- I can write for a variety of purposes including for pleasure and demonstrate my writing skills across learning.
- I can demonstrate skills across an increasing range of genres and contexts, and develop some insight into personal choice.
- I can create extended pieces of writing (about 350 words where appropriate) drawing on knowledge of genres and imagery to suit a wide range of purposes and audience.
- I can use appropriate layout and structure for specific genres.
- I can use VCOP (vocabulary, connectives, openers and punctuation) strategies with increasing confidence, accuracy and sophistication to organise writing, clarify meaning and engage to reader.
- I can use emotive and context related terminology which enhances meaning using a variety of techniques such as alliteration, simile, metaphor idioms.
- I can make notes, plan and draft and writing acknowledging sources.
- I can demonstrate and can explain the impact of lettering and graphics, media, colour, bullet points, headings, columns, etc.
- I can spell most commonly used words and competently access reference materials for specialist vocabulary dictionary, glossary, thesaurus, etc.
- I can present work using legible and fluent handwriting and/or ICT.
- I can up-level my writing using self correction techniques in order to improve my writing.

Talking and Listening

- I can articulate reasons for personal preferences in listening and watching.
- I am becoming more critical about what is being listened to or watched and can recognise ways in which sources can influence the audience.
- I can share experiences, opinions and information, and develops ideas and understanding by engaging appropriately with others.
- I can take account of the different needs and experiences of a range of audiences by adapting language, tone, pace, gesture and resources.
- I can use appropriate vocabulary which suits purpose and audience.
- I can explore increasingly complex issues by reflecting on my own and others' experiences, ideas and viewpoints.
- I can listen and watch in a range of learning contexts to identify purpose or what is being communicated including the main ideas and supporting details. I can use information for a range of purposes.
- I can demonstrate an understanding of texts by responding to a range of questions, e.g. evaluative, inferential and literal.

