



Highland Council

Literacy and English:

Learning, Teaching and Assessment Framework Early to Second Levels (Curriculum for Excellence)

March 2023

Using the Literacy and English Learning, Teaching and Assessment Framework



Highland Literacy
www.highlandliteracy.com
Early Level Literacy and English Progression – August 2018

Once you have identified the child's stage of development, click the corresponding link at the top to take you to the reference tool.

	I am aware	I understand	I use with understanding	I apply
Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	Experiences and Outcomes for planning learning, teaching and assessment	Experiences and Outcomes for planning learning, teaching and assessment	Experiences and Outcomes for planning learning, teaching and assessment
Listening and talking – Early Level	<p>I enjoy exploring and playing with the patterns and sounds of language, and can use what I hear.</p> <p>UT 0-10 / UT 0-11 / UT 0-12</p> <p>I enjoy exploring and playing with the patterns and sounds of language, and can use what I hear.</p> <p>UT 0-10 / UT 0-11 / UT 0-12</p> <p>I enjoy exploring and playing with the patterns and sounds of language, and can use what I hear.</p> <p>UT 0-10 / UT 0-11 / UT 0-12</p>	<p>Children may show an interest in rhymes, songs, stories and other texts by:</p> <ul style="list-style-type: none">- watching others- joining in- joining in with their favourites- looking at pictures- playing with puppets/props- responding to environmental sounds <p>When playing and talking together children may:</p> <ul style="list-style-type: none">- take non-verbal turns e.g. taking their turn on the side- use gesture to aid communication e.g. point- make comments- follow familiar routines- understand 'whose questions' e.g. do you want milk or water?	<p>Children may join in with rhymes, songs, stories and other texts by:</p> <ul style="list-style-type: none">- when you pause and wait, they will take a turn, repeating the familiar parts- retelling them with their peers- recognising differences and similarities in the way words sound- choosing a favourite text and making comments <p>When playing and talking together children may:</p> <ul style="list-style-type: none">- talk over each other- take about their own interests- use body language to gain attention and communicate ideas- understand and ask 'what', 'where' and 'who' questions	<p>Children may engage in rhymes, songs, stories and other texts by:</p> <ul style="list-style-type: none">- identifying rhyme- copying rhymes, which are modelled by an adult or peer- identifying individual sounds within words- relating familiar rhymes, songs and stories, including the use of puppets, props and props- talking about a text and relating it to personal experiences- taking about the features of a text, e.g. author/illustrator title <p>When playing and talking together children may:</p> <ul style="list-style-type: none">- follow an instruction within a game and/or small group play- use body language to support what they're saying- contribute their own ideas in small group play- understand and ask 'what', 'where' and 'who' questions

Once you have identified the child's stage of development, click the corresponding link at the top to take you to the reference tool.

Experiences and Outcomes for planning learning, teaching and assessment	I am aware	I understand
	What might you see in your interactions and observations?	What might you see in your interactions and observations?

<p>Sharing texts that I can be able with individually or in a small group pointing and commenting as you do. This includes:</p> <ul style="list-style-type: none"> - lift the flap books - touch and feel books - puppets and props <p>Making Comments</p> <p>Shirina Stories</p>	<p>Pausing and waiting to help build my turn-taking skills when we interact. Remember, turns don't have to be verbal. A turn could be:</p> <ul style="list-style-type: none"> - a look - a gesture - an action <p>Routines</p> <p>Songs and Rhymes</p>	<p>Using a visual timetable to help me understand routines. Use visuals when sharing rhymes, songs and stories.</p>	<p>Having resources accessible indoors and outdoors which are matched to my interests. Adapt these resources regularly in response to my interests/ stage of development. Display my learning in areas which are accessible.</p> <p>Environment</p>
<p>Commenting on sounds in the environment and in words. e.g. "A cow says 'moo'." e.g. "Sarah starts with 'sss'."</p>	<p>I am aware.</p> <p>You can help me in my development by...</p>	<p>Joining in with me and my peers, playing and talking together, commenting in short phrases and modeling turn-taking.</p> <p>Making Comments</p> <p>Managing Friendships</p>	
<p>Supporting my awareness of sounds through games, rhymes, songs and stories where we play and talk together.</p> <p>Listening and Attention</p> <p>Auditory Discrimination</p> <p>Visual Auditory Memory</p> <p>Word Boundaries</p>	<p>Supporting me to develop my gross, fine motor and mark-making skills through:</p> <ul style="list-style-type: none"> - Movement and Balance - Hand-Eye Coordination - Using Cutters - Pincer, tripod and tripod grasp - Scissor Skills - Pencil Control Skills 	<p>Modeling the sequence/narrative language of:</p> <ul style="list-style-type: none"> - who, what, where - first, next <p>Question Stems</p> <p>Verbal Reasoning</p> <p>Provide opportunities to retell texts using props/ actions.</p> <p>Sequence and Narrative</p>	<p>Introducing new vocabulary through using Tier 2 vocabulary. Model language through experiences using Words Up Early—Play and Talk Together Copy and Add.</p> <p>Making Comments</p> <p>PTU Guidance</p> <p>Understanding Feelings</p>

Highland Council / Northern Alliance: Early Level English and English Progression (May 2018); I am aware: The Adults Role in Supporting Next Steps

Through ongoing observation and assessment, use the progression grids to identify each learner's stage of 'Literacy and English' development. There are four stages in the progression:

- I am aware
- I understand
- I use with understanding
- I apply.

The 'I apply' statements have been taken directly from the CfE Benchmarks, detailing achievement of a Level. 'I am aware', 'I understand' and 'I use with understanding' are the developmental stages which underpin 'I apply'.

Developmentally appropriate planning can be informed by practitioners' knowledge of each learner's stage of 'Literacy and English' development.

Sitting behind each stage within the Curriculum for Excellence Level there is a "You can help me..." reference tool. This informs planning for learning, teaching and assessment, detailing the practitioner's role in supporting learners' literacy, language and communication development as they progress within and through Curriculum for Excellence Levels.

The "You can help me..." reference tool for each stage within the Curriculum for Excellence Level recommends how the environment and practitioners' interactions through teaching and learning support learners through their next stage of development.

Within the "You can help me..." reference tools there are links to further guidance to support learners' literacy, language and communication skills, as well as links to professional learning for practitioners. This guidance can be used to inform the planning for individuals, groups and the environment.

To support moderation (collective understanding of learner progress) it is recommended that practitioners collaborate with one another to identify each learner's stage of development.

An exercise which you may find useful when initially engaging with the progression is, with a post-it note for each learner, use your knowledge of the learner to place them on their developmental stage on the progression. This will provide you with an overall picture of the 'Literacy and English' development in your setting/class.

If learners are at the 'I am aware' stage of development, you can click on the 'I am aware' link and this will direct you to a reference tool on how to support them move through 'I am aware' to 'I understand'.

The 'I understand' link will direct you to a reference tool to support learners moving through 'I understand' to 'I use with understanding'.

The 'I use with understanding' link will direct you to a reference tool to support learners moving through 'I use with understanding' to 'I apply'.

When engaging with the "You can help me..." reference tools and guidance, you should consider appropriate:

- adult/learner interactions for that stage of development
- environment for that stage of development
- planning of learning for that stage of development.

Further resources can be found on the [Highland Literacy Roadmap for Primary Schools](#).

The Highland Council Council Literacy and English Learning, Teaching and Assessment Framework aims to support practitioners in planning for learning, teaching and assessment across the Early-Second Levels of the Broad General Education (BGE), as outlined in [The Moderation Cycle](#). The framework draws together the [Curriculum for Excellence \(CfE\) Literacy and English Experiences and Outcomes \(Es and Os\)](#), designed to drive planning for learning, teaching and assessment, and the [CfE Benchmarks for Literacy and English](#), developed to provide clarity on the national standards expected within each curriculum area at every level.

The Framework outlines a progression of what learners may say, make, write and do within and through the CfE Levels. 'I am aware', 'I understand' and 'I use with understanding' are the stages which underpin the 'I apply' (CfE Benchmark) statements for each CfE Level. Through observation and assessment, the progression grids are designed to be used to identify and track a learner's journey within and through CfE Levels.

Once a practitioner has identified a learner's stage of development using the progression grids, for each stage within each CfE Level, the 'You can help me...' guides detail the key knowledge, understanding and skills that the practitioner should plan for to support a learner's next steps. These also include links to professional learning for practitioners. Further resources can also be found on the [Highland Literacy Roadmap for Primary Schools](#).

Through engagement with the Framework, it is the aim that practitioners will have a shared understanding of progression within and through CfE Levels, strengthening planning for learning, teaching and assessment and supporting ongoing tracking, moderation and [Achievement of a Level](#) as part of the [The Moderation Cycle](#).

The Framework is built upon the earlier Highland Literacy Steps to Success progression and the [Northern Alliance Early Level Literacy and English Progression Tool](#). It is organised into the three organisers of Listening and Talking, Reading and Writing for each of the CfE Levels Early – Second.

	Early Level pgs. 1-3	First Level pgs. 4-6	Second Level pgs. 7-9
Listening and Talking	pg.1	pg. 4	pg. 7
Reading	pg. 2	pg. 5	pg. 8
Writing	pg. 3	pg. 6	pg. 9

Once you have identified the learner's stage of development, click the corresponding link at the top to take you to the reference tool.

EARLY LEVEL: Listening and Talking

	Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	Early * <u>I am aware</u>	Early ** <u>I understand</u>	Early *** <u>I use with understanding</u>	End of Level [Benchmark] I apply
			What might you see in your interactions and observations?	What might you see in your interactions and observations?	What might you see in your interactions and observations?	CfE Benchmarks to support practitioners' professional judgement of achievement of a level
Listening and talking – Early Level	Enjoyment and choice - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	<i>I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn.</i> LIT 0-01a / LIT 0-11a / LIT 0-20a <i>I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.</i> LIT 0-01b / LIT 0-11b <i>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.</i> LIT 0-01c	Learners may show an interest in rhymes, songs, stories and other texts by: - watching others - joining circle - dancing - joining in with their favourites - picking up books - looking at pictures - playing with puppets/props - responding to environmental sounds.	Learners may join in with rhymes, songs, stories and other texts by: - when you pause and wait, they will take a turn, repeating the familiar parts - retelling them with their peers - recognising differences and similarities in the way words sound - choosing a favourite text and making comments.	Learners may engage in rhymes, songs, stories and other texts by: - identifying rhyme - copying rhythms which are modelled by an adult or peer - identifying individual sounds within words - retelling familiar rhymes, songs and stories, including the use of puppets, props and peers - talking about a text and relating it to personal experiences - talking about the features of a text, e.g. author/ illustrator/ title.	<ul style="list-style-type: none"> Hears and says patterns in words. Hears and says rhyming words and generates rhyme from a given word. Hears and says the different single sounds made by letters. Hears and says letter blends/sounds made by a combination of letters. Participates actively in songs, rhymes and stories. Chooses a story or other texts for enjoyment, making use of the cover, title, author and/or illustrator. Engages with and enjoys watching, reading or listening to different texts, including stories, songs and rhymes, and can share likes and dislikes. Engages with stories and texts in different ways, for example, retelling/re-enacting stories and/or using puppets/props.
	Tools for listening and talking - to help me when interacting or presenting within and beyond my place of learning	<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> LIT 0-02a / ENG 0-03a	When playing and talking together learners may: - take non-verbal turns e.g. taking their turn on the slide - use gesture to aid communication e.g. point - make comments - understand 'choice questions' e.g. do you want milk or water?	When playing and talking together learners may: - talk over each other - talk about their own interests - use body language to gain attention and communicate ideas - follow familiar routines - understand and ask 'what', 'where' and 'who' questions.	When playing and talking together learners may: - follow an instruction within a game and/ or small group play - use body language to support what they're saying - contribute their own ideas in small group play - understand and ask 'when' and 'what happened' questions.	<ul style="list-style-type: none"> Makes an attempt to take turns when listening and talking in a variety of contexts. Makes an attempt to use appropriate body language when listening to others, for example, eye contact. Listens and responds to others appropriately. Asks questions and responds relevantly to questions from others. Follows and gives simple instructions. Shares ideas with a wider audience, for example, group or class.
	Finding and using information - when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary	<i>I listen or watch for useful or interesting information and I use this to make choices or learn new things.</i> LIT 0-04a	When playing and talking together learners may: - explore new situations whilst an adult talks about them e.g. playing in the shaving foam for the first time whilst the adult uses unfamiliar vocabulary i.e. "The shaving foam feels squishy."	When playing and talking together learners may: - accidentally use the incorrect vocabulary - respond to the correct modelling of vocabulary - show interest in new information by relating it to their personal experiences.	When playing and talking together learners may: - use new vocabulary which they have had repetitive exposure to - show interest in new information by asking questions.	<ul style="list-style-type: none"> Understands and responds to spoken texts. Identifies new or interesting information from spoken texts.
	Understanding, analysing and evaluating - investigating and/or appreciating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes	<i>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.</i> LIT 0-07a / LIT 0-16a / ENG 0-17a	When playing and talking together learners may: - understand 'choice questions' e.g. do you want milk or water? - ask questions, but may not understand the purpose of asking questions e.g. 'But why?' - know what happens next in a familiar context e.g. getting their cup and plate for snack - when you pause and wait using a familiar text, fill in the next word.	When playing and talking together learners may: - understand and ask 'what', 'where' and 'who' questions - through repetition and the appropriate use of props, visuals and actions join in with retelling a familiar text - when you pause and wait whilst reading an unfamiliar text, fill in using a clue from the picture, e.g. 'The girl is putting on her hat because she feels...'.	When playing and talking together learners may: - understand and ask 'when' and 'what happened' questions - retell the beginning, middle and end of a familiar text with the use of props, visuals and actions - say what might happen next in a text e.g. 'She's putting on her boots; I wonder what might happen next'.	<ul style="list-style-type: none"> Asks and answers questions about texts to show and support understanding. Makes simple predictions about texts.
	Creating texts - applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary	<i>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.</i> LIT 0-09a <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> LIT 0-09b / LIT 0-31a <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> LIT 0-10a	When playing and talking together learners may: - use gesture to aid communication e.g. point - make comments - play alongside others within a role play environment - name objects - copy words you say after lots of repetition - find sharing difficult and need you to label their emotions - join in with their favourite rhymes songs and stories - pick up books/ look at the pictures - explore new situations whilst an adult talks about them e.g. playing in the shaving foam for the first time whilst the adult uses unfamiliar vocabulary i.e. "The shaving foam feels squishy."	When playing and talking together learners may: - use body language to gain attention and communicate ideas - play with others within a role play environment, re-enacting things they've seen in the world around them - describe a picture that they have created and marks they have made - label basic emotions to describe how they're feeling in a context - express needs and wants using phrases - through repetition and the appropriate use of props, visuals and actions, join in with retelling a familiar text - accidentally use the incorrect vocabulary - respond to the correct modelling of vocabulary.	When playing and talking together learners may: - use body language to support what they're saying - play with others in a role play environment, contributing their own ideas in small group play - use sequencing language (first, next, now etc.) to describe a picture they have created and marks that they have made - label basic emotions to describe how other people are feeling in a context - use well-formed sentences; may have some grammatical immaturities; 'falld' - talk about the past, present and future; may have some inaccuracies. - use new vocabulary which they have had repetitive exposure to.	<ul style="list-style-type: none"> Talks clearly to others in different contexts, sharing feelings, ideas and thoughts. Recounts experiences, stories and events in a logical sequence for different purposes. Communicates and shares stories in different ways, for example, in imaginative play. Uses new vocabulary and phrases in different contexts, for example, when expressing ideas and feelings or discussing a text.

Once you have identified the learner's stage of development, click the corresponding link at the top to take you to the reference tool.

EARLY LEVEL: Reading

	Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	Early * <u>I am aware</u>	Early ** <u>I understand</u>	Early *** <u>I use with understanding</u>	End of Level [Benchmark] <u>I apply</u>
			What might you see in your interactions and observations?	What might you see in your interactions and observations?	What might you see in your interactions and observations?	Benchmarks to support practitioners' professional judgement of achievement of a level
Reading – Early Level	Enjoyment and choice - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	<i>I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.</i> LIT 0-01a / LIT 0-11a / LIT 0-20a <i>I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.</i> LIT 0-01b / LIT 0-11b	Learners may show an interest in rhymes, songs, stories and other texts by: - watching others - joining circle - dancing - joining in with their favourites - picking up books - looking at pictures - playing with puppets/props - responding to environmental sounds.	Learners may join in with rhymes, songs, stories and other texts by: - when you pause and wait, they will take a turn, repeating the familiar parts - joining in with and following their peers retelling - choosing a favourite text and making comments.	Learners may engage in rhymes, songs, stories and other texts by: - retelling familiar rhymes, songs and stories, including the use of puppets, props and peers - choosing a favourite text and sharing what it is they like about it - talking about a text and relating it to personal experiences - talking about the features of a text, e.g. author.	<ul style="list-style-type: none"> Chooses a story or other texts for enjoyment making use of the cover, title, author and/or illustrator. Engages with and enjoys watching, reading or listening to different texts, including stories, songs and rhymes, and can share likes and dislikes.
	Tools for reading - to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning	<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> ENG 0-12a / LIT 0-13a / LIT 0-21a	When playing and talking together learners may: - pick up books - know that books have stories/ information in them - respond to environmental sounds - recognise logos, labels etc. - understand the difference between words and pictures - interact with elements of a book e.g. interact with the flaps on a flap book, turning the pages of a book etc. - when you pause and wait using a familiar text, fill in the next word - look at pictures and make comments.	When playing and talking together learners may: - find the front and back of a book - turn the pages of a book, pausing to engage with each page - notice letters, words and numbers, e.g. <pointing to a letter> 'My house has one of those' - when you pause and wait, they will take a turn, repeating the familiar parts - recognise differences and similarities in the way words sound - when you pause and wait whilst reading an unfamiliar text, fill in using a clue from the picture, e.g. 'The girl is putting on her hat because she feels...' - recognise the individual words in a spoken sentence (i.e. word boundaries).	When playing and talking together learners may: - identify rhyme - identify individual sounds within spoken words - link the phoneme to the grapheme (the sound to the letter or letters) - read single words by blending the sounds the letter(s) make together - recognise and recall familiar words - read each word from left to right, using the spaces in between to know where one word ends and another begins - retell familiar rhymes, songs and stories, including the use of puppets, props and peers - say what might happen next in a text e.g. 'She's putting on her boots; I wonder what might happen next.'	<ul style="list-style-type: none"> Hears and says patterns in words. Hears and says the different single sounds made by letters. Hears and says blends/sounds made by a combination of letters. Knows the difference between a letter, word and numeral. Reads from left to right and top to bottom. Uses knowledge of sounds, letters and patterns to read words. Uses knowledge of sight vocabulary/tricky words to read familiar words in context. Reads aloud familiar texts with attention to simple punctuation. Uses context clues to support understanding of different texts.
	Finding and using information - when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary	<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> LIT 0-14a	When playing and talking together with a text learners may: - pick up books - know that books have stories/ information in them - respond to environmental sounds etc. (e.g. visual timetable) - understand the difference between words and pictures - interact with elements of a book e.g. interact with the flaps on a flap book, turning the pages of a book etc. - look at pictures and make appropriate noises (e.g. animal noises in an animal book) and/ or comments - understand 'choice questions' e.g. 'The book with the penguin, or the book with the dinosaur?'	When playing and talking together with a text learners may: - find the front and back of a book - turn the pages of a book, pausing to engage with each page - notice letters, words and numbers, e.g. <pointing to a letter> 'My house has one of those' - use simple symbols to make choices - use symbols to follow familiar routines (e.g. visual timetable) - when you pause and wait whilst reading an unfamiliar text, fill in using a clue from the picture, e.g. 'The girl is putting on her hat because she feels...' - understand and ask 'what', 'where' and 'who' questions, using visual information from the text, e.g. Talking about where the penguin lives in a book.	When playing and talking together with a text learners may: - read single words by blending the sounds the letter(s) make together - recognise and recall familiar words - read each word from left to right, using the spaces in between to know where one word ends and another begins - say what might happen next in a text e.g. 'She's putting on her boots; I wonder what might happen next.' - understand and ask 'when' and 'what happened' questions, e.g. Using visual information from the text, e.g. Using a book with penguins, 'Oh no, what happened to the penguin?' - talk about the features of a text, e.g. author/ illustrator/ title - use the terms 'first', 'next', 'then', 'last' to sequence events from a text.	<ul style="list-style-type: none"> Finds information in a text to learn new things. Shows an awareness of a few features of fiction and non-fiction texts when using/choosing texts for particular purposes.
	Understanding, analysing and evaluating - investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes	<i>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.</i> LIT 0-07a / LIT 0-16a / ENG 0-17a <i>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.</i> LIT 0-19a	When playing and talking together with a text learners may: - understand 'choice questions' e.g. do you want milk or water? - ask questions, but may not understand the purpose of asking questions e.g. 'But why?' - know what happens next in a familiar context e.g. getting their cup and plate for snack - when you pause and wait using a familiar text, fill in the next word - have emotions labelled for them - look at pictures and make appropriate noises (e.g. animal noises in an animal book) and/ or comments.	When playing and talking together with a text learners may: - understand and ask 'what', 'where' and 'who' questions - through repetition and the appropriate use of props, visuals and actions join in with retelling a familiar text - when you pause and wait whilst reading an unfamiliar text, fill in using a clue from the picture, e.g. 'The girl is putting on her hat because she feels...' - use the terms 'first' and 'next' to sequence events from a text - label basic emotions to describe how they're feeling in a context - look at pictures and make a comment about themselves e.g. 'I have a tractor at home'.	When playing and talking together with a text learners may: - understand and ask 'when' and 'what happened' questions - retell the beginning, middle and end of a familiar text with the use of props, visuals and actions - say what might happen next in a text e.g. 'She's putting on her boots; I wonder what might happen next' - use the terms 'first', 'next', 'then', 'last' to sequence events from a text - label basic emotions to describe how other people (including characters in a book) are feeling in a context - look at pictures and make a comment about themselves in the past e.g. 'I saw a penguin when I was on holiday'.	<ul style="list-style-type: none"> Engages with texts read to them. Asks and answers questions about events and ideas in a text. Answers questions to help predict what will happen next. Contributes to discussions about events, characters and ideas relevant to the text. Shares thoughts and feelings about stories and other texts in different ways. Retells familiar stories in different ways, for example, role play, puppets and/or drawings. Relates information and ideas from a text to personal experiences.

Once you have identified the learner's stage of development, click the corresponding link at the top to take you to the reference tool.

EARLY LEVEL: Writing

Writing – Early Level	Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	Early * <u>I am aware</u>	Early ** <u>I understand</u>	Early *** <u>I use with understanding</u>	End of Level [Benchmark] <u>I apply</u>
			What might you see in your interactions and observations?	What might you see in your interactions and observations?	What might you see in your interactions and observations?	Benchmarks to support practitioners' professional judgement of achievement of a level
	Enjoyment and choice - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	<i>I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.</i> LIT 0-01a / LIT 0-11a / LIT 0-20a	Learners may engage in mark making when you play and talk together by: - choosing materials to make marks in their environment, e.g. using twigs in the mud, using paintbrushes on concrete, fingers in the sand etc., whilst you make comments together, e.g. Child: 'Look what I did' and the adult response, 'You drew a circle!'. - imitating marks/ patterns after observing an adult.	Learners may engage in mark making when you play talk together by: - choosing to make marks to communicate information within play and sharing what their marks mean e.g. creating a shopping list in the role play area, drawing car tracks, sharing their marks in a floor book, painting - imitating marks/ patterns which they can see in their environment.	Learners may engage in mark making when you play and talk together by: - choosing to make marks to communicate information within play, using their knowledge of phonemes (sounds) and graphemes (letters) to attempt to write individual words and share this by reading it out loud e.g. making a sign for the role play area.	<ul style="list-style-type: none"> Writes for enjoyment, exploring patterns and sounds, in a range of play, imaginative and real contexts.
	Tools for writing - using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning	<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> ENG 0-12a / LIT 0-13a / LIT 0-21a <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> LIT 0-21b	When playing and talking together learners may: - use two hands together during play activities, e.g. catching a ball - use a dominant hand (doing hand) and an assist hand (helping hand) during activities - explore which hand works best for them as their "doing hand" - scribble spontaneously in different directions - use a full handed grasp when playing - recognise logos, labels etc. - understand the difference between words and pictures - imitate marks/ patterns after observing an adult	When playing and talking together learners may: - use a pincer grip and tripod grasp to manipulate small objects, e.g. rolling play-doh balls, threading - spot differences between shapes, e.g. size, number of sides - follow concepts of position, direction, size and force during play, e.g. up, down, round, top, bottom, hard, gentle - choose to make marks to communicate information within play and share what their marks mean - notice letters, words and numbers, e.g. <pointing to a letter> 'My house has one of those' - recognise the differences and similarities in the way words sound - imitate marks/ patterns which they can see in their environment, including simple shapes, and the adult describes the marks/ patterns which have been made, e.g. 'That's the letter 'o', it's a curly shape like a circle.' - recognise the individual words in a spoken sentence (i.e. word boundaries).	When playing and talking together learners may: - follow concepts of position, direction, size and force during pencil control activities, e.g. up, down, round, top, bottom, bigger, hard, gentle - use a dynamic pencil grip to control the pencil - control how much pressure they are applying with the pencil - link the phoneme to the grapheme (the sound to the letter or letters) - write single words by blending the sounds the letter(s) make together - point to capital letters and full stops within a text - read each word from left to right, using the spaces in between to know where one word ends and another begins (they may point to help them).	<ul style="list-style-type: none"> Forms most lowercase letters legibly. Uses a pencil with increasing control and confidence. Knows the sounds of lowercase and some uppercase letters. Leaves a space between words when writing. Writes words from left to right. Makes an attempt to spell familiar words correctly. Makes an attempt to use a capital letter and a full stop in at least one sentence.
	Organising and using information - considering texts to help create short and extended texts for different purposes	<i>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.</i> LIT 0-26a	When playing and talking together to create texts learners may: - choose materials to make marks in their environment, e.g. using twigs in the mud, using paintbrushes on concrete, fingers in the sand etc., whilst you make comments together, e.g. Child: 'Look what I did' and the adult response, 'You drew a circle!'. - imitate marks/ patterns after observing an adult - explore new situations whilst an adult talks about them e.g. playing in the shaving foam for the first time whilst the adult uses unfamiliar vocabulary i.e. "The shaving foam feels squishy."	When playing and talking together to create texts learners may: - choose to make marks to communicate information within play and sharing what their marks mean e.g. creating a shopping list in the role play area, drawing car tracks, sharing their marks in a floor book, painting - imitate marks/ patterns which they can see in their environment. - accidentally use the incorrect vocabulary - respond to the correct modelling of vocabulary - describe a picture that they have created and marks they have made - label basic emotions to describe how they're feeling in a context.	When playing and talking together to create texts learners may: - choose to make marks to communicate information within play, using their knowledge of phonemes (sounds) and graphemes (letters) to attempt to write individual words and share this by reading it out loud e.g. making a sign for the role play area - use new vocabulary which they have had repetitive exposure to - use sequencing language (first, next, now etc.) to describe a picture they have created and marks that they have made - label basic emotions to describe how other people are feeling in a context.	<ul style="list-style-type: none"> Writes to convey ideas, messages and information in different ways in play, imaginative and real contexts. Writes to reflect own experiences and feelings using appropriate vocabulary to convey meaning.
	Creating texts - considering texts to help create short and extended texts for different purposes	<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> LIT 0-09b / LIT 0-31a	When playing and talking together to create texts learners may: - use gesture to aid communication e.g. point - make comments - play alongside others within a role play environment - name objects - copy words you say after lots of repetition - find sharing difficult and need you to label their emotions - join in with their favourite rhymes songs and stories - pick up books/ look at the pictures - explore new situations whilst an adult talks about them e.g. playing in the shaving foam for the first time whilst the adult uses unfamiliar vocabulary i.e. "The shaving foam feels squishy."	When playing and talking together to create texts learners may: - use body language to gain attention and communicate ideas - play with others within a role play environment, re-enacting things they've seen in the world around them - describe a picture that they have created and marks they have made - label basic emotions to describe how they're feeling in a context - express needs and wants using phrases - through repetition and the appropriate use of props, visuals and actions, join in with retelling a familiar text - share a personal event, talking about 'who' was there and 'where' it took place.	When playing and talking together to create texts learners may: - use body language to support what they're saying - play with others in a role play environment, contributing their own ideas in small group play - use sequencing language (first, next, now etc.) to describe a picture they have created and marks that they have made - label basic emotions to describe how other people are feeling in a context - use well-formed sentences; may have some grammatical immaturities; 'falld' - talk about the past, present and future; may have some inaccuracies. - say 'who' is in their story and 'where' it takes place - share a personal event, talking about 'when' and 'what happened'.	<ul style="list-style-type: none"> Invents own stories and characters to share with others in play, imaginative and real contexts. Shares feelings, experiences, information, messages or ideas in pictures, print or digital texts.

Once you have identified the learner's stage of development, click the corresponding link at the top to take you to the reference tool.

FIRST LEVEL: Listening and Talking

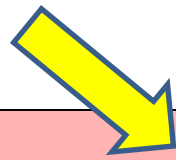
	Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	First * <u>I am aware</u>	First ** <u>I understand</u>	First *** <u>I use with understanding</u>	End of Level [Benchmark] <u>I apply</u>
			What might you see in your interactions and observations?	What might you see in your interactions and observations?	What might you see in your interactions and observations?	CfE Benchmarks to support practitioners' professional judgement of achievement of a level
Listening and Talking – First Level	Enjoyment and choice - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	<i>I regularly select and listen to, or watch texts which I enjoy and find interesting, and I can explain why I prefer certain choices.</i> <i>I regularly select subject, purpose, format and resources to create texts of my choice.</i> LIT 1-01a / LIT 2-01a	Learners may engage in spoken texts by: - choosing to look or listen to the same texts many times and showing enjoyment, e.g. by finishing sentences, commenting on interesting parts, changing parts of the story - retelling familiar texts orally, including role play, using actions and props - talking about a text and expanding on similar themes or ideas related to personal experiences	Learners may engage in spoken texts by: - choosing texts with themes which relate to their own interests and/or class topic - discussing parts of text which they enjoyed or found interesting - speaking about experiences and interests giving some detail - making comments about the text and linking to personal experiences e.g. "I've got a book about pyramids at home."	Learners may engage in spoken texts by: - choosing a text and explaining their choice, e.g. relating texts to their interests/class topic/personal experience - speaking in a clear logical sequence giving lots of detail, e.g. can talk in detail about what happened at the weekend without need for further clarification - making comments about the text and linking to prior knowledge e.g. "a pyramid is a 3D shape".	<ul style="list-style-type: none">Selects spoken texts regularly for enjoyment or to find information for a specific purpose and gives a reason for preferences.
	Tools for listening and talking - to help me when interacting or presenting within and beyond my place of learning	<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> LIT 1-02a <i>I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn.</i> ENG 1-03a	When playing and talking together learners may: - follow an instruction within a game and small group task - use body language to support what they're saying - contribute their own ideas in small group tasks - understand and ask 'when' and 'what happened' questions. - use familiar vocabulary to talk about their own interests and observations - respond appropriately to adults using body language to show they are listening (e.g. nodding).	When playing and talking together learners may: - use eye contact, facial expression and body language to demonstrate they are listening (following an adult model) - talk over and interrupt each other - gradually drift off topic.	When playing and talking together learners may: - use eye contact, facial expression and body language to demonstrate they are listening within pairs and small groups - make relevant comments during conversation - ask relevant questions, including 'why' and 'how' - interrupt with relevant comments and information - use relevant vocabulary according to context - stay on topic.	<ul style="list-style-type: none">Takes turns and contributes at the appropriate time when engaging with others in a variety of contexts.Listens and responds appropriately to others in a respectful way, for example, by nodding or agreeing, asking and answering questions.Applies a few techniques (verbal and non-verbal) when engaging with others, for example, vocabulary, eye contact, expression and/or body language.
	Finding and using information - when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary	<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> LIT 1-04a <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> LIT 1-05a <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> LIT 1-06a	When listening and talking about spoken texts learners may: - use new vocabulary which they have had repetitive exposure to - show interest in new information by asking questions - identify and recall information that is of interest to them - talk about ideas and objects - talk about things that go together - categorise groups of ideas and objects - use pictures, images and props to sequence a familiar text.	When listening and talking about spoken texts learners may: - summarise the main ideas using their own words e.g. "He's an owl who is scared of the dark." - identify differences between groups of ideas/objects - use ideas from a familiar text to support the substitution of a character, event or setting - be able to put observations into categories e.g. when given two pictures and a selection of describing words they are able to organise them into which category they belong to.	When listening and talking about spoken texts learners may: - retell the main ideas in sequential order using an appropriate amount of detail for an unfamiliar listener - identify similarities between groups of ideas/objects - use ideas from a familiar text to support the creation of a new text with a similar structure/genre - be able to identify details e.g. Feelings of main characters, descriptions of settings.	<ul style="list-style-type: none">Identifies the purpose and main ideas of spoken texts and uses the information gathered for a specific purpose.Makes relevant notes under given headings and can use these for different purposes.Uses notes to create and sequence new texts.
	Understanding, analysing and evaluating - investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes	<i>I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.</i> LIT 1-07a <i>To help me develop an informed view, I am learning to recognise the difference between fact and opinion.</i> LIT 1-08a	When listening and talking about spoken texts learners may: - understand and ask 'when' and 'what happened' questions - make predictions - say what they think about the text/topic - recognise that what someone else has said is different from what they might think and will comment on this e.g. "No! I think Kipper is the funniest."	When listening and talking about spoken texts learners may: - understand and ask 'how' and 'why' questions from their own perspective - make inferences e.g. say why someone did something, say how someone feels from a simple description - acknowledge different opinions and recognise simple facts e.g. "I think Kipper wore the best outfit in the competition but they think that Chip wore the best outfit, but the winner was Biff."	When listening and talking about spoken texts learners may: - understand and ask 'how' and 'why' questions and can consider others' perspectives - make inferences and can explain their reasoning e.g. say why someone did something based on previous events - identify and sort statements into those which are factual and those which are opinion.	<ul style="list-style-type: none">Asks and responds to different types of questions to show understanding of the main ideas of spoken texts.Recognises simple differences between fact and opinion in spoken texts.
	Creating texts - applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary	<i>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.</i> LIT 1-09a <i>I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required.</i> LIT 1-10a	When playing and talking together learners may: - use body language to support what they're saying - use sequencing language (first, next, now etc.) to describe a picture they have created and the marks that they have made - talk about the past, present and future: may have some inaccuracies. - use well-formed sentences: may have some grammatical immaturities; 'failed' - play with others in a role play environment, contributing their own ideas in small group play - use new vocabulary which they have had repetitive exposure to.	When playing and talking together learners may: - use eye contact, facial expression and body language to support what they're saying (following an adult model) - use simple sentences to describe what they are doing or have just done in a logical sequence using concepts of first, next, now etc. - make mistakes when talking about the order of what they have done and begin to correct themselves e.g. "First we planted the seed, no I mean; first we put soil in the pots." - use well-formed sentences - contributes own ideas in group discussion within a topic that has been given to them, using objects/pictures/props to support their choice e.g. from a selection of pictures can choose a piece of equipment for the new playground and give a reason for their selection - use new vocabulary which they have had repetitive exposure to.	When playing and talking together learners may: - use eye contact, facial expression and body language to support what they're saying within pairs and small groups - speak in a clear logical sequence giving lots of detail, e.g. can talk in detail about what happened at the weekend without need for further clarification - use complex sentences which include a range of conjunctions, adjectives and adverbs - contribute own ideas in group discussion within a topic that has been given to them, using objects/pictures/props to support their choice, giving reasons why one option is better than another e.g. from a selection of materials can choose which would be best to build an animal shelter and provide a reason why it is the best option.	<ul style="list-style-type: none">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.

Once you have identified the learner's stage of development, click the corresponding link at the top to take you to the reference tool.

FIRST LEVEL: Reading

	Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	First * <u>I am aware</u>	First ** <u>I understand</u>	First *** <u>I use with understanding</u>	End of Level [Benchmark] <u>I apply</u>
			What might you see in your interactions and observations?	What might you see in your interactions and observations?	What might you see in your interactions and observations?	Benchmarks to support practitioners' professional judgement of achievement of a level
Reading – First Level	Enjoyment and choice - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	<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	Learners may show an interest in and engage with texts by: - choosing to look or listen to the same text many times and showing enjoyment, - sharing what they like about a favourite text, e.g. 'I really like this book because it's about dinosaurs.' - talking about the text and relating it to personal experiences - talking about the features of a text, e.g. identify the author following an adult modelling/ prompting.	Learners may show an interest in and engage with texts by: - making an informed choice by looking at the cover, title, illustrations, preference of text type - listening to the recommendations of and giving recommendations to others, discussing parts of the text which they enjoyed or found interesting - engaging with a selected text for a short period of time.	Learners may show an interest in and engage with texts by: - making an informed choice by considering a particular author, the blurb, preference of text type - listening to and considering the recommendations that others make - giving recommendations to others, explaining their preferences based on author and text type - engaging with a selected text a short period of time.	<ul style="list-style-type: none"> Selects different texts regularly for enjoyment or for a specific purpose using, for example, cover, title, author, illustrator and/or blurb. Explains preferences for particular texts and authors.
	Tools for reading - to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning	<i>I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression.</i> ENG 1-12a <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> LIT 1-13a	When engaging with texts learners may: - link the phoneme to the grapheme (sound to the letter or letters) - read words by blending the sound the letter(s) make together - spell words by breaking the word down into individual sounds, and using the letter(s) that represent the sounds to build the word - read a sentence from left to right and top to bottom, using spaces to know where one word ends and another begins - use punctuation, e.g. the full stop, to read with expression and fluency following adult modelling and explicit teaching - use the terms 'first', 'next', 'then', 'after that', 'last' to sequence a text, using pictures/ visuals to support - understand and ask 'who', 'where', 'when' and 'what happened' questions about a text - make predictions - say what they think about the text - talk about things that go together, making connections.	When engaging with texts learners may: - read an unfamiliar word (cv, cvc, ccvc, cvcc: c = consonant; v = vowel) by blending the phonemes (sounds) together to read the word - phonetically spell unfamiliar words (cv, cvc, ccvc, cvcc: c = consonant; v = vowel) by breaking the word down into individual sounds, and using the letter(s) that represent the sound to build the words - read sentences word by word, sometimes pausing when sounding out an unfamiliar word - use punctuation, e.g. the full stop and question mark, to read with expression and fluency, i.e. raising intonation on questions, pausing at full stops etc. - summarises the main ideas using their own words, e.g. "He's an owl who is scared of the dark." - understand and ask 'why' and 'how' questions about the text - make inferences, e.g. say why someone did something, say how someone feels from a simple description.	When engaging with texts learners may: - read an unfamiliar multisyllabic word (with at least four phonemes) by blending the phonemes (sounds) together to read the word - phonetically spell unfamiliar words (with at least four phonemes) by breaking the word down into individual sounds, and using the letter(s) that represent the sound to build the word - read words which are considered high frequency and have been read repeatedly without having to pause to decode - read a paragraph with expression and fluency using punctuation, e.g. full stop, exclamation/ question mark - retell the main ideas in sequential order using an appropriate amount of detail - understand and ask 'how' and 'why' questions and consider others' perspectives - make inferences and explain their reasoning, e.g. say why someone did something based on previous events.	<ul style="list-style-type: none"> Reads aloud a familiar piece of text adding expression and can show understanding. Reads an increasing number of common/high frequency words, key reading words, core topic words and words of personal significance. Uses a range of word recognition strategies independently. Decodes unknown words by locating and pronouncing familiar letter patterns and blends. Uses context clues to read and understand texts. Uses punctuation and grammar to read with understanding and expression.
	Finding and using information - when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary	<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> LIT 1-14a <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> LIT 1-15a	When engaging with texts learners may: - identify and recall information - talk about things that go together, making connections - categorise groups of ideas and objects - use pictures, images and props to sequence a familiar text - locate information in the text using headings and pictures - make notes using key words and pictures.	When engaging with texts learners may: - summarises the main ideas using their own words, e.g. "He's an owl who is scared of the dark." - identify differences between groups of ideas/ objects - locate information in the text using headings/ subheadings and pictures - be able to put observations into categories, e.g. when given two pictures and a selection of describing words they are able to make notes, organising them into which category they belong to.	When engaging with texts learners may: - retell the main ideas in sequential order using an appropriate amount of detail for an unfamiliar listener - identify similarities between groups of ideas/ objects - locate information in the text using headings/ subheadings, diagrams and the contents/ index pages - be able to identify key details and make notes using headings/ subheadings and diagrams e.g. feelings of main characters, descriptions of something/ someone.	<ul style="list-style-type: none"> Identifies and finds key information in fiction and non-fiction texts using content page, index, headings, sub-headings and diagrams to help locate information. Makes notes under given headings for different purposes.
	Understanding, analysing and evaluating - investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes	<i>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text.</i> LIT 1-16a <i>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.</i> ENG 1-17a <i>To help me develop an informed view, I can recognise the difference between fact and opinion.</i> LIT 1-18a <i>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.</i> ENG 1-19a	When engaging with texts learners may: - use the terms 'first', 'next', 'then', 'after that', 'last' to sequence a text - use pictures, images and props to sequence a familiar text - talk about the past, present and future: may have some inaccuracies - understand and ask 'who', 'where', 'when' and 'what happened' questions about a text - make simple predictions based on prior knowledge and experiences - say what they think about the text/ topic - talk about things that go together, making connections - recognise that what someone else has said is different from what they might think and will comment on this, "No! I think Kipper is the funniest!" - talk about the text and relate it to personal experiences - talk about the features of a text, e.g. identify the author	When engaging with texts learners may: - summarise the main ideas using their own words, e.g. "He's an owl who is scared of the dark." - identify differences between groups of ideas/ objects - make inferences, e.g. say why someone did something, say how someone feels from a simple description, say why they think the author uses a word, phrase or image - understand and ask 'who', 'where', 'when', 'what happened', 'how' and 'why' questions from their own perspective - acknowledge different opinions and recognise simple facts e.g. "I think Kipper wore the best outfit in the competition but they think that Chip wore the best outfit, but the winner was Biff." - make comments about the text and link to personal experiences e.g. "I've got a book about pyramids at home." and "That happened to me before when I was at the park."	When engaging with texts learners may: - retell the main ideas in sequential order using an appropriate amount of detail for an unfamiliar listener - identify similarities between groups of ideas/ objects - understand and ask 'who', 'where', 'when', 'what happened', 'how' and 'why' questions and can consider others' perspectives - make inferences and can explain their reasoning e.g. say why someone did something based on previous events - say what or who they think that the author has created the text for, or why the author has included something - identify and sort statements into those which are factual and those which are opinion - make comments about the text and linking to prior knowledge e.g. "The same happened in the other book that we read about the penguin." and "That is a... I know that because we learnt about the ... before."	<ul style="list-style-type: none"> Identifies the main ideas of texts. Makes appropriate suggestions about the purpose of a text. Answers literal, inferential and evaluative questions about texts. Asks questions to help make sense of a text. Recognises the difference between fact and opinion. Offers own ideas about characters, writer's use of language, structure and/or setting. Offers own ideas about the writer's message and, when appropriate, relates these to personal experiences.

Once you have identified the learner's stage of development, click the corresponding link at the top to take you to the reference tool.



FIRST LEVEL: Writing

Writing – First Level	Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	First * <u>I am aware</u>	First ** <u>I understand</u>	First *** <u>I use with understanding</u>	End of Level [Benchmark] I apply
			What might you see in your interactions and observations?	What might you see in your interactions and observations?	What might you see in your interactions and observations?	Benchmarks to support practitioners' professional judgement of achievement of a level
	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	Learners may: - choose to communicate information within play, using images and their knowledge of phonemes (sounds) and graphemes (letters) to write individual words and/or a sentence e.g. a sign, a list, a piece of narrative - use pictures, images and props to retell a familiar text - innovate a familiar text by substituting the character(s)/ setting and uses pictures, images and props to share their text.	Learners may: - during free writing, write about a topic that interests them using topic words/ a number of sentences (at least 4)/ images/ diagrams [there may be some technical inaccuracies] - retell a familiar text with accuracy using a visual prompt, i.e. a story map - innovate a familiar text by substituting character(s)/ setting/ events and uses images, words and sentences to share their text.	Learners may: - during free writing, write about a topic that interests them using punctuated sentences and visuals [there may be some technical inaccuracies] - retell the main ideas of a text (using a visual prompt, i.e. a story map) in sequential order using an appropriate amount of detail for an unfamiliar listener - innovate a familiar text by adding/ altering character(s)/ setting/ events/ point of view, using sentences/ paragraphs/ images to share their text - choose to display their texts in a variety of ways according to purpose and audience e.g. – poster, story, leaflet.	<ul style="list-style-type: none"> Creates texts selecting subject, purpose, format and resources for a range of purposes and audiences.
	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 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> LIT 1-21a <i>I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense.</i> LIT 1-22a <i>Throughout the writing process, I can check that my writing makes sense.</i> LIT 1-23a <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> LIT 1-24a	Learners may: - link the phoneme to the grapheme (sound to the letter or letters) - spell words by breaking the word down into individual sounds, and using the letter(s) that represent the sounds to build the word - say the name of all of the letters in the alphabet - use sentences with nouns and verbs - write a sentence using a capital letter at the beginning and for proper nouns, and a full stop - use simple conjunctions in their talking to link ideas and join sentences (and, but, because) - join 'and' to join two short sentences together in writing - write words from left to right and top to bottom, leaving a space between words - read what they have written from left to right and top to bottom, using spaces to know where one word ends and another begins - write letters legibly - begin with a picture or diagram, describing this orally before adding text to describe their picture/ diagram.	Learners may: - phonetically spell unfamiliar words (cv, cvc, cvcc, cvcc: c = consonant; v = vowel) by breaking the word down into individual sounds, and using the letter(s) that represent the sound to build the words - organise a list of words (with differing initial letters) alphabetically and locate these in a dictionary - use sentences with nouns, verbs, and adjectives - write a number of sentences (at least 4) using capital letters, full stops and question marks - use more complex conjunctions in their talking, e.g. then, so, in order to, following an adult model. - use simple conjunctions in their writing to link ideas and join sentences, e.g. and, but, because - read each sentence out loud that they have written and point out where punctuation or a word is missing - write letters that are sized and words that are spaced consistently - select an image that complements what they have written.	Learners may: - phonetically spell unfamiliar words (with at least four phonemes) by breaking the word down into individual sounds, and using the letter(s) that represent the sound to build the word - spell words which are considered high frequency with accuracy - organise a list of words (with the same initial letter) alphabetically and locate these in a dictionary - use sentences with nouns, verbs, adjectives and adverbs - write sentences as part of a paragraph using capital letters, full stops, question marks, exclamation marks and commas when used in lists, reading out loud to identify technical inaccuracies - use sophisticated conjunctions to join ideas and thoughts in spoken speech, e.g. in order to, however, instead of, following an adult model - join short sentences with a conjunction, e.g. and, then, but, so, when, because - write using joined script, positioning appropriately on the line - identify where images/ diagrams are best placed in the text depending on the format, e.g. images within a newspaper article.	<ul style="list-style-type: none"> Spells most commonly used words correctly. Spells most vocabulary used across the curriculum correctly. Uses knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words. Uses knowledge of the alphabet to locate words in a dictionary or other reference source to help spell tricky or unfamiliar words. Writes independently, punctuating most sentences accurately, for example, using a capital letter, full stop, question mark or exclamation mark. Links sentences using common conjunctions, for example, and, because, but or so. Starts sentences in a variety of ways to engage the reader. Checks writing to ensure it makes sense. Presents writing in a clear and legible way using images and other features as appropriate.
	Organising and using information - considering texts to help create short and extended texts for different purposes	<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> LIT 1-25a <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> LIT 1-26a	When creating texts learners may: - begin with a picture or diagram, describing this orally before adding text to describe - use the terms 'first', 'next', 'last' to create a text with a beginning, middle and end - use images and key words to make notes and plan each step in sequence - use simple present (I play), present continuous (I am playing) and simple past (I played) tenses: may be some inaccuracies - use plurals of commonly used words, e.g. socks - use new vocabulary which they have had repetitive exposure to.	When creating texts learners may: - use the terms 'first', 'next', 'then', after that', 'last/finally' to plan and create a five part text - select words/ phrases and complementary images to make notes and plan each step in a five part text sequence - use simple present, past and future (I play, I played, I will play) and present/ past continuous (I am playing, I was playing): may be some inaccuracies - uses articles 'a' and 'an' (a ball, an apple): may be some inaccuracies - use relevant vocabulary which they have had repeated exposure to.	When creating texts learners may: - use key words/ phrases and images/ diagrams to plan and make notes describing the 'who', 'where', 'when', 'what happened' for a text - use simple and continuous present and past tenses - use perfect present (I have walked) and perfect past (I had walked) tenses: may be some inaccuracies - uses common contractions (I've, she's, they're) - use headings to organise information in topic paragraphs - uses high frequency words and topic vocabulary which they have had repeated exposure to.	<ul style="list-style-type: none"> Plans and organises ideas and information using an appropriate format. Makes notes to help plan writing and uses them to create new texts. Includes relevant information in written texts. Organises writing in a logical order and as appropriate to audience. Uses relevant and/or interesting vocabulary as appropriate for the context.
	Creating texts - considering texts to help create short and extended texts for different purposes	<i>I can convey information, describe events or processes, share my opinions or persuade my reader in different ways.</i> LIT 1-28a / LIT 1-29a <i>I can describe and share my experiences and how they made me feel.</i> ENG 1-30a <i>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.</i> ENG 1-31a	When creating texts learners may: - innovate a familiar fiction text by substituting the character(s)/ setting and uses pictures, images and props to share their text - innovate a non-fiction text by substituting ideas with their own experiences using pictures, images and props to share their text - begin with a picture or diagram, describing this orally before adding text to describe, appropriate to text type - say what they think about a topic - in sentences with nouns and verbs, say who is in their story, where it is taking place, when it is taking place and what is happening - use new vocabulary which they have had repetitive exposure to.	When creating texts learners may: - innovate a familiar fiction text by substituting character(s)/ setting/ events and uses images, words and sentences to share their text - innovate a non-fiction text by substituting ideas with information about a topic that they are interested in/ have knowledge about using images, words and sentences to share their text - use a structural template/ graphic organiser to organise ideas and sentences and images, appropriate to the text type - say what they think about a topic and why they think it, they may link this to personal experiences - in sentences with nouns and verbs, say who is in their story, where it is taking place, what is happening and adjectives to describe their characters and settings - use topic relevant vocabulary which they have had repeated exposure to.	When creating texts learners may: - innovate a familiar fiction text by adding/ altering character(s)/ setting/ events/ point of view, using sentences/ paragraphs/ images to share their text - innovate a non-fiction text by substituting/ adding/ altering ideas with information about a topic that they have knowledge about using sentences/ paragraphs/ images to share their text - use a structural template/ graphic organiser to organise images, topic paragraphs and ideas into themes with headings, appropriate to text type - say what they think about a topic and give a reason why other people should think that too, they may link this to personal experiences - in sentences with nouns and verbs, say who is in their story, where it is taking place, when it is taking place, what is happening, adjectives to describe their characters and settings and adverbs to describe what is happening - use high frequency words and topic/ text type related vocabulary which they have had repeated exposure to.	<ul style="list-style-type: none"> Creates a variety of texts for different purposes. <p>When writing to convey information, describe events or processes, share opinions or persuade readers in different ways:</p> <ul style="list-style-type: none"> Selects, organises and conveys information in different ways. Uses vocabulary and language for specific purposes. Shares own viewpoint and makes one or two attempts to persuade the reader as appropriate to the purpose. <p>When writing to describe and share experiences:</p> <ul style="list-style-type: none"> Writes about personal experiences in a logical order, using appropriate vocabulary to describe feelings, thoughts and events. <p>When writing imaginatively and creatively:</p> <ul style="list-style-type: none"> 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.

Once you have identified the learner's stage of development, click the corresponding link at the top to take you to the reference tool.

SECOND LEVEL: Listening and Talking

	Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	Second * I am aware	Second ** I understand	Second *** I use with understanding	End of Level [Benchmark] I apply
			What might you see in your interactions and observations?	What might you see in your interactions and observations?	What might you see in your interactions and observations?	CfE Benchmarks to support practitioners' professional judgement of achievement of a level
Listening and Talking – Second Level	Enjoyment and choice - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	<i>I regularly select and listen to, or watch texts which I enjoy and find interesting, and I can explain why I prefer certain choices.</i> <i>I regularly select subject, purpose, format and resources to create texts of my choice.</i> LIT 1-01a / LIT 2-01a	Learners may engage in spoken texts by: - choosing a text and explaining their choice, e.g. relating texts to their interests/class topic/personal experience - making comments about the text and linking to prior knowledge e.g. "A pyramid is a 3D shape."	Learners may engage in spoken texts by: - choosing a text and justify why they have chosen this text over others e.g. 'I chose this video clip because they are a scientist and know lots about the solar system' - choosing a text for the purpose of gaining information for their own learning related to interests/topic - making comments about the text, recognising gaps in their knowledge of the topic e.g. When learning about dinosaurs, a pupil may identify that they don't know the meaning of omnivore and therefore can't fully understand the meaning of the text.	Learners may engage in spoken texts by: -choosing a text for the purpose of gaining information to share with others in different contexts -choosing texts which provide information that relates to gaps in their own knowledge -when identifying gaps in their knowledge or understanding, select texts which supports their understanding by providing the relevant information. e.g. When learning about dinosaurs, a pupil may identify that they don't know the meaning of omnivore and with support, if necessary, can select a text to find out about omnivores.	<ul style="list-style-type: none">• <i>Selects spoken texts regularly for enjoyment or to find information for a specific purpose. Explains preferences</i>
	Tools for listening and talking - to help me when interacting or presenting within and beyond my place of learning	<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> LIT 2-02a <i>I can recognise how the features of spoken language can help in communication, and I can use what I learn. I can recognise different features of my own and others' spoken language.</i> ENG 2-03a	When listening and talking about spoken texts learners may: - make relevant comments during conversation - state their opinion with simple attempts to persuade others and/or counter the opposing viewpoint - share opposing ideas which might result in tension between conversation partners - ask and answer relevant questions to gain further information and/or ask the speaker to repeat information to provide clarification - recognise that they agree with others' opinion and ideas e.g. "That's my favourite bit too!" - use eye contact, facial expression and body language to support what they are saying - use relevant vocabulary according to context.	When listening and talking about spoken texts learners may: - make relevant comments that refer directly or reflect upon what others have just said - change their mind or viewpoint following listening to others' ideas - share opposing ideas using respectful phrases (following an adult model) - ask the speaker to expand on information and /or explain the meaning of words to provide clarification, e.g. "Can you tell me more about? What does X mean?" - explain why they agree with others' opinion and ideas - recognise when others are not listening and may become frustrated - recognise and comment on how other people's communication style and content differs according to audience and purpose.	When listening and talking about spoken texts learners may: - make relevant comments that refer back to what others have previously said, demonstrating awareness of others' perspectives and values - say why they've changed their mind about something. This may be following a discussion with peers or use of spoken text - share opposing ideas, acknowledging the ideas of others' and provide respectful and justified reasons - check their own understanding by asking for clarifications e.g. Do you mean...? - provide additional information that supports others' opinions and ideas - adapt eye contact, facial expression and body language when they realise the audience is losing interest - adapt communication style and content according to audience and purpose e.g. formal style adopted for class presentation, vocabulary picked according to the audience.	<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>
	Finding and using information - when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary	<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> LIT 2-04a <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> LIT 2-05a <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> LIT 2-06a	When listening and talking about spoken texts learners may: - recognise that spoken texts have different purposes (when supported by an adult) e.g. to persuade, to inform and to entertain - identify and retell some of the main ideas in sequential order using an appropriate amount of detail for an unfamiliar listener - use ideas from a familiar text to support the creation of a new text with a similar structure/genre - identify similarities between groups of ideas/objects.	When listening and talking about spoken texts learners may: - be aware of the key features of different purposes of spoken texts. e.g. emotive language for persuasion and humour for entertainment - verbally summarise spoken texts but will still occasionally leave out some important information - identify key words and phrases from a text - identify vocabulary that is unfamiliar to them, and then use strategies to support their own comprehension of these words.	When listening and talking about spoken texts learners may: - identify the purpose of spoken text. E.g. "That was a persuasive advert." - link new learning from a spoken text to both prior knowledge and experiences. e.g. watching a video clip and linking information back to learning that was covered earlier - identify key words and phrases from a text and paraphrase using their own words to explain the text's meaning.	<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>
	Understanding, analysing and evaluating - investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes	<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> LIT 2-07a <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> LIT 2-08a	When listening and talking about spoken texts learners may: - remember and recall information when questioned and ask questions for clarification of new learning. e.g. "What does collaboration mean?" - understand and ask 'how' and 'why' questions and can consider others' perspectives - make inferences and can explain their reasoning e.g. say why someone did something based on previous events - identify and sort statements into those which are factual and those which are opinion.	When listening and talking about spoken texts learners may: - make judgements about the text and may be able to explain their reasoning in simple terms. e.g. "I think the metal bridge will hold the most weight because metal is strong" - ask questions to find out more information before making a judgement - identify and sort statements into those which are factual and those which are opinion and provide a reason for their decision.	When listening and talking about spoken texts learners may: - make judgements using their own prior knowledge and values, and can explain their reasoning. e.g. "I think that the metal bridge will hold the most weight because metal is the strongest material compared to the other options." - ask questions that demonstrate they are making connections to prior learning and new ideas and/or to gain other people's perspectives. e.g. "How does this relate to ..?" "What do you think about...?" - recognise that some sources are reliable and some may not be, e.g. fake news, Wikipedia.	<ul style="list-style-type: none">• <i>Asks and responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of spoken texts.</i>• <i>Identifies the difference between fact and opinion with suitable explanation.</i>
	Creating texts - applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary	<i>When listening and talking with others for different purposes, I can:</i> - share information, experiences and opinions; - explain processes and ideas; - identify issues raised and summarise main points or findings and - clarify points by asking questions or by asking others to say more. LIT 2-09a <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> LIT 2-10a/ LIT 3-10a	When listening and talking about spoken texts learners may: - use eye contact, facial expression and body language to support what they're saying - speak in a clear logical sequence giving lots of detail, e.g. can talk in detail about what happened at the weekend without need for further clarification - begin to experiment with using more complex vocabulary but may still use this in the wrong context - contribute own ideas in group discussion within a topic that has been given to them, using objects, pictures and props to support their choice, giving reasons why one option is better than another e.g. from a selection of materials can choose which would be best to build an animal shelter and provide a reason why it is the best option.	When listening and talking about spoken texts learners may: - use exaggerated intonation to stress key points and reinforce their own opinion and to persuade - adapt volume according to context e.g. speak louder in a noisy environment - identify content to include in a presentation and seek sources for gathering information if needed. - use complex vocabulary but with limited awareness of listener comprehension - need adult or peer guidance to select a range of appropriate resources that support their spoken message	When listening and talking about spoken texts learners may: - use pitch and intonation as a tool to convey sarcasm appropriately - adapt volume to support emphasis and engage listeners - use tools to support planning of presentations e.g. PowerPoint, graphic organisers - not accurately stick to a time limit. - make deliberate use of vocabulary to influence others - choose vocabulary according to audience e.g. 'Big' for P1 and 'Gargantuan' for P7 - independently select a range of appropriate resources that support their spoken message e.g. props, video clips, websites, pictures, quotes etc.	<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>

Once you have identified the learner's stage of development, click the corresponding link at the top to take you to the reference tool.

SECOND LEVEL: Reading

	Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	Second * <u>I am aware</u>	Second ** <u>I understand</u>	Second *** <u>I use with understanding</u>	End of Level [Benchmark] I apply
			What might you see in your interactions and observations?	What might you see in your interactions and observations?	What might you see in your interactions and observations?	Benchmarks to support practitioners' professional judgement of achievement of a level
Reading – Second Level	Enjoyment and choice - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	<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	Learners may show an interest in and engage with texts by: - making an informed choice by considering a particular author, the blurb, preference of text type or linked to a topic that they are guided to - giving recommendations to others, explaining their preferences based on author, text type or theme - engaging with a selected text for a sustained period.	Learners may show an interest in and engage with texts by: - make an informed choice and justify why they have chosen this text over others, e.g. 'I chose this text because the author is a scientist who knows a lot about the solar system.' - choosing a text for the purpose of gaining information for their own learning related to interests/ topics - making comments about the text, recognising gaps in their knowledge of the topic e.g. When learning about dinosaurs, a pupil may identify that they don't know the meaning of omnivore and therefore can't fully understand the meaning of the text - engaging with a selected text for a sustained period.	Learners may show an interest in and engage with texts by: - make an informed choice, choosing a text for the purpose of gaining information to share with others in different contexts - choose and engage with texts which provide information that relates to gaps in their knowledge - when identifying gaps in their knowledge or understanding, select texts which support their understanding by providing the relevant information, e.g. When learning about dinosaurs, a pupil may identify that they don't know the meaning of omnivore and with support, if necessary, can select a text to find out about omnivores.	<ul style="list-style-type: none"> Selects texts regularly for enjoyment or to find information for a specific purpose. Explains preferences for particular texts, authors or sources with supporting detail.
	Tools for reading - to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning	<i>Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.</i> ENG 2-12a / ENG 3-12a / ENG 4-12a <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	When engaging with texts learners may: - use phoneme/ grapheme knowledge and blending skills to read continuous texts containing multisyllabic and unfamiliar words quickly and accurately - read with fluency by adjusting volume and pitch for expression - recognise when meaning breaks down when reading: pausing, re-reading and using contextual knowledge/ clues - locate information by skimming and scanning the text, using headings, sub-headings and diagrams - make predictions and inferences and explain their reasoning, connecting this to the text - remember and recall information when questioned and ask questions for clarification of new learning.	When engaging with texts learners may: - use phonic and morphemic knowledge, and contextual knowledge to read unfamiliar words quickly and accurately, e.g. uses knowledge of 'explosion' to decode 'explosive' and uses context and knowledge of metaphorical use of language to understand 'explosive outburst' - read with fluency using punctuation, e.g. commas and inverted commas, and the author's use of descriptive language to adjust volume and pitch and intonation for expression - skim and scan the text in order to identify the author's main ideas - ask questions to find out more before making a judgement - make judgements about the text using their contextual knowledge and may explain their reasoning in simple terms.	When engaging with texts learners may: - show their understanding of the author's purpose of use of language to read with fluency and expression, adjusting their pace, volume, pitch and intonation accordingly - make predictions using their own prior contextual knowledge and skim and scan texts to identify key words, paraphrasing the main ideas using their own words to explain the text's meaning - ask questions that demonstrate they are making connections to prior learning and new ideas and/ or to gain other people's perspectives, e.g. 'How does this relate to...?' 'What do you think about...?' - make judgements using their own prior contextual knowledge and values, and can explain their reasoning.	<ul style="list-style-type: none"> Reads with fluency, understanding and expression using appropriate pace and tone. Uses knowledge of context clues, punctuation, grammar and layout to read unfamiliar texts with understanding. Applies a range of reading skills and strategies to read and understand texts, for example, skimming, scanning, predicting, clarifying and/or summarising
	Finding and using information - when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary	<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> LIT 2-14a <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> LIT 2-15a	When engaging with texts learners may: - locate information by skimming and scanning the text, using headings, sub-headings, diagrams and contents/ index pages - retell the main ideas of a text in sequential order, referring to the text, using an appropriate amount of detail for an unfamiliar listener - identify the similarities and differences between groups of ideas and objects from more than one source, using language and text features, making notes using headings/ subheadings, lists and diagrams.	When engaging with texts learners may: - skim and scan the text in order to identify the author's main ideas - identify key words and phrases from the text to use when summarising the main ideas of texts in sequential order - identify the similarities and differences from more than one source, using language and text features, making notes to show their awareness of the key features used in individual texts or across texts, e.g. using a graphic organiser to identify examples of emotive language to persuade.	When engaging with texts learners may: - make predictions using their own prior contextual knowledge and skim and scan texts to identify key words and phrases, paraphrasing the main ideas using their own words to explain the text's meaning - link new learning from a text to prior learning and experiences, describing how this is connected - identify the purpose of more than one source, e.g. to persuade, using language and text features, and make notes, paraphrasing the main ideas using their own words and using examples from the text as evidence.	<ul style="list-style-type: none"> Skims texts to identify purpose and main ideas. Scans texts to find key information. Finds, selects and sorts relevant information from a range of sources. 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.
	Understanding, analysing and evaluating - investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes	<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> LIT 2-16a <i>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>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> LIT 2-18a <i>I can:</i> <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; and discuss the writer's style and other features appropriate to genre. ENG 2-19a	When engaging with texts learners may: - locate information by skimming and scanning the text, using headings, sub-headings, diagrams and contents/ index pages - retell the main ideas of a text in sequential order, referring to the text, using an appropriate amount of detail for an unfamiliar listener - identify simple language and text features that signify purpose, e.g. diagrams or dialogue - identify the similarities and differences between groups of ideas and objects from more than one source using language and text features - find examples of how an author has used a technique, e.g. similes, and reflect on the effect it has on them as the reader - compare and contrast texts on the same topic to identify how authors represent the same ideas differently, connect to prior contextual knowledge and experiences where appropriate - identify and sort statements into those which are factual and those which are opinion, making reference to the language used by the author - remember and recall information when questioned - make inferences and explain their reasoning, connecting this to the text - state their opinion with simple attempts to persuade others and/or counter an opposing viewpoint - ask and answer relevant questions to gain further information and/or to provide clarification - recognise when meaning breaks down when reading: pausing, re-reading and using contextual knowledge/ clues.	When engaging with texts learners may: - skim and scan the text in order to identify the author's main ideas - identify key words and phrases from the text to use when summarising the main ideas of texts in sequential order, accurately retelling a text with most of the relevant details - use knowledge of the features of text to build meaning, e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument - identify the similarities and differences from more than one source, using language and text features to show their awareness of the key features used in individual texts or across texts - find examples of how an author has used a technique, e.g. similes, metaphors and personification, the effect it has on them as a reader, and their reasons why the author has used them - evaluate the accuracy of texts on the same topic, identifying and sorting statements into those which are factual and those which are opinion, providing reasons for their decision - ask questions to find out more before making a judgement - make judgements about the text using their contextual knowledge and may explain their reasoning in simple terms - make relevant comments that refer directly to and reflect engagement with the text - pose and ask literal and inferential questions to gain further information, to provide clarification and prompt reflection - change their viewpoint after listening to the ideas, reflections and evidence presented by others.	When engaging with texts learners may: - make predictions using their own prior contextual knowledge and skim and scan texts to identify key words and phrases, paraphrasing the main ideas using their own words to explain the text's meaning - link new learning from a text to prior learning and experiences, describing how this is connected - compares how language used in texts serves different purposes, e.g. identifies how descriptive language is used differently in information and persuasive texts, depending on the purpose - identify the purpose of more than one source, e.g. to persuade, using language and text features, and paraphrases the main ideas using their own words and using examples from the text as evidence - evaluate the features an author uses, e.g. similes, metaphors, personification, alliteration and onomatopoeia, the effect it has on them as a reader, and their reasons why the author has used them - evaluate reliability, recognising that some resources are reliable and some may not be, using evidence from more than one source to justify their opinion - ask questions that demonstrate they are making connections to prior learning and new ideas and/ or to gain other people's perspectives, e.g. 'How does this relate to...?' 'What do you think about...?' - make judgements using their own prior contextual knowledge and values, and can explain their reasoning - pose and ask literal, inferential and evaluative questions using texts to gain further information to provide clarification and prompt reflection - say why they change their mind about something – this may be after hearing the views and evidence presented by others.	<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. 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.

Once you have identified the learner's stage of development, click the corresponding link at the top to take you to the reference tool.

Highland Council Literacy and English Progression Framework Early-Second Level (March 2023)

SECOND LEVEL: Writing

Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	Second * <u>I am aware</u>	Second ** <u>I understand</u>	Second *** <u>I use with understanding</u>	End of Level [Benchmark] <u>I apply</u>
		What might you see in your interactions and observations?	What might you see in your interactions and observations?	What might you see in your interactions and observations?	Benchmarks to support practitioners' professional judgement of achievement of a level
Writing – Second Level	Enjoyment and choice - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	Learners may: - find examples of how an author has used a technique, e.g. similes, and innovate the technique using their own examples - when creating a text for a specific purpose, e.g. instructions, innovate an existing text using the text features by substituting/ adding/ altering ideas with a topic that they have an interest in/ knowledge about - innovate a familiar text by switching the genre, e.g. changing a story to a newspaper report, using the text features.	Learners may: - find examples of how an author has used a technique, e.g. similes, metaphors and personification, and innovate a text by replicating the technique using their own examples - when creating a text for a specific purpose, e.g. a recount, innovate an existing text using the text features by changing the viewpoint to another character, or reordering events, e.g. flashbacks, with a topic that they have interest in/ knowledge about.	Learners may: - evaluate the features an author uses, e.g. similes, metaphors, personification, alliteration and onomatopoeia, and replicate the technique using their own examples - having engaged with a range of text types for a specific purpose, e.g. adverts, newspaper articles and letters to persuade, select an appropriate text type to innovate with a topic that they have interest in/ knowledge about, and use the text features to write in that style - innovate a familiar text by creating sequels and prequels.	<ul style="list-style-type: none"> Creates texts regularly for a range of purposes and audiences selecting appropriate genre, form, structure and style.
	Tools for writing - using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning	Learners may: - use phoneme/ grapheme knowledge, knowledge of prefixes and suffixes, and segmenting skills to write multisyllabic and unfamiliar words accurately - write sentences as part of a paragraph using capital letters, full stops, question marks, exclamation marks, apostrophes, commas as part of a list - use inverted commas to signify direct speech – may have inaccuracies with punctuation - use sentences of different lengths using nouns, verbs, adjectives, adverbs and similes - use sentences with subordinate clauses, using connectives and sentence signposts - write a paragraph to organise an idea around a theme, using headings where appropriate - write with a fluent, legible, personal handwriting style - use multimodal features to expand ideas in written texts, e.g. diagrams, tables and images.	Learners may: - through their knowledge of the complex code and morphology (roots, prefixes and suffixes) write most words accurately - use commas in sentences with subordinate and embedded clauses - use inverted commas to signify direct speech in both fiction and non-fiction texts - use a range of adverbials in sentences to enhance description and meaning, e.g. time: 'subsequently', place: 'in their environment', meaning: 'excitedly', reason 'due to several factors' - write cohesive paragraphs to develop an idea, using sentences which vary in length, and are opened and connected using connectives and sentence signposts - read a text that they have created to check for accuracy, fluency and meaning, stopping to make notes or change elements along the way - use multimodal features to expand on and complement ideas, e.g. labelled diagrams and images.	Learners may: - use their knowledge of the complex code, morphology (roots, prefixes and suffixes) and etymology (origins) to write most words accurately - use descriptive language and punctuation to 'show not tell', e.g. "A gigantic grin spread across her face, Michelle's eyes lit up, like a sparkler on Bonfire Night." Instead of 'Michelle felt really happy.' - use direct and indirect speech in both fiction and non-fiction texts - link ideas across paragraphs using a wider range of cohesive devices, i.e. semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials, such as on the other hand, in contrast, or as a consequence), and elision (e.g. layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text - evaluate their accuracy, fluency and meaning as they write, stopping as they write to read and edit sentences and paragraphs.	<ul style="list-style-type: none"> Applies knowledge of spelling patterns, rules and strategies to spell most words correctly. 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. Writes most sentences in a grammatically accurate way. Uses sentences of different lengths and types and varies sentence openings. Links sentences using a range of conjunctions. Uses paragraphs to separate thoughts and ideas. Writes in a fluent and legible way. Reviews and corrects writing to ensure it makes sense, is technically accurate and meets its purpose. 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.
	Organising and using information - considering texts to help create short and extended texts for different purposes	When creating texts learners may: - identify and sort statements from a source into those which are factual and those which are opinion, noting those that are factual and using these to create their own text - use a graphic organiser to plan - when creating a text for a specific purpose, e.g. instructions, innovate an existing text using the text features by substituting/ adding/ altering ideas with a topic that they have an interest in/ knowledge about - innovate a familiar text by switching the genre, e.g. changing a story to a newspaper report, using the features - begin to experiment with more complex expressive and descriptive vocabulary, e.g. using ecstatic instead of happy, but may still use this in the wrong context.	When creating texts learners may: - evaluate the accuracy of texts on the same topic, identifying and sorting statements into those which are factual and those which are opinion, noting key statements and using these to create their own text - select a graphic organiser to structure the text whilst planning - when creating a text for a specific purpose, e.g. a recount, innovate an existing text using the text features by changing the viewpoint to another character, or reordering events, e.g. flashbacks, with a topic that they have interest in/ knowledge about - use a range of learnt words used by other authors to enhance description and add credibility to information presented and arguments made.	When creating texts learners may: - evaluate and note reliability of a text, recognising some sources are reliable and others not; use evidence from more than one source to create their own text, acknowledging their sources - having engaged with a range of text types for a specific purpose, e.g. adverts, newspaper articles and letters to persuade, select an appropriate text type to innovate with a topic that they have interest in/ knowledge about; use the features to write in that style, using a graphic organiser to support planning - innovate a familiar text by creating sequels and prequels - make deliberate use of vivid descriptive vocabulary, technical vocabulary and vocabulary that influences others in their own writing, that they have had exposure to when engaging with texts.	<ul style="list-style-type: none"> Uses notes and/or other sources to develop thinking and create new texts. Acknowledges sources making clear where the information came from. Organises information in a logical way. Selects relevant ideas and information. Uses appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience.
	Creating texts - considering texts to help create short and extended texts for different purposes	When creating texts learners may: - find examples of how an author has used a technique, e.g. similes, and innovate the technique using their own examples - begin to experiment with more complex expressive and descriptive vocabulary, e.g. using ecstatic instead of happy, but may still use this in the wrong context - use a five part story structure: introduction, build-up, problem/ dilemma, resolution, ending - use a graphic organiser to plan and organise paragraphs logically separated into beginning, middle section(s) and end, writing paragraphs around an idea or theme, using headings where appropriate - use sentences of different lengths using nouns, verbs, adjectives, adverbs and similes - use sentences with subordinate clauses, using connectives and sentence signposts - use simple present, past and future (I walk, I walked, I will walk) present/past continuous (I am walking, I was walking) and perfect present/ past (I have walked, I had walked) tenses to write predominantly in the first person, and attempts second and third person, may have inaccuracies - present their position and/or opinion, providing reasons as to why others should think that too, linking to facts - use direct speech to develop a character, setting, events – may have inaccuracies with punctuation - when describing, retell the main ideas using an appropriate amount of detail for an unfamiliar listener.	When creating texts learners may: - find examples of how an author has used a technique, e.g. similes, metaphors and personification, and innovate a text by replicating the technique using their own examples - use a range of learnt words used by other authors to enhance description and add credibility to information presented and arguments made - use a five part story structure: introduction, build-up, problem/ dilemma, resolution, ending, which may start at any point, e.g. beginning with a flashback - select a graphic organiser to structure the text whilst planning and organising paragraphs logically separated into beginning, middle section(s) and end, writing cohesive paragraphs to develop ideas with introduction and conclusion - use a range of adverbials in sentences to enhance description and meaning, e.g. time: 'subsequently', place: 'in their environment', meaning: 'excitedly', reason 'due to several factors' - use future continuous/ perfect (You will be walking, He will have walked) tenses: in the first, second and third person may be some grammatical inaccuracies - present their position and/or opinion, providing reasons and using language to convince others, using key statements as evidence - use direct speech in both fiction and non-fiction texts to develop a character, setting, event or concept - when describing, use key words and phrases when summarising the main ideas in sequential order, accurately retelling most of the relevant details.	When creating texts learners may: - evaluate the features an author uses, e.g. similes, metaphors, personification, alliteration and onomatopoeia, and replicate the technique using their own examples - make deliberate use of vivid descriptive vocabulary, technical vocabulary and vocabulary that influences others in their own writing that they have read in other texts - use a five part story structure: introduction, build-up, problem/ dilemma, resolution, ending, and may start at any point including prequels and sequels - link ideas across paragraphs using a wider range of cohesive devices, i.e. semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials, such as on the other hand, in contrast, or as a consequence), and elision (e.g. layout devices, such as headings, introductions/ conclusions, columns, bullets, or tables, to structure text - use rhetorical questions - use a range of tenses – simple, continuous and perfect: past, present, future in the first, second and third person narrative - present their position and/or opinion providing convincing examples and researched evidence from more than one source of information - use direct and indirect speech in both fiction and non-fiction texts to develop a character, setting, event or concept - when describing, summarise the main ideas in sequential order, using relevant details and linking new learning to prior learning/ experiences.	<ul style="list-style-type: none"> Creates a range of short and extended texts regularly for different purposes. Attempts to engage and/or influence the reader through vocabulary and/or use of language as appropriate to genre. <p>When writing to convey information, describe events, explain processes or combine ideas in different ways:</p> <ul style="list-style-type: none"> 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. <p>When writing to persuade, evaluate, explore issues or express an opinion:</p> <ul style="list-style-type: none"> 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. <p>Attempts to use language to influence or persuade the reader, for example, word choice, punctuation, repetition, rhetorical questions and/or emotive language.</p> <p>When writing to describe and share experiences:</p> <ul style="list-style-type: none"> 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. <p>When writing imaginatively and creatively:</p> <ul style="list-style-type: none"> 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.