Benchmarks

Literacy and English

June 2017

Education Scotland
Guidance on using Benchmarks for Assessment

Education Scotland's Curriculum for Excellence (CfE) Statement for Practitioners
(Aug 2016) stated that the two key resources which support practitioners to plan learning, teaching and assessment are:

- **Experiences and Outcomes**
- **Benchmarks**

Benchmarks have been developed to provide clarity on the national standards expected within each curriculum area at each level. They set out clear lines of progression in literacy and English and numeracy and mathematics, and across all other curriculum areas from Early to Fourth Levels (First to Fourth Levels in Modern Languages). Their purpose is to make clear what learners need to know, and be able to do to progress through the levels, and to support consistency in teachers' and other practitioners' professional judgements.

Skills development is integrated into the Benchmarks to support greater shared understanding. An understanding of skills and how well they are developing will enable learners to make links between their current learning and their future career options and employment.

Benchmarks draw together and streamline a wide range of previous assessment guidance (including significant aspects of learning, progression frameworks and annotated exemplars) into one key resource to support teachers' and other practitioners' professional judgement of children and young people's progress across all curriculum areas.

Benchmarks have been designed to support professional dialogue as part of the moderation process to assess where children and young people are in their learning. They will help to support holistic assessment approaches across learning. They should not be ticked off individually for assessment purposes.

Benchmarks for literacy and numeracy should be used to support teachers' professional judgement of achievement of a level. In other curriculum areas, Benchmarks support teachers and other practitioners to understand standards and identify children's and young people's next steps in learning. Evidence of progress and achievement will come from
a variety of sources including:

- observing day-to-day learning within the classroom, playroom or working area;
- observation and feedback from learning activities that takes place in other environments, for example, or on work placements;
- coursework, including tests;
- learning conversations;
- planned periodic holistic assessment; and
- information from standardised assessment.

Benchmarks in curriculum areas

Benchmarks in each curriculum area are designed to be concise and accessible, with sufficient detail to communicate clearly the standards expected for each curriculum level.

Teachers and other practitioners can draw upon the Benchmarks to assess the knowledge, understanding, and skills for learning, life and work which children are developing in each curriculum area.

In secondary schools, Benchmarks can support subject specialist teachers in making robust assessments of learners' progress and the standards they achieve. They will help teachers ensure that learners make appropriate choices and are presented at an appropriate level for National Qualifications in the senior phase. This can help avoid excessive workload for teachers and unnecessary assessments for learners. For example, learners should have achieved relevant Fourth level Experiences and Outcomes before embarking on the National 5 qualifications. Schools should take careful account of this when options for S4 are being agreed. Benchmarks should be used to help with these important considerations.

Literacy and numeracy

In literacy and numeracy, Benchmarks support teachers' professional judgement of achievement of a level. Teachers' professional judgements will be collected and published
at national, local and school levels. It is important that these judgements are robust and reliable. This can only be achieved through effective moderation of planning learning, teaching and assessment.

Achievement of a level is based on teacher professional judgement, well informed by a wide range of evidence. Benchmarks should be used to review the range of evidence gathered
to determine if the expected standard has been achieved and the learner has:

- achieved a **breadth** of learning across the knowledge, understanding and skills as set out in the experiences and outcomes for the level;
- responded consistently well to the level of **challenge** set out in the Experiences and Outcomes for the level and has moved forward to learning at the next level in some aspects; and
- demonstrated **application** of what they have learned in new and unfamiliar situations.

It is not necessary for learners to demonstrate mastery of every individual aspect of learning within Benchmarks at a particular level and before moving on to the next level. However,
it is important that there are no major gaps in children and young people's learning when looking across the major organisers in each curriculum area.

Planning learning, teaching and assessment using the Benchmarks

In addition to the Curriculum for Excellence (CfE) Statement for Practitioners from
HM Chief Inspector of Education, August 2016, on the purpose and use of Benchmarks, teachers and other
practitioners should note the following advice.

KEY MESSAGES – WHAT TO DO	KEY MESSAGES – WHAT TO AVOID
• Use literacy and numeracy Benchmarks to help monitor progress towards achievement of a level, and to support overall professional judgement of when a learner has achieved a level.	• Avoid undue focus on individual Benchmarks which may result in over-assessing or recording of learners' progress.
• Become familiar with other curriculum area Benchmarks over time.	• Avoid the requirement to spend time collating excessive evidence to assess learners' achievement.
• Use Benchmarks to help assess whether learners are making suitable progress towards the national standards expected and use the evidence to plan their next, challenging steps in learning.	• There is no need to provide curriculum level judgements in all curriculum areas – stick to literacy and numeracy.
• Discuss Benchmarks within and across schools to achieve a shared understanding of the national standards expected across curriculum areas.	• Do not create excessive or elaborate approaches to monitoring and tracking.
	• Do not assess Benchmarks individually. Plan periodic, holistic assessment of children and young people's learning.
	• Do not tick off individual Benchmarks.

	Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
Listening and talking	**Enjoyment and choice** - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	*I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn.* *LIT 0-01a / LIT 0-11a / LIT 0-20a* *I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.* *LIT 0-01b / LIT 0-11b* *I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.* *LIT 0-01c*	• *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	*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.* *LIT 0-02a / ENG 0-03a*	• *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	*I listen or watch for useful or interesting information and I use this to make choices or learn new things.* *LIT 0-04a*	• *Understands and responds to spoken texts.* • *Identifies new or interesting information from spoken texts.*

Listening and talking	increasingly complex ideas, structures and specialist vocabulary		
	Understanding, analysing and evaluating - investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes	*To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.* *LIT 0-07a / LIT 0-16a /*ENG 0-17a	• *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	*Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.* *LIT 0-09a* *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.* *LIT 0-09b / LIT 0-31a* *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.* *LIT 0-10a*	• *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.*

	Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
Reading	**Enjoyment and choice** - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	*I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.* *LIT 0-01a / LIT 0-11a / LIT 0-20a* *I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.* *LIT 0-01b / LIT 0-11b*	• *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 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.* ENG 0-12a / *LIT 0-13a / LIT 0-21a*	• *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 use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things.* *LIT 0-14a*	• *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	*To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.* **LIT 0-07a / LIT 0-16a /** ENG 0-17a *I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.* **LIT 0-19a**	• *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.*

	Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
Writing	**Enjoyment and choice** - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	*I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.* *LIT 0-01a / LIT 0-11a / LIT 0-20a*	• *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 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.* ENG 0-12a */ LIT 0-13a / LIT 0-21a* *As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information.* *LIT 0-21b*	• *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	*Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.* *LIT 0-26a*	• *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 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.* *LIT 0-09b / LIT 0-31a*	• *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.*

	Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
Listening and talking	**Enjoyment and choice** - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	*I regularly select and listen to, or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources.* *I regularly select subject, purpose, format and resources to create texts of my choice.* **LIT 1-01a / LIT 2-01a**	• *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	*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.* **LIT 1-02a** I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn. **ENG 1-03a**	• *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.

Listening and talking	**Finding and using information** - when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary	*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.* **LIT 1-04a** *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.* **LIT 1-05a** *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.* **LIT 1-06a**	• *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 can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.* **LIT 1-07a** *To help me develop an informed view, I am learning to recognise the difference between fact and opinion.* **LIT 1-08a**	• *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	*When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more.* *LIT 1-09a* *I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required.* *LIT 1-10a*	• *Communicates clearly and audibly.* • *Contributes to group/class discussions, engaging with others for a range of purposes.* • *Selects and shares ideas/information using appropriate vocabulary in a logical order.* • *Selects and uses, with support, appropriate resources to engage with others, for example, objects, pictures and/or photographs.*

	Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
Reading	**Enjoyment and choice** - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	*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.* *LIT 1-11a / LIT 2-11a*	• *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 can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. ENG 1-12a *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.* *LIT 1-13a*	• *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	*Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.* *LIT 1-14a*	• *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.*

		I am learning to make notes under given headings and use them to understand information, explore ideas and problems and create new texts. *LIT 1-15a*	
Reading	**Understanding, analysing and evaluating** - investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes	*To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text.* *LIT 1-16a* 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. ENG 1-17a *To help me develop an informed view, I can recognise the difference between fact and opinion.* *LIT 1-18a* 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. ENG 1-19a	• *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.

	Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
Writing	**Enjoyment and choice** - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	*I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.* *LIT 1-20a / LIT 2-20a*	• *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 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.* *LIT 1-21a* *I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense.* *LIT 1-22a* *Throughout the writing process, I can check that my writing makes sense.* *LIT 1-23a*	• *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.*

Writing			
		I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features. *LIT 1-24a*	
	Organising and using information **-** considering texts to help create short and extended texts for different purposes	*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.* *LIT 1-25a* *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.* *LIT 1-26a*	• *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 can convey information, describe events or processes, share my opinions or persuade my reader in different ways.* *LIT 1-28a / LIT 1-29a*	• *Creates a variety of texts for different purposes.* *When writing to convey information, describe events or processes, share opinions or persuade readers in different ways:* • *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.*

		I can describe and share my experiences and how they made me feel. ENG 1-30a Having explored the elements which writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/or settings. ENG 1-31a	When writing to describe and share experiences: • Writes about personal experiences in a logical order, using appropriate vocabulary to describe feelings, thoughts and events. When writing imaginatively and creatively: • Creates own texts, for example, stories, poems and plays, with recognisable features of genre. • Creates texts with evidence of structure. • Creates interesting characters through their feelings and actions and physical description.

	Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
Listening and talking	**Enjoyment and choice** - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	*I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources.* *I regularly select subject, purpose, format and resources to create texts of my choice.* *LIT 1-01a / LIT 2-01a*	• *Selects spoken texts regularly for enjoyment or to find information for a specific purpose. Explains preferences.*
	Tools for listening and talking - to help me when interacting or presenting within and beyond my place of learning	*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.* *LIT 2-02a* 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. *ENG 2-03a*	• *Contributes a number of relevant ideas, information and opinions when engaging with others.* • *Shows respect for the views of others and offers own viewpoint.* • *Builds on the contributions of others, for example, by asking or answering questions, clarifying points or supporting others' opinions or ideas.* • *Applies verbal and non-verbal techniques in oral presentations and interactions, for example, vocabulary, eye contact, body language, emphasis, pace and/or tone.* • Recognises some techniques used to engage or influence the listener, for example, vocabulary, emphasis, tone and/or rhetorical questions.

Listening and talking	**Finding and using information** - when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary	*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.* *LIT 2-04a* *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.* *LIT 2-05a* *I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.* *LIT 2-06a*	• *Identifies the purpose of spoken texts with suitable explanation.* • *Identifies the main ideas of spoken texts, with supporting detail, and uses the information gathered for a specific purpose.* • *Makes relevant notes using own words, for the most part, and uses these to create new texts for a range of purposes.*
	Understanding, analysing and evaluating - investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes	*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.* *LIT 2-07a*	• *Asks and responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of spoken texts.* • *Identifies the difference between fact and opinion with suitable explanation.*

		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. *LIT 2-08a*	
	Creating texts **-** applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary	*When listening and talking with others for different purposes, I can:* • *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 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.* *LIT 2-10a / LIT 3-10a*	• *Communicates clearly, audibly and with expression in different contexts.* • *Plans and delivers an organised presentation/talk with relevant content and appropriate structure.* • *Uses suitable vocabulary for purpose and audience.* • *Selects and uses resources to support communication.*

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	Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
Reading	**Enjoyment and choice** - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	*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.* *LIT 1-11a / LIT 2-11a*	• *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	Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. ENG 2-12a / ENG 3-12a / ENG 4-12a *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.* *LIT 2-13a*	• *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 what I know about the features of different types of texts, I can find, select and*	• *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.*

Reading	using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary	*sort information from a variety of sources and use this for different purposes.* *LIT 2-14a* *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.* *LIT 2-15a*	• *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	*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.* *LIT 2-16a* 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. ENG 2-17a *To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being*	• *Identifies the purpose of a text with suitable explanation.* • *Identifies the main ideas of a text with appropriate detail.* • *Makes relevant comments about features of language, for example, vocabulary, sentence structure and punctuation.* • Responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of texts. • Creates different types of questions to show understanding of texts. • *Distinguishes between fact and opinion with appropriate explanation.* • *Recognises techniques used to influence the reader, for example, word choice, emotive language, rhetorical questions and/or repetition.* • *Identifies which sources are most useful/reliable.*

		influenced, and have assessed how useful and believable my sources are. **LIT 2-18a** I can: • discuss structure, characterisation and/or setting; • recognise the relevance of the writer's theme and how this relates to my own and others' experiences; and • discuss the writer's style and other features appropriate to genre. ENG 2-19a	• Makes relevant comments about structure, characterisation and/or setting with reference to the text. • Relates the writer's theme to own and/or others' experiences. • Makes relevant comments about aspects of the writer's style, use of language and other features appropriate to genre, with reference to the text.

	Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
Writing	**Enjoyment and choice** - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	*I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.* *LIT 1-20a / LIT 2-20a*	• *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	*I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources.* *LIT 2-21a* *In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader.* *LIT 2-22a* *Throughout the writing process, I can check that my writing makes sense and meets its purpose.* *LIT 2-23a*	• *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.*

		I can consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. *LIT 2-24a*	
Writing	**Organising and using information** **-** considering texts to help create short and extended texts for different pruposes	*I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text.* *I recognise the need to acknowledge my sources and can do this appropriately.* *LIT 2-25a* *By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.* *LIT 2-26a*	• *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	I am learning to use language and style in a way which engages and/or influences my reader. ENG 2-27a	• *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.

Writing		***I can convey information, describe events, explain processes or combine ideas in different ways.*** ***LIT 2-28a***	***When writing to convey information, describe events, explain processes or combine ideas in different ways:*** • ***Uses appropriate style and format to convey information applying key features of the chosen genre.*** • ***Includes relevant ideas, knowledge and information.*** • ***Organises and presents information in a logical way.*** • ***Uses tone and vocabulary appropriate to purpose.***	
		I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. ***LIT 2-29a***	***When writing to persuade, evaluate, explore issues or express an opinion:*** • ***Presents relevant ideas and information, including supporting detail, to convey view point.*** • ***Organises ideas in a logical way.*** • ***Includes an introduction that makes the topic clear and a conclusion that rounds off the writing.*** • ***Attempts to use language to influence or persuade the reader, for example, word choice, punctuation, repetition, rhetorical questions and/or emotive language.***	
		As I write for different purposes and readers, I can describe and share my experiences, expressing what they made me think about and how they made me feel. ENG 2-30a	When writing to describe and share experiences: • Describes personal experiences, making context and events clear. • Describes thoughts and feelings about the experience. • Attempts to engage and/or influence the reader through vocabulary and/or use of language.	
		Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life. ENG 2-31a	When writing imaginatively and creatively: • Applies a few features of the chosen genre. • Creates interesting characters through, for example, their feelings and actions, physical description and/or dialogue. • Creates setting/context with some descriptive detail. • Attempts to use figurative language (imagery) to engage the reader, for example, simile, metaphor, alliteration and onomatopoeia. • Creates plots with clear structures, for example, suitable opening, turning point, climax and/or satisfactory ending.	

	Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
Listening and talking	**Enjoyment and choice** **-** within a motivating and challenging environment developing an awareness of the relevance of texts in my life	*I regularly select and listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations, and I can give reasons, with evidence, for my personal response.* *I can regularly select subject, purpose, format and resources to create texts of my choice, and am developing my own style.* *LIT 3-01a / LIT 4-01a*	• *Selects spoken texts regularly and describes, with an appropriate explanation, how well a text or source meets needs and expectations.*
	Tools for listening and talking - to help me when interacting or presenting within and beyond my place of learning	*When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.* *I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.* *LIT 3-02a*	• *Contributes regularly in group discussions or when working collaboratively, offering relevant ideas, knowledge or opinions with supporting evidence.* • *Responds appropriately to the views of others developing or adapting own thinking.* • *Builds on the contributions of others, for example, by asking or answering questions, clarifying or summarising points, supporting or challenging opinions or ideas.* • *Applies verbal and non-verbal techniques appropriately to enhance communication, for example, eye contact, body language, emphasis, pace, tone, and/or some rhetorical devices.* • *Uses appropriate register for purpose and audience, for the most part.*

		Having explored and analysed the features of spoken language, I can use these, adopting an appropriate register to suit my purpose and audience. ENG 3-03a	• Identifies features of spoken language, for example, body language, gesture, emphasis, pace, tone and/or rhetorical devices.
Listening and talking	**Finding and using information** - when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary	*As I listen or watch, I can:* • *identify and give an accurate account of the purpose and main concerns of the text, and can make inferences from key statements;* • *identify and discuss similarities and differences between different types of text; and* • *use this information for different purposes.* *LIT 3-04a* *As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.* *LIT 3-05a / LIT 4-05* *I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience.* *LIT 3-06a / LIT 4-06a*	• *Identifies and gives an accurate account of the purpose and main ideas of spoken texts, with appropriate justification.* • *Identifies similarities and differences between texts, for example, content, style and/or language.* • *Uses own words to make and organise notes, selecting key information.* • *Uses notes to create new texts that show understanding of the issue/subject.*

	Understanding, analysing and evaluating - investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes	*I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts.* *LIT 3-07a* *To help me develop an informed view, I am learning about the techniques used to influence opinion and how to assess the value of my sources, and I can recognise persuasion.* *LIT 3-08a*	• *Comments on the content, form and/or style of spoken texts, with supporting evidence.* • *Identifies persuasive techniques, for example, word choice, emotive language, repetition, rhetorical questions and/or use of statistics.* • *Comments appropriately on the reliability and relevance/usefulness of sources.*
	Creating texts - applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary	*When listening and talking with others for different purposes, I can:* • *communicate information, ideas or opinions;* • *explain processes, concepts or ideas; and* • *identify issues raised, summarise findings or draw conclusions.* *LIT 3-09a* *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.* *LIT 2-10a / LIT 3-10a*	• *Communicates in a clear expressive way in a variety of contexts.* • *Presents ideas, information or points of view including appropriate detail or evidence.* • *Organises thinking and structures talks to present ideas in a logical order.* • *Introduces and concludes talks with some attempt to engage the audience.* • *Uses signposts throughout talks to provide a basic structure or argument, for example, topic sentences and/or linking phrases.* • *Uses appropriate tone and vocabulary for purpose and audience.* • *Applies verbal and non-verbal techniques in an attempt to enhance communication and engagement with audience, for example, eye contact, body language, emphasis, pace, tone and/or some rhetorical devices.* • *Selects and uses resources to enhance communication and engagement with audience.*

Reading	Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	Expected 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 regularly select and read, listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations and give reasons, with evidence, for my personal response.* *I can identify sources to develop the range of my reading.* *LIT 3-11a*	• *Selects texts regularly for enjoyment and interest or relevant sources to inform thinking.* • *Gives a personal response to texts with appropriate justification.* • *Explains how well a text or source meets needs and expectations with appropriate justification.*
	Tools for reading - to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning	Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. ENG 2-12a / ENG 3-12a / ENG 4-12a *I can select and use the strategies and resources I find most useful before I read, and as I read, to monitor and check my understanding.* *LIT 3-13a*	• *Reads texts with fluency, understanding and expression using appropriate pace and tone.* • Applies knowledge of context clues, word roots, grammar, punctuation, sentence and text structures to read unfamiliar texts with understanding. • *Applies a range of strategies to engage with and interrogate texts, for example, skimming, scanning, predicting, clarifying, summarising and analysing.*

Reading	**Finding and using information** - when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary	*Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.* *LIT 3-14a / LIT 4-14a* *I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.* *LIT 3-15a / LIT 4-15a*	• *Finds, selects and sorts relevant information from a variety of sources for a range of purposes.* • *Summarises key information using own words.* • *Uses own words to make and organise notes, selecting key information and linking ideas from more than one source.* • *Uses notes to create new texts that show understanding of the topic or issue and draw on information from more than one source.*
	Understanding, analysing and evaluating - investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes	*To show my understanding across different areas of learning, I can:* • *identify and consider the purpose, main concerns or concepts and use supporting detail;* • *make inferences from key statements; and* • *identify and discuss similarities and differences between different types of text.* *LIT 3-16a*	• *Identifies purpose and audience of a range of texts with appropriate justification.* • *Gives an accurate account of the main ideas of texts.* • *Makes inferences and deductions with appropriate justification.* • *Identifies similarities and differences between texts and makes appropriate comments about content, style and/or language.*
		To show my understanding, I can comment, with evidence, on the content and form of short and extended texts, and respond to literal, inferential and	• Responds to a range of close reading questions, including literal, inferential and evaluative questions, to show understanding of texts and knowledge of language. • Identifies features of language and gives an appropriate explanation of the effect they have on the reader, for example, word choice, sentence structure, punctuation,

		evaluative questions and other types of close reading tasks. ENG 3-17a	grammar and/or imagery.
		To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources. *LIT 3-18a*	• ***Identifies and makes appropriate comments about persuasive language such as word choice, emotive language, repetition, rhetorical questions and/or use of statistics.*** • ***Comments on reliability and relevance/usefulness of sources with appropriate justification.***
		I can: • discuss and evaluate the structure, characterisation and/or setting using some supporting evidence; • identify the main theme of the text and recognise the relevance this has to my own and others' experiences; and • identify and comment on aspects of the writer's style and other features appropriate to genre using some relevant evidence. ENG 3-19a	• Makes evaluative comments about structure, characterisation and/or setting with relevant reference to the text. • Shows understanding of the writer's theme and can link it to own or others' experiences. • Identifies and makes evaluative comments about aspects of the writer's style, use of language and other features appropriate to genre with supporting evidence.

	Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	Expected Benchmarks to support practitioners' professional judgement of achievement of a level
Writing	**Enjoyment and choice** - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	*I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience.* **LIT 3-20a / LIT 4-20a**	• *Writes for a range of purposes and audiences selecting appropriate genre, form, structure and style to enhance communication and meet the needs of audience.*
	Tools for writing - using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning	*I can use a range of strategies and resources and spell most of the words I need to use, including specialist vocabulary, and ensure that my spelling is accurate.* **LIT 3-21a** *As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs.* **LIT 3-22a / LIT 4-22a**	• *Applies a range of strategies and resources to spell most words correctly including unfamiliar or specialist vocabulary.* • *Uses more complex punctuation, where appropriate, to convey meaning or in an attempt to enhance writing, for example, inverted commas, exclamation marks, question marks, colons, parentheses and/or ellipses. Punctuation is varied and mainly accurate.* • *Writes almost all sentences in a grammatically accurate way.* • *Uses a variety of sentence structures, varying openings and lengths, for example, simple and complex sentences, lists and repetition.* • *Uses paragraphs to structure content. Uses linking phrases and topic sentences to signpost a basic structure, line of thought or argument.* • *Writes in a fluent and legible way.* • *Reviews and edits writing to ensure clarity of meaning, technical accuracy and to improve content or language.* • *Selects features of layout and presentation, including in digital texts, to clarify meaning and suit purpose and audience, for example, headings, bullet points, text boxes and/or relevant graphics.*

		Throughout the writing process, I can review and edit my writing to ensure that it meets its purpose and communicates meaning at first reading. *LIT 3-23a* *I can consider the impact that layout and presentation will have on my reader, selecting and using a variety of features appropriate to purpose and audience.* *LIT 3-24a*	
	Organising and using information - considering texts to help create short and extended texts for different pruposes	*I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions or create original text.* *I recognise when it is appropriate to quote from sources and when I should put points into my own words. I can acknowledge my sources appropriately.* *LIT 3-25a*	• *Uses notes and/or other sources to generate ideas, inform thinking and support the creation of new texts.* • *Uses and acknowledges sources appropriately.* • *Selects relevant ideas and information including supporting detail or evidence.* • *Organises ideas and information in a logical order.* • *Uses varied and appropriate vocabulary to make meaning clear and/or to attempt to enhance writing.*

Writing		***By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience.*** ***LIT 3-26a / LIT 4-26a***	
	Creating texts - considering texts to help create short and extended texts for different purposes	I can engage and/or influence readers through my use of language, style and tone as appropriate to genre. ENG 3-27a / ENG 4-27a ***I can convey information, describe events, explain processes or concepts, and combine ideas in different ways.*** ***LIT 3-28a*** ***I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence.*** ***LIT 3-29a***	• ***Creates short and extended texts regularly for a range of purposes and audiences.*** • Engages and/or influences the reader through use of language, style and/or tone as appropriate to genre. ***When writing to convey information, describe events, explain processes or concepts, and combine ideas:*** • ***Uses a style and format appropriate to purpose and audience, applying features of the chosen genre.*** • ***Includes relevant ideas/knowledge/information with supporting detail or evidence.*** • ***Organises and structures ideas or information in a logical order using linking words or phrases.*** • ***Uses topic sentences to introduce the focus of paragraphs to signpost a basic structure.*** • ***Uses appropriate tone and vocabulary for purpose and audience.*** ***When writing to persuade, argue, evaluate, explore issues or express an opinion:*** • ***Presents ideas or conveys a point of view with relevant supporting detail or evidence.*** • ***Organises and structures ideas or information in a logical order.*** • ***Uses signposts to make structure and/or argument clear, for example, topic sentences and/or linking phrases.*** • ***Includes an introduction that makes the purpose of the text clear and makes some attempt to engage the audience.*** • ***Ends with a conclusion that sums up the line of thought.*** • ***Uses language to influence or persuade the reader, for example, word choice, repetition, rhetorical questions and/or emotive language.***

| | | I can recreate a convincing impression of a personal experience for my reader, sharing my feelings and reactions to the changing circumstances with some attempt at reflection.

ENG 3-30a | When writing to convey personal experiences:
• Establishes a clear context and setting for events.
• Describes events, making feelings and reactions clear.
• Makes some attempt to reflect on experiences and/or feelings.
• Engages and/or influences the reader through use of language, style and/or tone. |
| | | Having explored the elements which writers use, I can create texts in different genres by:
• integrating the conventions of my chosen genre successfully;
• using convincing and appropriate structures;
• creating interesting and convincing characters; and
• building convincing settings which come to life.

ENG 3-31a | When writing imaginatively or creatively:
• Applies key features of the chosen genre.
• Creates interesting and convincing characters.
• Creates a clear sense of setting with descriptive detail.
• Makes some attempt to engage the reader and achieve effects through, for example, narrative structure, mood/atmosphere and language. |

	Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
Listening and talking	**Enjoyment and choice** - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	*I regularly select and listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations, and I can give reasons, with evidence, for my personal response.* *I can regularly select subject, purpose, format and resources to create texts of my choice, and I'm developing my own style.* *LIT 3-01a / LIT 4-01a*	• *Gives a personal response to spoken texts or explains how well a spoken text or source meets needs and expectations. Justifies opinion with appropriate reference to the text.*
	Tools for listening and talking - to help me when interacting or presenting within and beyond my place of learning	*When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions. I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking.* *LIT 4-02a* Having explored and analysed	• *Participates fully in group discussions or when working collaboratively, contributing relevant ideas, knowledge or opinions with convincing supporting evidence.* • *Responds positively and appropriately to the views of others, including when challenged, adapting thinking as appropriate.* • *Builds on the contributions of others by clarifying or summarising points, exploring or expanding on contributions and/or challenging ideas or viewpoints.* • *Applies a range of verbal and non-verbal techniques to enhance communication and engagement with audience, for example, eye contact, body language, emphasis, pace, tone and/or rhetorical devices.* • *Sustains appropriate register for purpose and audience.*

		the features of spoken language, I can use these independently, adopting and sustaining an appropriate register to suit my purpose and audience. ENG 4-03a	• Identifies a range of features of spoken language and explains the effect they have on the listener, for example, body language, gesture, emphasis, pace, tone and/or rhetorical devices.
Listening and talking	**Finding and using information** - when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary	*As I listen or watch, I can:* • *clearly state the purpose and main concerns of a text and make inferences from key statements;* • *compare and contrast different types of text; and* • *gather, link and use information from different sources and use this for different purposes.* *LIT 4-04a* *As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.* *LIT 3-05a / LIT 4-05a*	• *Identifies purpose, audience and main ideas of a range of spoken texts. Justifies opinions with appropriate reference to the text.* • *Compares and contrasts aspects of content, style and/or language of different spoken texts.* • *Uses own words to make and organise notes, synthesising key information from more than one source.* • *Uses notes to create new texts that show understanding of the issue/subject and draw on information from more than one source.*

		I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. *LIT 3-06a / LIT 4-06a*	
	Understanding, analysing and evaluating - investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes	*I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, on the content and form of short and extended texts.* *LIT 4-07a* *To help me develop an informed view, I can identify some of the techniques used to influence or persuade and can assess the value of my sources.* *LIT 4-08a*	• *Makes detailed evaluative comments about aspects of the content, form and style of spoken texts.* • *Identifies persuasive language, for example, word choice, emotive language, repetition, rhetorical questions, use of statistics and/or hyperbole.* • *Comments appropriately on the relevance, reliability and credibility of sources, justifying opinion with reference to the text.*

| Creating texts - applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary | When listening and talking with others for different purposes, I can:
• communicate detailed information, ideas or opinions
• explain processes, concepts or ideas with some relevant supporting detail; and
• sum up ideas, issues, findings or conclusions.
LIT 4-09a

I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required.
LIT 4-10a | • Displays confidence and communicates in a clear, expressive way in a variety of contexts.
• Presents ideas or information, or sustains a point of view with relevant supporting evidence.
• Structures talks in a clear and coherent way.
• Introduces and concludes talks in a way that interests and engages the audience.
• Uses signposts throughout talks to support a structured line of thought or argument, for example, topic sentences, linking phrases or concluding statements.
• Adapts tone, vocabulary and language to communicate effectively with audience.
• Applies a range of verbal and non-verbal communication skills to enhance communication and engagement with audience, for example, eye contact, body language, emphasis, pace, tone and/or rhetorical devices.
• Selects and uses well-chosen resources to enhance communication and engagement with audience. |

	Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	Expected Benchmarks to support practitioners' professional judgement of achievement of a level
Reading	**Enjoyment and choice** **-** within a motivating and challenging environment developing an awareness of the relevance of texts in my life	*I regularly select and read texts for enjoyment and interest, and I can express how well they meet my needs and expectations and give reasons, with evidence, for my personal response.* *I can independently identify sources to develop the range of my reading.* *LIT 4-11a*	• *Selects regularly and independently, texts for enjoyment and interest or relevant sources to inform thinking.* • *Gives a personal response to texts or explains how well a text or source meets needs and expectations, justifying opinion with relevant reference to the text.*
	Tools for reading - to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning	Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. ENG 2-12a / ENG 3-12a / ENG 4-12a *Before and as I read, I can apply strategies and use resources independently to help me read a wide variety of texts and/or find the information I need.* *LIT 4-13a*	• *Reads with fluency, understanding and expression across a wide range of texts.* • Applies knowledge of language such as word roots, grammar, punctuation, tone, sentence and text structures to read texts with understanding. • *Applies a range of strategies to engage with and interrogate texts, for example, skimming, scanning, predicting, clarifying, summarising, analysing and annotating.*

Reading	**Finding and using information** - when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary	*Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.* *LIT 3-14a / LIT 4-14a* *I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.* *LIT 3-15a / LIT 4-15a*	• *Finds, selects and sorts essential information from a variety of sources for a range of purposes.* • *Summarises key information, from more than one source, using own words.* • *Uses own words to make and organise notes, synthesising key information from different sources.* • *Uses notes to create new texts that show an understanding of the topic or issue, synthesising information from different sources.*
	Understanding, analysing and evaluating - investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes	*To show my understanding across different areas of learning, I can:* • *clearly state the purpose, main concerns, concepts or arguments and use supporting detail;* • *make inferences from key statements and state these accurately in my own words; and* • *compare and contrast different types of text* *LIT 4-16a*	• *States clearly the purpose, audience and main ideas of a range of texts with appropriate justification.* • *Makes accurate inferences with appropriate justification.* • *Compares and contrasts the content, style and language of different texts with supporting detail.*

	To show my understanding, I can give detailed, evaluative comments, with evidence, on the content and form of short and extended texts, and respond to different kinds of questions and other types of close reading tasks. ENG 4-17a	• Responds in detail to a range of close reading questions to show understanding of texts and knowledge and understanding of language. • Makes evaluative comments about the effect of features of language, for example, word choice, sentence structure, punctuation, grammar and/or imagery.
	To help me develop an informed view, I can recognise persuasion and bias, identify some of the techniques used to influence my opinion, and assess the reliability of information and credibility and value of my sources. ***LIT 4-18a***	• ***Identifies the use of bias and persuasion and comments appropriately on some of the techniques used, for example, word choice, emotive language, repetition, rhetorical questions, use of statistics and/or hyperbole.*** • ***Makes evaluative comments about relevance, reliability and credibility of sources, with appropriate justification.***
	I can: • discuss and evaluate the effectiveness of structure, characterisation and/or setting using some supporting evidence; • identify how the writer's main theme or central concerns are revealed and can recognise how they relate to my own and others' experiences; and • identify and make a personal evaluation of the effect of aspects of the writer's style and other features appropriate to genre using some relevant evidence and terminology. ENG 4-19a	• Makes evaluative comments about the effectiveness of structure, characterisation and/or setting with relevant reference to the text. • Shows understanding of how the writer's theme is developed and recognises how it relates to own or others' experiences/the writer's purpose/the central concerns of the text. • Identifies and makes evaluative comments on aspects of the writer's style, use of language and other features appropriate to genre with detailed reference to the text and appropriate terminology.

	Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	Expected Benchmarks to support practitioners' professional judgement of achievement of a level
Writing	**Enjoyment and choice** - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	*I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience.* *LIT 3-20a / LIT 4-20a*	• *Writes for a range of purposes and audiences. Makes well-considered choices about genre, form, structure and style to enhance communication and meet the needs of the audience.*
	Tools for writing - using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning	*I can use a range of strategies and resources independently and ensure that my spelling, including specialist vocabulary, is accurate.* *LIT 4-21a* *As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs.* *LIT 3-22a / LIT 4-22a*	• *Applies a range of strategies and resources to ensure accuracy of spelling including unfamiliar or specialist vocabulary.* • *Uses a variety of punctuation, including more complex punctuation, to convey meaning and enhance writing, for example, inverted commas, colons, semi-colons, parentheses, dashes and ellipses. Punctuation is varied and accurate.* • *Writes grammatically accurate sentences.* • *Uses a variety of sentence structures to clarify meaning and enhance writing, for example, simple and complex sentences, lists, repetition and/or minor sentences.* • *Structures writing effectively using a variety of linking phrases and topic sentences to signpost a clear structure, line of thought or argument.* • *Writes in a fluent and legible way.* • *Reviews and edits writing independently to ensure clarity of meaning, technical accuracy and to improve content, language and/or structure.* • *Selects features of layout and presentation, including in digital texts, to enhance communication and/or impact on the reader, justifying choices.*

Writing		*Throughout the writing process, I can review and edit my writing independently to ensure that it meets its purpose and communicates meaning clearly at first reading.* *LIT 4-23a* *I can justify my choice and use of layout and presentation in terms of the intended impact on my reader.* *LIT 4-24a*	
	Organising and using information - considering texts to help create short and extended texts for different pruposes	*I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, or create original text.* *I can make appropriate and responsible use of sources and acknowledge these appropriately.* *LIT 4-25a* *By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable*	• *Uses notes and/or other sources to generate ideas, inform thinking and support the creation of new texts.* • *Makes responsible use of sources, acknowledging and referencing sources appropriately.* • *Selects relevant ideas and information including essential detail or evidence.* • *Organises essential ideas and information to convey a structured line of thought.* • *Uses varied and appropriate vocabulary to communicate effectively and/or to enhance writing.*

		vocabulary to communicate effectively with my audience. *LIT 3-26a / LIT 4-26a*	
Writing	**Creating texts** - considering texts to help create short and extended texts for different purposes	I can engage and/or influence readers through my use of language, style and tone as appropriate to genre. ENG 3-27a / ENG 4-27a *I can convey information and describe events, explain processes or concepts, providing substantiating evidence, and synthesise ideas or opinions in different ways.* *LIT 4-28a* *I can persuade, argue, evaluate, explore issues or express and justify opinions within a convincing line of thought, using relevant supporting detail and/or evidence.* *LIT 4-29a* I can create a convincing impression of my personal experience and reflect on my response to the changing circumstances to engage my reader. ENG 4-30a	• *Creates short and extended texts regularly for a range of purposes and audiences.* • Engages and/or influences the reader through use of language, style and/or tone as appropriate to genre, in order to create particular effects. *When writing to convey information, describe events, explain processes or concepts, and combine ideas:* • *Uses a style and format that is well-suited to the purpose and audience applying the features of the chosen genre effectively.* • *Includes relevant ideas/knowledge/information with essential detail or evidence.* • *Structures writing effectively using a variety of linking phrases and topic sentences to signpost a clear structure.* • *Uses appropriate tone and vocabulary throughout.* *When writing to persuade, argue, evaluate, explore issues or express and justify an opinion:* • *Presents ideas or sustains a point of view including essential detail and supporting evidence.* • *Conveys a clear line of thought with effective linking phrases and topic sentences.* • *Includes an effective introduction and conclusion.* • *Uses language to create particular effects or influence/persuade the reader, for example, word choice, repetition, emotive language, rhetorical devices and/or sentence structure.* When writing to convey personal experiences: • Recounts events convincingly, clearly establishing the context/setting for events. • Conveys feelings/reactions and reflects on experiences with a sense of involvement. • Engages and/or influences the reader through use of language, style and/or tone.

| | | Having explored and experimented with the narrative structures which writers use to create texts in different genres, I can:
• Use the conventions of my chosen genre successfully;
• Create an appropriate mood or atmosphere; and
• Create convincing relationships, actions and dialogue for my characters.
ENG 4-31a | When writing imaginatively or creatively:
• Applies features of the chosen genre effectively.
• Develops plot, setting and character in a satisfying way.
• Engages the reader and achieves particular effects through use of narrative devices, mood/atmosphere and/or language.
• Uses structure effectively to enhance writing. |