

Literacy and English

Overarching experiences for literacy and all language learning

The overarching experiences are closely linked to the four capacities and will be used to help to plan a wide range of learning activities to develop literacy and language skills. The breadth of these statements can be used to provide appropriate opportunities for those children and young people who may require additional support to develop and reinforce their literacy skills.

The study of language plays an important role in all language learning and the development of literacy skills.

In developing my literacy skills:

I communicate, collaborate and build relationships

I learn to reflect on and explain my thinking

I reflect on how well I am listening and talking, reading and writing. I respond to and act on feedback to help me improve and I provide sensitive and useful feedback to others

I develop my understanding of how language works and what is special, vibrant and valuable about other languages and cultures and my own

I engage with a rich range of texts in different media

I explore the richness and diversity of language, how it can affect me and the wide range of ways in which I and others can be creative

I appreciate the power of language to influence and bring about change

I develop an understanding of relationships, motivations, ideas and actions

I extend and enrich my vocabulary through listening, talking, watching and reading

I take advantage of the opportunities offered by ICT.

In developing my English language skills:

I engage with a wide range of texts and am developing an appreciation of the richness and breadth of Scotland's literary and linguistic heritage

I regularly make choices about what I watch, listen to, read, write and talk about, how I communicate with others and the resources I use.

Literacy and English

Listening and talking

Enjoyment and choice – within a motivating and challenging environment, developing an awareness of the relevance of texts in my life				
Early	First	Second	Third	Fourth
<p><i>I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.</i></p> <p style="text-align: right;">LIT 001A/M</p> <p><i>I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.</i></p> <p style="text-align: right;">LIT 002A/L/W</p> <p><i>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.</i></p> <p style="text-align: right;">LIT 003A/V</p>	<p>I enjoy exploring and discussing word patterns and text structures, and the richness and diversity of the languages of Scotland.¹</p> <p>I appreciate the richness of language and texts² and the importance they can have in my life.</p> <p style="text-align: right;">ENG 101A/L/W / ENG 201A/L/W</p>	<p>I enjoy exploring and can discuss increasingly complex word patterns and text and structures, and the richness and diversity of the languages of Scotland.</p> <p>I appreciate the importance and relevance of language in my personal life and for the world of work, and the influence texts can have.</p> <p style="text-align: right;">ENG 301A/L/W / ENG 401A/L/W</p>		

¹ The languages of Scotland will include the languages which children and young people bring to the classroom.

² Texts are defined in the cover paper. They will include texts which are relevant to all areas of learning, and examples of writing by Scottish authors, with Scottish contexts or themes, and in Scots. They may also include Gaelic in translation.

Literacy and English

Listening and talking

Tools for listening and talking – to help me when interacting or presenting within and beyond my place of learning				
Early	First	Second	Third	Fourth
<p><i>As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.</i></p> <p>LIT 004B/C</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>LIT 102B</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>LIT 202B</p>	<p><i>When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.</i></p> <p><i>I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.</i></p> <p>LIT 302B</p>	<p><i>When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage others to take account of others' points of view or alternative solutions.</i></p> <p><i>I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking.</i></p> <p>LIT 402B</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>ENG 103C</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>ENG 203C</p>	<p>Having explored and analysed the features of spoken language, I can use these, adopting an appropriate register to suit my purpose and audience.</p> <p>ENG 303C</p>	<p>Having explored and analysed the features of spoken language, I can use these independently, adopting and sustaining an appropriate register to suit my purpose and audience.</p> <p>ENG 403C</p>

Literacy and English

Listening and talking

Finding and using information

– when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary

Early	First	Second	Third	Fourth
<p><i>I listen or watch for useful or interesting information and I use this to make choices or learn new things.</i></p> <p>LIT 005D</p>	<p><i>As I listen or watch, I can:</i></p> <ul style="list-style-type: none"> <i>identify and discuss the purpose, key words and main ideas of the text</i> <i>use this information for a specific purpose.</i> <p>LIT 104D</p>	<p><i>As I listen or watch, I can:</i></p> <ul style="list-style-type: none"> <i>identify and discuss the purpose, main ideas and supporting detail contained within the text</i> <i>use this information for different purposes.</i> <p>LIT 204D</p>	<p><i>As I listen or watch, I can:</i></p> <ul style="list-style-type: none"> <i>identify and give an accurate account of the purpose and main concerns of the text and can make inferences from key statements</i> <i>identify and discuss similarities and differences between different types of text</i> <i>use this information for different purposes.</i> <p>LIT 304D</p>	<p><i>As I listen or watch, I can:</i></p> <ul style="list-style-type: none"> <i>clearly state the purpose and main concerns of a text and make inferences from key statements</i> <i>compare and contrast different types of text</i> <i>gather, link and use information from different sources and use this for different purposes.</i> <p>LIT 404D</p>
	<p><i>As I listen or watch, I am learning to take notes under given headings and use these to understand what I have listened to or watched and create new texts.</i></p> <p>LIT 105E</p>	<p><i>As I listen or watch, I can take 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>LIT 205E</p>	<p><i>As I listen or watch, I can take notes and organise these to develop thinking, help retain and recall information, explore problems and create new texts, using my own words as appropriate.</i></p> <p>LIT 305E</p>	<p><i>As I listen or watch, I can take notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</i></p> <p>LIT 405E</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></p> <p>LIT 106F</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>LIT 206F/LIT 306F</p>		<p><i>I can independently select ideas and appropriate information for different purposes, organise essential information or ideas and any supporting detail in a logical order and use suitable vocabulary to communicate effectively to my audience.</i></p> <p>LIT 406F</p>

Literacy and English

Listening and talking

Understanding, analysing and evaluating

– investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes

Early	First	Second	Third	Fourth
<p><i>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.</i></p> <p>LIT 006G/T</p>	<p><i>I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.</i></p> <p>LIT 107G</p>	<p><i>I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions and by asking different kinds of questions of my own.</i></p> <p>LIT 207G</p>	<p><i>I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts.</i></p> <p>LIT 307G</p>	<p><i>I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, about the content and form of short and extended texts.</i></p> <p>LIT 407G</p>
	<p><i>To help me develop an informed view, I am learning to recognise the difference between fact and opinion.</i></p> <p>LIT 108H</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 208H</p>	<p><i>To help me develop an informed view, I am learning about the techniques used to influence opinion and how to assess the value of my sources and I can recognise persuasion.</i></p> <p>LIT 308H</p>	<p><i>To help me develop an informed view, I can identify some of the techniques used to influence or persuade and can assess the value of my sources.</i></p> <p>LIT 408H</p>

Literacy and English

Listening and talking

Creating texts -- applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary				
Early	First	Second	Third	Fourth
<p><i>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.</i></p> <p>LIT 007J/AC/AE/AG</p> <p><i>I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.</i></p> <p>LIT 008J/AH</p>	<p><i>When listening and talking with others, for different purposes, I can exchange information, experiences, explanations, ideas and opinions.</i></p> <p>LIT 109J</p>	<p><i>When listening and talking with others, for different purposes, I can:</i></p> <ul style="list-style-type: none"> • share information, experiences and opinions • explain processes and ideas • summarise main points or findings. <p>LIT 209J</p>	<p><i>When listening and talking with others, for different purposes, I can:</i></p> <ul style="list-style-type: none"> • communicate information, ideas or opinions • explain processes, concepts or ideas • identify issues raised and summarise findings or conclusions. <p>LIT 309J</p>	<p><i>When listening and talking with others, for different purposes, I can:</i></p> <ul style="list-style-type: none"> • communicate detailed information, ideas or opinions • explain processes, concepts or ideas with some relevant supporting detail • sum up ideas, issues, findings or conclusions • clarify points by asking questions or by asking others to say more. <p>LIT 409J</p>
<p><i>As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings.</i></p> <p>LIT 009K</p>	<p><i>I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources³ as required.</i></p> <p>LIT 110K</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 210K/ LIT 310K</p>	<p><i>I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required.</i></p> <p>LIT 410K</p>	

³ This may include images, objects, audio, visual or digital resources.

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Reading

Enjoyment and choice – within a motivating and challenging environment, developing an awareness of the relevance of texts in my life				
Early	First	Second	Third	Fourth
<p><i>I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.</i></p> <p style="text-align: right;">LIT 002A/L/W</p>	<p>I enjoy exploring and discussing word patterns and text structures, and the richness and diversity of the languages of Scotland.⁴</p> <p>I appreciate the richness of language and texts⁵ and the importance they can have in my life.</p> <p style="text-align: right;">ENG 101A/L/W / ENG 201A/L/W</p>		<p>I enjoy exploring and can discuss increasingly complex word patterns and text and structures, and the richness and diversity of the languages of Scotland.</p> <p>I appreciate the importance and relevance of language in my personal life and for the world of work, and the influence texts can have.</p> <p style="text-align: right;">ENG 301A/L/W / ENG 401A/L/W</p>	
<p><i>I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.</i></p> <p style="text-align: right;">LIT 001A/M</p>	<p>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.</p> <p style="text-align: right;">ENG 111M/ ENG 211M</p>		<p>I regularly select and read, listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations and give reasons, with evidence for my personal response.</p> <p>I can identify sources⁶ to develop the range of my reading.</p> <p style="text-align: right;">ENG 311M</p>	<p>I regularly select and read, listen to or watch texts for enjoyment and interest, and I can express how well they fulfil my needs and expectations and give reasons, with evidence, for my personal response.</p> <p>I can independently identify sources to develop the range of my reading.</p> <p style="text-align: right;">ENG 411M</p>

⁴ The languages of Scotland will include the languages which children and young people bring to the classroom.

⁵ Texts are defined in the cover paper. They will include texts which are relevant to all areas of learning, and examples of writing by Scottish authors, with Scottish contexts and themes, and in Scots. They may also include Gaelic in translation.

⁶ Sources should be interpreted in the broadest sense, for example, traditional sources such as libraries and also the full range of digital and inter-personal opportunities to learn about texts.

Literacy and English

Reading

Tools for reading – to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning				
Early	First	Second	Third	Fourth
<i>I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write.</i> LIT 010N/X	<i>I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression.</i> LIT 112N	<i>Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.</i> LIT 212N/ LIT 312N /LIT 412N		
	<i>I am learning to select and use strategies and resources,⁷ before I read and as I read, to help make the meaning of texts clear.</i> LIT 113P	<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 213P	I can select and use the strategies and resources I find most useful before I read and as I read to monitor and check my understanding. ENG 313P	Before and as I read, I can apply strategies and use resources independently to help me read a wide variety of texts and/or find the information I need. ENG 413P

⁷ Further guidance on reading strategies will be available separately.

Literacy and English

Reading

Finding and using information

– when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary

Early	First	Second	Third	Fourth
<p><i>I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things.</i></p> <p>LIT 011Q</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></p> <p>LIT 114Q</p>	<p><i>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.</i></p> <p>LIT 214Q/ LIT 314Q</p>		<p><i>Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.</i></p> <p>LIT 414Q</p>
	<p><i>I am learning to make notes under given headings and use these to understand information, explore ideas and problems and create new texts.</i></p> <p>LIT 115R</p>	<p><i>I can make notes, organise these under suitable headings and use these to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate.</i></p> <p>LIT 215R</p>	<p><i>I can make notes and organise these to develop my thinking, help retain and recall information, explore problems and create new texts, using my own words as appropriate.</i></p> <p>LIT 315R</p>	<p><i>I can make notes and organise these to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</i></p> <p>LIT 415R</p>

Literacy and English

Reading

Understanding, analysing and evaluating

– investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes

Early	First	Second	Third	Fourth
	<p><i>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of my text.</i></p> <p style="text-align: right;">LIT 116S</p>	<p><i>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of my text and use supporting detail.</i></p> <p style="text-align: right;">LIT 216S</p>	<p><i>To show my understanding across different areas of learning, I can:</i></p> <ul style="list-style-type: none"> • <i>identify and consider the purpose, main concerns or concepts and use supporting detail</i> • <i>make inferences from key statements</i> • <i>identify and discuss similarities and differences between different types of text.</i> <p style="text-align: right;">LIT 316S</p>	<p><i>To show my understanding across different areas of learning, I can:</i></p> <ul style="list-style-type: none"> • <i>clearly state the purpose, main concerns, concepts or arguments and use supporting detail</i> • <i>make inferences from key statements and state accurately in my own words individual items</i> • <i>compare and contrast different types of text.</i> <p style="text-align: right;">LIT 416S</p>
<p><i>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.</i></p> <p style="text-align: right;">LIT 006G/T</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;">ENG 117T</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.</p> <p style="text-align: right;">ENG 217T</p>	<p>To show my understanding, I can comment, with evidence, on the content and form of short and extended texts, respond to literal, inferential and evaluative questions and other types of close reading tasks.</p> <p style="text-align: right;">ENG 317T</p>	<p>To show my understanding, I can give detailed, evaluative comments, with evidence, on the content and form of short and extended texts, respond to different kinds of questions and other types of close reading tasks.</p> <p style="text-align: right;">ENG 417T</p>

Literacy and English

Reading

Understanding, analysing and evaluating

– investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes

Early	First	Second	Third	Fourth
	<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;">LIT 118U</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 influenced and have assessed how useful and believable my sources are.</i></p> <p style="text-align: right;">LIT 218U</p>	<p><i>To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources.</i></p> <p style="text-align: right;">LIT 318U</p>	<p><i>To help me develop an informed view, I can recognise persuasion and bias, identify some of the techniques used to influence my opinion and assess the reliability of information and credibility and value of my sources.</i></p> <p style="text-align: right;">LIT 418U</p>
<p><i>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.</i></p> <p style="text-align: right;">LIT 003A/V</p>	<p>I can:</p> <ul style="list-style-type: none"> • share my thoughts about structure, characters and/or setting • recognise the writer’s message and relate it to my own experiences • comment on the effective choice of words and other features. <p style="text-align: right;">ENG 119V</p>	<p>I can:</p> <ul style="list-style-type: none"> • 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. <p style="text-align: right;">ENG 219V</p>	<p>I can:</p> <ul style="list-style-type: none"> • discuss and comment on the structure, characterisation and/or setting • identify the main theme of the text and recognise the relevance this has to my own and others’ experiences • identify and comment on aspects of the writer’s style and other features appropriate to genre using some relevant evidence. <p style="text-align: right;">ENG 319V</p>	<p>I can:</p> <ul style="list-style-type: none"> • comment on the effectiveness of structure, characterisation and/or setting using some supporting evidence • identify how the writer’s main theme or central concerns are revealed and can recognise how they relate to my own and others’ experiences • identify and make a personal evaluation of the effect of aspects of the writer’s style and other features appropriate to genre using some relevant evidence and terminology. <p style="text-align: right;">ENG 419V</p>

Literacy and English

Writing

Enjoyment and choice – within a motivating and challenging environment, developing an awareness of the relevance of texts in my life				
Early	First	Second	Third	Fourth
<i>I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.</i> LIT 002A/L/W	I enjoy exploring and discussing word patterns and text structures, and the richness and diversity of the languages of Scotland. ⁸ I appreciate the richness of language and texts ⁹ and the importance they can have in my life. ENG 101A/L/W / ENG 201A/L/W		I enjoy exploring and can discuss increasingly complex word patterns and text and structures, and the richness and diversity of the languages of Scotland. I appreciate the importance and relevance of language in my personal life and for the world of work, and the influence texts can have. ENG 301A/L/W / ENG 401A/L/W	

⁸ The languages of Scotland will include the languages which children and young people bring to the classroom.

⁹ Texts are defined in the cover paper. They will include texts which are relevant to all areas of learning, and examples of writing by Scottish authors, with Scottish contexts or themes, and in Scots. They may also include Gaelic in translation.

Literacy and English

Writing

Tools for writing				
– using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning				
Early	First	Second	Third	Fourth
<p><i>I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write.</i></p> <p style="text-align: right;">LIT 010N/X</p> <p><i>As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information.</i></p> <p style="text-align: right;">LIT 012Y/AA</p>	<p><i>I can spell the most commonly used words, use my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words.</i></p> <p style="text-align: right;">LIT 120X</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></p> <p style="text-align: right;">LIT 220X</p>	<p><i>I can use a range of strategies and resources to spell most of the words I need to use, including specialist vocabulary and ensure that my spelling is accurate and conveys my meaning at first reading.</i></p> <p style="text-align: right;">LIT 320X</p>	<p><i>I can use a range of strategies and resources independently to ensure that my spelling, including specialist vocabulary, is accurate and conveys my meaning at first reading.</i></p> <p style="text-align: right;">LIT 420X</p>
	<p><i>I can write independently, use appropriate punctuation and order my sentences in a way that makes sense.</i></p> <p style="text-align: right;">LIT 121Y</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></p> <p style="text-align: right;">LIT 221Y</p>	<p><i>As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy and arrange these into paragraphs to make my meaning clear.</i></p> <p style="text-align: right;">LIT 321Y</p>	<p><i>As appropriate to my purpose and type of text, I can punctuate and link sentences of different length and type, arrange these in a logical order showing straightforward relationships between paragraphs.</i></p> <p style="text-align: right;">LIT 421Y</p>
	<p><i>Throughout the writing process, I can check that my writing makes sense.</i></p> <p style="text-align: right;">LIT 122Z</p>	<p><i>Throughout the writing process, I can check that my writing makes sense and meets its purpose.</i></p> <p style="text-align: right;">LIT 222Z</p>	<p><i>Throughout the writing process, I can review and edit my writing to ensure that it meets its purpose and communicates meaning at first reading.</i></p> <p style="text-align: right;">LIT 322Z</p>	<p><i>Throughout the writing process, I can review and edit my writing independently to ensure that it meets its purpose and communicates meaning clearly at first reading.</i></p> <p style="text-align: right;">LIT 422Z</p>
	<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;">LIT 123AA</p>	<p><i>I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.</i></p> <p style="text-align: right;">LIT 223AA</p>	<p><i>I can consider the impact that layout and presentation will have on my reader, selecting and using a variety of features appropriate to purpose and audience.</i></p> <p style="text-align: right;">LIT 323AA</p>	<p><i>I can justify my choice and use of layout and presentation in terms of the intended impact on my reader.</i></p> <p style="text-align: right;">LIT 423AA</p>

Literacy and English

Writing

Organising and using information – considering texts to help create short and extended texts for different purposes				
Early	First	Second	Third	Fourth
	<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;">LIT 124AB</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></p> <p style="text-align: right;">LIT 224AB</p>	<p><i>I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, generate and develop ideas or create original text.</i></p> <p><i>I recognise when it is appropriate to quote from sources and when I should put points into my own words. I can acknowledge my sources appropriately.</i></p> <p style="text-align: right;">LIT 324AB</p>	<p><i>I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, or create original text.</i></p> <p><i>I can make appropriate and responsible use of sources and acknowledge these appropriately.</i></p> <p style="text-align: right;">LIT 424AB</p>
<p><i>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.</i></p> <p style="text-align: right;">LIT 007J/AC/AE/AG</p>	<p><i>By considering the type of text I am creating,¹⁰ 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;">LIT 125AC</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></p> <p style="text-align: right;">LIT 225AC / LIT 325AC</p>		<p><i>By considering the type of text I am creating, I can independently select ideas and appropriate information for different purposes, organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively to my audience.</i></p> <p style="text-align: right;">LIT 425AC</p>

¹⁰ These will include the range of texts and media described in the cover paper.

Literacy and English

Writing

Creating texts				
– applying the elements writers use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary				
Early	First	Second	Third	Fourth
		<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 226AD</p>	<p>I can engage and/or influence readers through my use of language, style and tone as appropriate to genre.</p> <p style="text-align: right;">ENG 326AD</p>	<p>I can engage and/or influence readers through my deliberate choice and use of language, style and tone as appropriate to genre.</p> <p style="text-align: right;">ENG 426AD</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;">LIT 126AE/AF</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 227AE</p>	<p><i>I can convey information, describe events, explain processes or concepts, and combine ideas in different ways.</i></p> <p style="text-align: right;">LIT 327AE</p>	<p><i>I can</i></p> <ul style="list-style-type: none"> • <i>convey information and describe events</i> • <i>explain processes or concepts, providing substantiating evidence</i> • <i>synthesise ideas or opinions in different ways.</i> <p style="text-align: right;">LIT 427AE</p>
		<p><i>I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence.</i></p> <p style="text-align: right;">LIT 228AF</p>	<p><i>I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence.</i></p> <p style="text-align: right;">LIT 328AF</p>	<p><i>I can persuade, argue, evaluate, explore issues or express and justify opinions within a convincing line of thought, using relevant supporting detail and/or evidence.</i></p> <p style="text-align: right;">LIT 428AF</p>

Literacy and English

Writing

Creating texts				
– applying the elements writers use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary				
Early	First	Second	Third	Fourth
	<p>I can describe and share my experiences and how they made me feel.</p> <p style="text-align: right;">ENG 127AG</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 229AG</p>	<p>I can recreate a convincing impression of a personal experience for my reader, sharing my feelings and reactions to the changing circumstances with some attempt at reflection.</p> <p style="text-align: right;">ENG 329AG</p>	<p>I can create a convincing impression of my personal experience and reflect on my response to the changing circumstances to engage my reader.</p> <p style="text-align: right;">ENG 429AG</p>
<p><i>I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.</i></p> <p style="text-align: right;">LIT 008J/AH</p>	<p>Having explored the elements writers use in different genres, I can use what I learn to compose my own stories, poems and plays with interesting structures, characters and/or settings.</p> <p style="text-align: right;">ENG 128AH</p>	<p>Having explored the elements writers use in different genres, I can use what I learn to compose stories, poems and plays with:</p> <ul style="list-style-type: none"> • an interesting and appropriate structure and/or • interesting characters and personalities and/or • settings which come to life. <p style="text-align: right;">ENG 230AH</p>	<p>Having explored the elements writers use, I can compose texts in different genres:</p> <ul style="list-style-type: none"> • using some of the conventions of my chosen genre successfully and/or • creating convincing narratives, characters and settings. <p style="text-align: right;">ENG 330AH</p>	<p>Having explored and experimented with the narrative structures writers use to create texts in different genres, I can:</p> <ul style="list-style-type: none"> • use the conventions of my chosen genre successfully and/or • create an appropriate mood or atmosphere and/or • create convincing relationships, actions and dialogue for my characters. <p style="text-align: right;">ENG 430AH</p>