

Enjoyment & Choice

Within a motivating and challenging environment, developing an awareness of the relevance of texts in my life.

Experiences and Outcomes		Progression		
Enjoyment & Choice	<p>I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources.</p>	<ul style="list-style-type: none"> In class, group or individually, with support, I am beginning to recognise different types of texts and their sources. With support, I can select texts that are suitable for me that I enjoy and find interesting. I am able to say why I liked/disliked certain texts and their sources. I can explore the richness of language through a variety of contexts and select what I listen to and watch. 	<ul style="list-style-type: none"> In class, group or individually, I can recognise different types of texts and their sources. With increasing independence, I can select texts that are suitable for me that I enjoy and find interesting. I am able to share my feelings and thoughts on the text/source I have chosen. I can offer a personal response and justify preferences by a simple statement. I can improvise dialogue and events to interpret key ideas and issues. 	<ul style="list-style-type: none"> In class, group or individually, I can recognise an increasingly wider range of texts and their sources. I can select texts that are suitable for me that I enjoy and find interesting. I am able to explain why I prefer my chosen text or source. I can offer a personal response and justify preferences. I can choose a topic and give a clear account/explanation which is sustained and complete.
	<p>I regularly select subject, purpose, format and resources to create texts of my choice. LIT 1-01a / LIT 2-01a</p>	<p>With increasing independence, confidence and complexity:</p> <ul style="list-style-type: none"> I can create a text about a topic I have chosen. I can say why I have chosen a topic. I can explain the purpose and the intended audience for my text. I can explain the format I will use for my text. I can select suitable resources for my texts and explain my choices. 	<p>With increasing independence, confidence and complexity:</p> <ul style="list-style-type: none"> I can create a text about a topic I have chosen. I can say why I have chosen a topic. I can explain the purpose and the intended audience for my text. I can explain the format I will use for my text. I can select suitable resources for my texts and explain my choices. 	<p>With increasing independence, confidence and complexity:</p> <ul style="list-style-type: none"> I can create a text about a topic I have chosen. I can say why I have chosen a topic. I can explain the purpose and the intended audience for my text. I can explain the format I will use for my text. I can select suitable resources for my texts and explain my choices.

Tools for Listening and Talking

To help me when interacting or presenting within and beyond my place of learning

Experiences and Outcomes		Progression		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Tools for listening and Talking</p>	<p>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</p>	<ul style="list-style-type: none"> • I can talk appropriately to a range of audiences. • I can listen actively in a range of situations. • I am beginning to be aware of my role in the group. • I am beginning to share appropriate ideas, information and experiences. • I am beginning to show respect by listening to the responses of others. • I can ask and respond to some basic questions in the group. 	<ul style="list-style-type: none"> • I can talk appropriately to a range of audiences in and beyond my setting. • I can listen actively in a range of situations some of which are out with my setting. • I can show I understand the needs of others when talking and listening and engage with increasing appropriateness. • I can contribute at the appropriate time. • I can ask and respond to some basic questions within the group. 	<ul style="list-style-type: none"> • I can engage with others in a variety of settings, responding in an appropriate manner. • I can use a range of skills to show that I value others' contributions and use these contributions to develop my thinking, with support. • I can confidently share appropriate ideas and opinions, information and experiences. • I can confidently contribute at the appropriate time. • I can ask and respond to more complex questions within the group.
	<p>I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage other, and I can use what I learn. ENG 1-03a</p>	<p>Through discussion and practical experiences I can show my increasing understanding of how pace, gesture, expression, emphasis and choice of words can be used to engage with others.</p> <p>With support and encouragement I can show good listening habits e.g. head nodding, eye contact, facial expression and affirmations.</p>	<p>Through discussion and practical experiences I can show my increasing understanding of how pace, gesture, expression, emphasis and choice of words can be used to engage with others.</p> <p>I am beginning to show good listening habits e.g. head nodding, eye contact, facial expression and affirmations.</p>	<p>Through discussion and practical experiences I can show my increasing understanding of how pace, gesture, expression, emphasis and choice of words can be used to engage with others.</p> <p>I can show good listening habits e.g. head nodding, eye contact, facial expression and affirmations.</p>

Understanding, Analysing and Evaluating

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

Experiences and Outcomes		Progression		
<p style="color: red; font-weight: bold;">Understanding, Analysing and Evaluating</p>	<p>I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. LIT 1-07a</p>	<p>Using a wider variety of increasing complex texts, with support I can :</p> <ul style="list-style-type: none"> • predict details actions and outcomes in texts. • ask and answer literal questions about texts. • answer inferential question about texts. • talk about texts showing my understanding. • begin to recognise some different types of texts and genres. 	<p>Using a wider variety of increasing complex texts, with some support I can :</p> <ul style="list-style-type: none"> • predict details actions and outcomes in texts. • ask and answer literal questions about texts. • answer inferential question about texts. • talk about texts showing my understanding. • say how useful I found a text • recognise some different types of texts and genres. 	<p>Using a wider variety of increasing complex texts, I can:</p> <ul style="list-style-type: none"> • predict details actions and outcomes in texts. • ask and answer literal questions about texts. • answer inferential question about texts. • talk about texts showing my understanding. • ask more complex questions. • comment constructively on the success of a performance. • recognise some different types of texts and genres with increasing confidence.
<p style="color: red; font-weight: bold;">Understanding, Analysing and Evaluating</p>	<p>To help me develop an informed view, I am learning to recognise the difference between fact and opinion. LIT 1-08a</p>	<ul style="list-style-type: none"> • I am beginning to recognise the difference between fact and opinion. • I can explain that a fact is true. • With support, I can find a fact in a text. • I know that people can have different opinions. 	<ul style="list-style-type: none"> • I am becoming more confident in recognising and understanding the difference between fact and opinion. • I am beginning to be aware of how others influence my opinion. • I can find one or two facts in a simple text. • With support, I can identify an opinion in a text. • With support, I am able to give my opinion after listening to/watching a text. 	<ul style="list-style-type: none"> • I can recognise the difference between facts and opinions in non-fiction texts, appropriate to my level. • I am able to give my opinion after listening to/watching a text. • I am becoming more aware of how others influence my opinion.

Creating Texts

Applying the elements which writers use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary.

Experiences and Outcomes		Progression		
Creating Texts	<p>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</p>	<ul style="list-style-type: none"> I can share one or two relevant items of information and talk about my own and other's experiences and feelings/opinions. I can share one or two relevant steps in a logical sequence to explain simple processes and/or ideas. I can ask some questions to get more information. I can answer a question with support I am beginning to respond appropriately to the opinions of others. 	<ul style="list-style-type: none"> I can share some relevant items of information and talk about my own and other's experiences and feelings/opinions. I can share most of the relevant steps in a logical sequence to explain processes and/or ideas. I can ask some relevant questions to get more information. I am beginning to answer questions more fully. I can respond appropriately to the opinions of others. 	<ul style="list-style-type: none"> I can share relevant items of information and talk about my own and others' experiences and feelings/opinions. I can convey relevant steps in a logical sequence to explain processes and/or ideas. I can identify the main points of what I have heard. I can ask some relevant questions to support my understanding and by asking others to say more. I can fully answer questions about something I am interested in. I can respond appropriately to the opinions of others and offer my own opinion.
	Creating Texts	<p>I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required. LIT 1-10a</p>	<ul style="list-style-type: none"> I am beginning to communicate clearly and audibly. I am able to make some eye contact with others when I speak directly to them. I can tell others about an object, experience or interest of my choice. I can use some words and phrases appropriate to the context of my talk. With support, I can select a simple object, picture or photograph to talk about. 	<ul style="list-style-type: none"> I can communicate clearly and audibly. I am aware that it is appropriate to make eye contact when presenting to an audience. I can prepare and give a simple talk for others about an object, experience or interest of my choice. I can use many words and phrases appropriate to the context of my talk. With support, I can select an appropriate object, picture or photograph to illustrate the subject of my talk.

Enjoyment & Choice

Within a motivating and challenging environment, developing an awareness of the relevance of texts in my life.

Experiences and Outcomes		Progression		
Enjoyment & Choice	<p>I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. LIT 1-11a / LIT 2-11a</p>	<ul style="list-style-type: none"> • I can choose my favourite fiction and non-fiction text from a range of genres and talk about it. • I am beginning to select texts using the title, author and cover illustration to help me choose. • I can explain why I would/would not recommend a text to others. 	<ul style="list-style-type: none"> • I can make reading choices from a selection of genres based on what I have read, watched or listened to before. • I can use the title, picture and blurb to help me choose more complex fiction and non-fiction texts. • I can tell others why I like/dislike a text/writer. • I can use evidence from the text to support my views. • I can retell a story I enjoyed and use details to make it clear. 	<ul style="list-style-type: none"> • I can choose a selection of texts from a range of genres to read independently. • I can make choices based on key features of the text including the book covers, my knowledge of the writer and the recommendations of others. • I can explain why I like a text by commenting on the language that the author has used to convey character, plot and setting. • I can explain why I like a non-fiction text by referring to the layout and content. • I can use evidence from the text to back up my view.

Tools for Reading

To help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning.

Experiences and Outcomes		Progression		
Tools for Reading	<p>I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. ENG 1-12a</p>	<ul style="list-style-type: none"> I can read some high frequency words and core topic words accurately and automatically. I am beginning to use some word recognition strategies. I can blend two letter phonemes to read new words. I can split unfamiliar words into parts that I know. I can read with increasing fluency and understanding. I can use pictures clues to help me to understand what I read. I am beginning to use grammar and punctuation to help me read with expression. 	<ul style="list-style-type: none"> I can read high frequency words and core topic words accurately and automatically. I can use a range of word recognition strategies. I can blend three letter phonemes to read new words. I can use a range of techniques to split unfamiliar words into parts that I know. I can use picture and context clues to help me to understand what I read. I am beginning to use grammar, punctuation and layout to help me read with expression. 	<ul style="list-style-type: none"> I can read an increasing number of high frequency words, core topic words and words of personal significance to me. I can use a range of word recognition strategies confidently and independently. I can pick out known words in a text. I can read unknown words by locating and pronouncing familiar letter patterns and blends. I can independently use a range of techniques to split unfamiliar words into parts that I know. I can use context clues to help me to understand what I read. I can use grammar, punctuation and layout to help me read with expression.
	<p>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 1-1</p>	<ul style="list-style-type: none"> I can use the cover, title and pictures before I read to help develop my understanding of the text. I can scan a text for key words and ideas. I am beginning to make simple predictions about the text. I know how to use a basic picture dictionary. I am beginning to spot my own mistakes in reading. 	<ul style="list-style-type: none"> I can skim the features of a text to predict its content and genre. I can read carefully around key words and ideas to help literal understanding of a text. I can make simple predictions about the text and give a reason to show my understanding. I can use context cues, general knowledge, and pictures to help me understand what I read. I can use first letter alphabetical order to locate information. I can spot and correct my own mistakes in reading. 	<ul style="list-style-type: none"> I can independently skim the features of a text to predict its content and genre. I can read around key words and ideas on short sections of texts and make simple inferences. I can make appropriate predictions about the text and give a reason to show my understanding. I can use second and third letter alphabetical order to locate information. I can spot my own mistakes in reading and correct them independently.

Finding and using information

When reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary.

Experiences and Outcomes		Progression		
Finding and Using Information	<p>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</p>	<ul style="list-style-type: none"> I know the difference between fiction and non-fiction. I can recognise a contents and an index page. I am aware of the purpose of a search engine. I can find and use one or two relevant details which are linked. I can select and use one or two words which are specific to the task. I know how to use a basic picture dictionary. 	<ul style="list-style-type: none"> I am beginning to identify some key features of fiction and non-fiction texts. With support, I can use a contents page and a simple index to find information. With support, I can suggest one or two key words for use in a search engine. I can find and use one or two relevant details which are linked and are mostly relevant to the purpose of my task. I can select and use some words which are specific to the task. I can use first letter alphabetical order to locate information. 	<ul style="list-style-type: none"> I can identify the key features of fiction and non-fiction texts. I can use a contents and index page to find information relevant to my task. I can use one or two key words in a search engine. I can find, sort and use several relevant details appropriate to my task. I can select and use words which are specific to the task. I can use second and third letter alphabetical order to locate information.
	<p>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</p>	<ul style="list-style-type: none"> I recognise that notes are not full sentences. I can use pictures and word prompts to help me organise my writing. I can use a simple planning format with given headings to help me organise my writing. I can use a mind map with support. 	<ul style="list-style-type: none"> I can suggest the kinds of words you can miss out when taking notes. I can use planning formats with given headings to help me organise my writing. I can create a mind map with support. 	<ul style="list-style-type: none"> I can locate the key words in a simple piece of non-fiction text. I can use my notes to help me create new texts. I can suggest some simple headings, with support, to help me create new texts. I can create my own mind map to generate and organise my ideas and explore given problems.
	<p>To help me develop an informed view, I can recognise the difference between fact and opinion LIT 1-18a</p>	<ul style="list-style-type: none"> I can explain that a fact is true. With support, I can find a fact in a text. I know that people can have different opinions. 	<ul style="list-style-type: none"> I can find one or two facts in a simple text. With support, I can identify an opinion in a text. With support, I am able to give my opinion after reading a text. 	<ul style="list-style-type: none"> I can recognise the difference between facts and opinions in non-fiction texts, appropriate to my level. I am able to give my opinion after reading a text.

Literacy Progression First Level: Reading

Understanding, Analysing and Evaluating

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

Experiences and Outcomes		Progression		
Understanding, analysing and evaluating	<p>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</p>	<ul style="list-style-type: none"> I am becoming aware of the different purposes of texts. I can identify the main idea of a text. 	<ul style="list-style-type: none"> I can suggest the purpose of a text. I can identify most of the main ideas in a text 	<ul style="list-style-type: none"> I can identify the purpose of a range of texts. I can identify the main ideas in a text.
	<p>To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. ENG 1-17a</p>	<ul style="list-style-type: none"> I am beginning to use texts to help me answer some basic literal and inferential questions. I can create literal questions to accompany text, and, with support, I am experimenting with inferential questions. 	<ul style="list-style-type: none"> I am beginning to make simple inferences to help me read with understanding. I can create literal and inferential questions to accompany text, with some support. 	<ul style="list-style-type: none"> I can confidently make simple inferences to help me read with understanding. I can create some literal questions to accompany text. I can create literal questions to accompany text.
	<p>To help me develop an informed view, I can recognise the difference between fact and opinion. LIT 1-18a</p>	<ul style="list-style-type: none"> I can, with support, identify some facts in a piece of text. I am, with support, beginning to recognise that writers convey their opinions. 	<ul style="list-style-type: none"> I can, through discussion, identify most facts in texts. I can, through discussion, identify where the writer is sharing their opinion in a text. I can identify and discuss some of the writer's views. 	<ul style="list-style-type: none"> I can identify the facts in texts. I can identify where the writer is sharing their opinion in a text. I can identify and discuss the writer's views.
	<p>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</p>	<ul style="list-style-type: none"> I am beginning, with support, to explore my thoughts about character and setting. I can empathise with characters and relate their experiences and feelings to my own. I am beginning to recognise when the writer is using effective word choice. 	<ul style="list-style-type: none"> I am learning to share my thoughts about characters, structure and setting. I can recognise the writer's message and relate it to my own experiences. I am beginning to recognise when the writer is using effective word choice and other language features. 	<ul style="list-style-type: none"> I can share my thoughts about structure and layout, characters and/or setting. I can recognise the writer's message and relate it to my own experiences. I can talk about the effectiveness of the writer's use of language and word choice.

Enjoyment & Choice

Within a motivating and challenging environment, developing an awareness of the relevance of texts in my life.

Organising & using information

Considering texts to help create short and extended texts for different purposes.

Creating Texts

Applying the elements which writers use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary.

Experiences and Outcomes		Progression		
Enjoyment & Choice	<p>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</p>	<ul style="list-style-type: none"> In class, group or individually, with support, I am beginning to recognise different types of writing. In a variety of contexts, I can experiment with simple writing formats for different purposes and audiences. 	<ul style="list-style-type: none"> In class, group or individually, with some support, I can recognise different types of writing. In a variety of contexts, I can choose from given writing formats for different purposes and audiences. 	<ul style="list-style-type: none"> In a variety of contexts, I can choose and use a range of writing formats for different purposes and audiences.
Organising & using information	<p>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</p>	<ul style="list-style-type: none"> I am aware of the types of text I am creating. I can discuss my ideas for my text with my peers, sharing thoughts and ideas. With support I can organise my writing in a logical sequence. I can use pictures & word prompts to help me organise my writing. I can use a simple planning format to help me organise my writing. 	<ul style="list-style-type: none"> I can recognise some of the basic features of different types of imaginative writing I can begin to create a plan for my text which shows a beginning, middle and end. I can choose from a selection of pictures and word prompts in order to help me organise my writing. I can use a more detailed planning format to help me organise my writing. 	<ul style="list-style-type: none"> I can use some of the basic features of imaginative writing. I can create a plan for my text which clearly shows a beginning, middle and end with more detail. I can create a plot with a short sequence of related events. I can independently select pictures and word prompts to help me organise my writing. I can use planning formats to help me organise my writing.
Creating Texts	<p>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</p>	<ul style="list-style-type: none"> I can write imaginatively. I can select and use 1 or 2 words which describe a character. I can write a story with a sequence of 2 or 3 details. 	<ul style="list-style-type: none"> I can write stories and poems, understanding the main differences between them. I can create a basic character and give one or two details about their appearance. My stories have a setting. 	<ul style="list-style-type: none"> I can write stories, poems and short dramatic scenes, understanding the main differences between them. I can create a character and use adjectives to describe them. I can create a setting with one or two details of description.

Enjoyment & Choice

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Organising & using information

Considering texts to help create short and extended texts for different purposes.

Experiences and Outcomes		Progression			
Enjoyment & Choice	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	<ul style="list-style-type: none"> In class, group or individually, with support, I am beginning to recognise different types of writing. In a variety of contexts, I can experiment with simple writing formats for different purposes and audiences. 	<ul style="list-style-type: none"> In class, group or individually, with some support, I can recognise different types of writing. In a variety of contexts, I can choose from given writing formats for different purposes and audiences. 	<ul style="list-style-type: none"> In a variety of contexts, I can choose and use a range of writing formats for different purposes and audiences. 	
	Organising & using information	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	<ul style="list-style-type: none"> I recognise that notes are not full sentences. I can use pictures and word prompts to help me organise my writing. I can use a simple planning format to help me organise my writing. I can use a mind map with support. 	<ul style="list-style-type: none"> I can suggest the kinds of words you can miss out when taking notes. I can create a mind map with support. 	<ul style="list-style-type: none"> I can locate the key words in a simple piece of information text. I can use my notes to help me create a new text. I can create my own mind map to generate & organise my ideas and explore given problems.
		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	<ul style="list-style-type: none"> I am aware of some different non fiction text types. I include one or two relevant details which are linked. I can select and use one or two words which are specific to the task. I can use pictures & word prompts to help me organise my writing. I can use a simple planning format to help me organise my writing. 	<ul style="list-style-type: none"> I can recognise some of the basic features of different non fiction text types. I can include one or two details which are linked and are mostly relevant to the task. I can select and use some words which are specific to the task and attempt to interest the reader. I can choose from a selection of pictures and word prompts in order to help me organise my writing. I can use a more detailed planning format to help me organise my writing. 	<ul style="list-style-type: none"> I can use some of the basic features of different non-fiction text types. I include several relevant details appropriate to the purpose of my writing which are mostly organised in a logical sequence. I can select and use words which are specific to the task and interest the reader. I can independently select pictures and word prompts to help me organise my writing. I can use planning formats to help me organise my writing.

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Organising & using information

Considering texts to help create short and extended texts for different purposes.

Creating Texts

Applying the elements which writers use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary.

Experiences and Outcomes		Progression		
Enjoyment & Choice	<p>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/2-20a</p>	<ul style="list-style-type: none"> In class, group or individually, with support, I am beginning to recognise different types of writing. In a variety of contexts, I can experiment with simple writing formats for different purposes and audiences. 	<ul style="list-style-type: none"> In class, group or individually, with some support, I can recognise different types of writing. In a variety of contexts, I can choose from given writing formats for different purposes and audiences. 	<ul style="list-style-type: none"> In a variety of contexts, I can choose and use a range of writing formats for different purposes and audiences.
Organising & using information	<p>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</p>	<ul style="list-style-type: none"> With support, I can organise my writing in a logical sequence. I can select and use one or two words which describe my thoughts/feelings. I am aware of different types of writing to share my thoughts and feelings. I can use pictures and word prompts to help me organise my writing. I can use a simple planning format to help me organise my writing. 	<ul style="list-style-type: none"> I am beginning to organise my writing in a logical sequence. I can select and use some words which describe my thoughts/feelings and interest the reader. I can recognise some of the basic features of different types of personal writing. I can choose from a selection of pictures and word prompts in order to help me organise my writing. I can use a more detailed planning format to help me organise my writing. 	<ul style="list-style-type: none"> I can organise most of my writing in a logical sequence. I can select and words which describe my thoughts/feelings and interest the reader. I can use some of the basic features of personal writing. I can independently select pictures and word prompts to help me organise my writing. I can use planning formats to help me organise my writing.
Creating Texts	<p>I can describe and share my experiences and the way they make me feel. ENG 1-30a</p>	<ul style="list-style-type: none"> I can, in a simple way, describe who, where and what is involved in my personal experience. I can, in a simple way, share my feelings on my personal experience. 	<ul style="list-style-type: none"> I can, in a simple but very clear way, describe who, where and what is involved in my personal experience. I can, in a simple but very clear way, share my feelings/thoughts on my personal experience. 	<ul style="list-style-type: none"> I can use sufficient detail to describe my personal experience in a way that helps my reader to understand my response. I can choose vocabulary to share my feelings/thoughts on my personal experience.

Tools for Writing

using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning.

Experiences and Outcomes Progression

Spelling & Phonics	<p>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</p>	<ul style="list-style-type: none"> • I can write my full name. • I can recognise the sounds of initial consonant blends in words. • I can spell words with initial consonant blends, e.g. <i>bl</i> • I can word build using onset and rime, e.g. <i>ash, ing</i> and <i>all</i>. • I can word build using analogy, e.g. when given '<i>bless</i>' can make '<i>dress</i>'. • I can recognise the sounds of final consonant blends in words. • I can spell words with final consonant blends, e.g. <i>-ff</i> • I can spell words with core digraphs, e.g. <i>oo</i> • I can use simple phonic strategies to make a recognisable attempt at spelling new words. • I can spell some common words correctly. • I can spell some words from vocabulary being used across the curriculum, e.g. from topic work, reading book and word banks. • I can recite the alphabet in order using the letter names or sounds. 	<ul style="list-style-type: none"> • I can write my full name correctly. • I can recognise the sounds of more complex initial consonant blends, e.g. <i>str</i> • I can spell words with initial consonant blends, e.g. <i>scr</i> • I can spell words with magic 'e'. • I can spell words with more complex vowel digraphs, e.g. <i>ow</i>. • I can spell words with 'y' as a vowel. • I can use developing phonic strategies to make a recognisable attempt at spelling new words. • I can spell many common words correctly. • I can spell many words from vocabulary being used across the curriculum, e.g. from topic work, reading book and word banks. • I can use tools to help spell words correctly, e.g. word bank and dictionaries. • I can add simple suffixes, e.g. <i>ing, ed</i>. • use 's' and 'es' to write plurals. • I am beginning to use a simple thesaurus to find appropriate and interesting words. 	<ul style="list-style-type: none"> • I can spell words by adding '<i>ing</i>' to magic 'e'. • I can spell words with alternative vowel digraphs, e.g. <i>ow/o-e/oa</i>, • I can spell words using silent letters. • Spell words with soft sounds, e.g. <i>ice</i> and <i>cage</i>. • I can use more complex phonic strategies to make a recognisable attempt at spelling new words. • I can spell most common words correctly. • I can spell most words from vocabulary being used across the curriculum, e.g. from topic work, reading book and word banks. • I can spell a range of words accurately, using a dictionary when necessary. • I can use some suffixes and prefixes, e.g. <i>un</i> and <i>dis</i> • I can use a thesaurus to find appropriate and interesting words.

Tools for Writing

using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning.

Experiences and Outcomes		Progression		
Punctuation & Structure	<p>I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. LIT 1-22a</p> <p>Throughout the writing process, I can check that my writing makes sense. LIT 1-23a</p>	<ul style="list-style-type: none"> I can punctuate a sentence accurately with a capital letter & full stop. I can order words to make sense in sentences. I can use basic conjunctions to join sentences. I can recognise speech bubbles indicate direct speech. I can space out my words when writing. I can read over what I have written to check that it makes sense. 	<ul style="list-style-type: none"> I can consistently punctuate sentences accurately with a capital letter and full stop. I can use sentences of varying lengths. I can use most common conjunctions to join sentences. I can vary some sentence openers in my writing. I can use commas in a list. Use speech bubbles to indicate direct speech. I can edit my work for clarity and accuracy, often from formative feedback. I can reread as I write to check that the meaning is consistent. 	<ul style="list-style-type: none"> I can punctuate sentences accurately with a capital letter, full stop, question mark or exclamation mark. I can use sentences of varying length and structures. I can use a wider range of conjunctions to join sentences. I can use a wide range of words to open sentences. I can use commas in a list within a sentence. Use speech bubbles appropriately. I can proof read my work, recognising spelling errors and applying strategies to correct them. I can re read as I write to check for consistency of meaning and fitness for purpose.
Handwriting and Presentation	<p>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</p>	<ul style="list-style-type: none"> Independently, I can form most letters correctly so others can read my writing. I can write my letters starting at the correct place. I can write most letters the correct way round. I can write most letters the correct size. I can leave a finger space between words. I can use illustrations to help explain the text. I can find upper case letters on a keyboard. 	<ul style="list-style-type: none"> I can show which letters sit on the line, and which letters have tails that go under the line. I can consistently form all letters correctly, so others can read my writing. I can space my words so others can read my writing. I can join some letters to make words. I can include images and other features to make my writing attractive for my reader. I can write letters the correct way round. I can write my letters the correct size. 	<ul style="list-style-type: none"> I can join some letters together in linked script. I can use upper and lower case letters correctly, most of the time. I can write accurately so that others can read my work. I can space all words correctly so others can read my writing. I can organise the layout of text so that it is easy to read. I can select images and other features to make my writing attractive for my reader.

Creating Texts

Applying the elements which writers use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary.

Experiences and Outcomes		Progression		
Creating Texts	<p>I can convey information, describe events or processes, share my opinions or persuade my reader in different ways. LIT 1-28a / LIT 1-29a</p>	<ul style="list-style-type: none"> • I can convey one or more pieces of key information. • I can convey one or more of the events/steps/processes in a series. • I can include a simple opinion in my writing. 	<ul style="list-style-type: none"> • I can convey some of the key information. • I can some of the events/steps/processes in a series. • I can include my own opinion or view in my writing. 	<ul style="list-style-type: none"> • I can convey most of the key information. • I can convey several of the events/steps/processes in a series. • I can include my own opinion or view in my writing, in an attempt to persuade the reader.