

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

Experiences and Outcomes		Progression		
Enjoyment and 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. I regularly select subject, purpose, format and resources to create texts of my choice. LIT 2-01a</p>	<ul style="list-style-type: none"> • I can select texts I enjoy and comment on why I chose them. • I can talk readily about my own and others' feelings. • I can give a clear account/explanation of a topic of my choice. • I can explain why I prefer certain sources. • With support I am becoming more critical about what I listen to and watch. 	<ul style="list-style-type: none"> • I can regularly select texts I enjoy and explain why I chose them. • I can recount an experience or event clearly, logically and sequentially. • I can give a clear account/explanation of a topic of my choice with increasing confidence. • I can confidently explain why I prefer certain sources. • I am becoming more critical about what I listen to and watch independently. 	<ul style="list-style-type: none"> • I can regularly select a wide range of texts I enjoy and discuss and justify my choices. • I can talk clearly, logically and sequentially about my experiences, feelings and opinions. • I can give a clear account/explanation of a topic of my choice which is sustained and complete. • I can confidently explain why I prefer certain sources using evidence to back up my opinion. • I am becoming critical about what I listen to and watch.

Tools for Listening and Talking to help me when interacting or presenting within and beyond my place of learning.

Experiences and Outcomes		Progression		
Tools for listening and talking	<p>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</p>	<ul style="list-style-type: none"> • I am aware of the different roles within the group. • I can develop my ideas, opinions, information and experiences through listening to others. • I can sustain focus, make eye contact and maintain the discussion. 	<ul style="list-style-type: none"> • I am aware of and can respond to the different roles within the group. • I can develop my ideas, opinions, information and experiences and am beginning to extend and build upon others' ideas. • I can sustain focus, make eye contact and use appropriate facial expressions to show I am involved. 	<ul style="list-style-type: none"> • I am aware of and can respond well to the different roles within the group. • I can develop my ideas, opinions, information and experiences and extend and build upon others' ideas. • I can listen actively to others, make eye contact and use appropriate facial expressions and comments to show I am involved. • I can maintain the discussion using gesture and questions. • I use listening and talking skills in a variety of settings, within and out with school.
	<p>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</p>	<ul style="list-style-type: none"> • I can use eye contact and facial expression when talking to an audience. • I can show respect for the views of others through eye contact and facial expression. • I am beginning to justify my thinking. • I can recognise the body language of others. • I can use tools for speaking such as language, gesture, tone and facial expression, as appropriate for my purpose. 	<ul style="list-style-type: none"> • I can use eye contact and facial expression appropriately when talking to an audience. • I can show respect for the views of others by responding positively. • I can justify my thinking. • I can recognise and respond to the body language of others. • I can confidently use tools for speaking such as language, gesture, tone and facial expression, as appropriate for my purpose. 	<ul style="list-style-type: none"> • I can use eye contact and facial expression effectively when talking to an audience. • I can show respect for the views of others by responding positively and developing ideas. • I can confidently justify my thinking. • I can confidently recognise and respond appropriately to the body language of others. • I can confidently use tools for speaking such as language, gesture, pace, tone and facial expression, as appropriate for my purpose. • I recognise accents and dialects.

Evaluating

Understanding, Analysing and Evaluating

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

Experiences and Outcomes		Progression		
Understanding analysing and evaluating	<p>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</p>	<ul style="list-style-type: none"> • I can respond to literal questions. • I can infer from the text and make a prediction about what will happen next. • I can, with support, formulate literal and inferential questions. 	<ul style="list-style-type: none"> • I can respond to literal and inferential questions. • I can begin to answer evaluative questions with support. • I can formulate literal and inferential questions. 	<ul style="list-style-type: none"> • I can distinguish between, and respond appropriately to literal, inferential and evaluative questions. • I can formulate different types of questions, including some more complex ones.
	<p>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</p>	<ul style="list-style-type: none"> • I know the difference between fact and opinion. • I am aware that some forms of text are designed to influence me. 	<ul style="list-style-type: none"> • I can usually tell the difference between a fact and a statement of opinion. • I am aware of one or two of the techniques used to influence me. 	<ul style="list-style-type: none"> • I can differentiate between fact and opinion. • I am aware of some of the techniques used to influence me. • I can identify when a speaker is trying to influence me. • I can assess how useful and believable sources of information are.

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:</p> <ul style="list-style-type: none"> • share information, experiences and opinions • explain processes and ideas • identify issues raised and summarise main points or findings • clarify points by asking questions or by asking others to say more. <p>LIT 2-09a</p>	<ul style="list-style-type: none"> • I can share several items of information and talk about my own and others' experiences and feelings/opinions. • I can convey several steps in a logical sequence to explain processes and/or ideas. • I can select some of the issues raised and begin to summarise some points and/or findings. • I can ask relevant questions to support my understanding and by encouraging others to say more. 	<ul style="list-style-type: none"> • I can share several items of more detailed information and talk about my own and others' experiences and feelings/opinions with some structure. • I can convey several steps in a logical sequence to explain processes and/or ideas. • I can select some of the main issues raised and can summarise some points and/or findings with some structure. • I am aware of the difference between open and closed questions as a means to clarifying a point or encouraging others to say more. 	<ul style="list-style-type: none"> • I can share several items of more detailed and relevant information and talk about my own and others' experiences and feelings/opinions with an introduction, main body and conclusion. • I can convey several detailed steps in a logical sequence to explain processes and/or ideas. • I can select several of the main issues raised and summarise main points and /or findings in a logical order, providing evidence. • I can ask relevant questions that encourage an expansive response to either clarify a point or provide information.
	<p>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.</p> <p>LIT 2-10a</p>	<ul style="list-style-type: none"> • I can make eye contact with my audience at some points of my presentation. • I can prepare and present a talk for others about an object, experience or interest of my choice or on a given topic. • I can talk clearly and audibly when engaging with others. • I am beginning to use words, phrases and gestures in order to engage with others. • I can select an appropriate object, picture or photograph to illustrate the subject of my talk. • With support, I can use different formats of presentation, e.g. using prompt cards. 	<ul style="list-style-type: none"> • I can make eye contact with my audience at key points of my presentation. • I can prepare and present a more detailed talk for others about an object, experience or interest of my choice or on a given topic. • I can talk clearly and audibly at an appropriate pace when engaging with others. • I can use a few words, phrases and gestures in order to engage others. • I can select appropriate objects, pictures or photographs to illustrate the subject of my talk. • I can use different formats of presentation, e.g. poster. 	<ul style="list-style-type: none"> • I can make eye contact with my audience. • I can deliver a talk of appropriate detail and length. • I can talk clearly, audibly and at an appropriate pace, and occasionally vary my tone. • I can use a variety of appropriate words and gestures in order to engage others. • I can select a range of appropriate objects, pictures or photographs to illustrate the subject of my talk. • I can select an appropriate format for my presentation, e.g. powerpoint.

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 identify different genres of text. • I can choose books at my own level from a range of texts and read them confidently. • I can make informed choices about what I read for pleasure and explain my reasons. • I can explain clearly why I prefer certain texts/authors. 	<div style="text-align: center;"></div> <ul style="list-style-type: none"> • I can identify several different genres of text and discuss my preferences. • I can regularly select and read more complex material at my own level. • I can justify my choices about what I read for pleasure. • I can give clear reasons for my preferences. • I can explain my preferences using evidence from the text. <div style="text-align: center;"></div> <ul style="list-style-type: none"> • I can identify several different genres of text and discuss and justify my preferences by using examples. • I can regularly select and read increasingly challenging reading material at my own level. • I can justify my reading and author preferences confidently. • I can explain my preferences clearly using evidence from the text. • I can comment on the writer's style when recommending a text.

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 and different types of texts, I can find select and sort information from a variety of sources and use this for different purposes. LIT 2-14a</p>	<ul style="list-style-type: none"> I can find information on a given topic from more than one source including digital media. I use reading strategies such as using headings and key words to select relevant information. I can create my own text using this information, with support. I can identify the main features of a range of texts and can draw simple comparisons between two texts of the same genre. 	<ul style="list-style-type: none"> I can find information on a given topic from more than one source, including digital media, and select some of the most relevant points. I am beginning to use the skills of skimming and scanning to find the information I need. I can create my own text using this information, with some support. I can identify the main structural features of range of texts and can draw simple comparisons between two texts of the same genre. 	<ul style="list-style-type: none"> I can find information on a given topic from more than one source, including digital media, and select many of the most relevant points. I can confidently use reading strategies such as using skimming and scanning to select relevant information. I can create my own chosen text using this information. I can identify the main structural features of an increasing range of texts and can draw detailed comparisons between two texts of the same genre/different texts.
Finding and using information	<p>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</p>	<ul style="list-style-type: none"> I am aware of the difference between quoting and using my own words. I can underline or highlight key words and phrases to help me make useful notes. I can use my own notes to select and organise information to help create my own text. 	<ul style="list-style-type: none"> I can make notes using some of my own words from a piece of information. I can organise my own notes under simple headings. I can use my own notes from more than one source to select and organise information to help create my own text. I am beginning to acknowledge my sources. 	<ul style="list-style-type: none"> I can make notes using many of my own words. I can use and organise different forms of notes, including mind-maps to develop my thinking and explore problems. I can use my own notes from more than one source to select and organise information and to develop my ideas in order to help create my own text. I can acknowledge my sources.

Understanding, analysing and evaluating

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

Experiences and Outcomes		Progression		
	<p>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</p>	<ul style="list-style-type: none"> I am beginning to use some supporting detail to help me comment on the purpose and main ideas of texts. With guidance, I can make links between texts and different areas of my learning. 	<ul style="list-style-type: none"> I am beginning to use supporting detail, as appropriate, to help me analyse the purpose and main ideas of texts. I can make some relevant links between texts and different areas of my learning. 	<ul style="list-style-type: none"> I can identify the purpose and main ideas of texts, and analyse these using supporting detail. Independently, I can make relevant links between texts and different areas of learning.
Understanding, analysing and evaluating	<p>To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions on my own. Eng 2-17a</p>	<ul style="list-style-type: none"> I can, with support, identify different types of questions. I can respond to literal questions, and am beginning to respond to inferential questions in close reading tasks. I can infer from a text and make a prediction about what will happen next. 	<ul style="list-style-type: none"> I can identify and answer literal and inferential types of questions in close reading tasks. I can infer from the text and make predictions, justifying my thinking. 	<ul style="list-style-type: none"> I can distinguish between literal and inferential questions, and can respond appropriately. I am, with support, beginning to respond to evaluative questions. I can infer from the text and make convincing predictions, with clear justification.
	<p>To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are. LIT 2-18a</p>	<ul style="list-style-type: none"> I can, with support, discuss the writer's opinions and attitudes in the text. I can use the words fact and opinion correctly. I can, with support, decide whether sources are useful and/or believable. 	<ul style="list-style-type: none"> I can discuss the writer's opinions and attitudes in the text. I can identify and explain some differences between types of text, including distinguishing fact from opinion. I can, with support, decide which sources are most useful and/or believable. 	<ul style="list-style-type: none"> I am aware of some of the techniques writers use to influence me. I can identify when a writer is trying to influence me. I can decide which of my sources is most useful and/or believable.

Literacy Progression Second 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 vocabulary for different purposes.

Experiences and Outcomes		Progression		
Understanding, analysing and evaluating	<p>I can:</p> <ul style="list-style-type: none"> • Discuss structure, characterisation and/or setting • Recognise the relevance of the writer's theme and how this relates to my own and others' experiences • Discuss the writer's style and other features appropriate to genre <p>ENG 2-19a</p>	<ul style="list-style-type: none"> • I can discuss, with some evidence, structure, plot, characterisation and/or setting. • I can, in discussion, identify main themes, and think about them in relation to myself and others. • I can read different genres and talk about what makes them different from each other. • I can recognise different styles of writing. 	<ul style="list-style-type: none"> • I can discuss, with evidence, structure, plot, characterisation and/or setting. • I can identify main themes, and think about them in relation to myself and others. • I can read different genres and identify what makes them different from each other. • I can begin to understand some aspects of the writer's style, e.g. formal/informal. 	<ul style="list-style-type: none"> • I can discuss, with detailed evidence, structure, plot, characterisation and/or setting. • I can identify the main themes and think about them in the light of my own and others' experiences. • I can identify the features of different genres. • I can understand some aspects of the writer's style, e.g. formal/informal.
				

Punctuation & Structure

Spelling & Phonics Using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning.

Handwriting & Presentation

Experiences and Outcomes		Progression		
Spelling & Phonics	<p>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</p>	<ul style="list-style-type: none"> • With support I can use rules and letter patterns to help me spell more difficult words. • I can spell specialist words needed for particular curricular areas using tools, e.g. dictionaries and reference books. • I can spell many words accurately, using a dictionary when necessary. • With support can use spell check tools on the computer to help with my spelling. 	<ul style="list-style-type: none"> • I am beginning to use rules and letter patterns to help me spell more difficult words. • I can spell accurately common words, including specialist words needed for particular subjects. • I can spell most words accurately, using a dictionary when necessary. • I am beginning to use spell check tools on the computer to help with my spelling. • I can edit my writing to ensure that words are spelled correctly. 	<ul style="list-style-type: none"> • I can confidently apply knowledge of patterns, rules and strategies when spelling unknown words. • I can use a dictionary with confidence. • I can use spell check tools on the computer to help with my spelling. • I can edit my writing to ensure words are spelled correctly, in order to ensure that the meaning is communicated at the first reading.



Punctuation & Structure

Spelling & Phonics Using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning.

Handwriting & Presentation

Experiences and Outcomes		Progression		
Punctuation & Structure	<p>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</p>	<ul style="list-style-type: none"> I can consistently punctuate most sentences with a capital letter, full stop, question mark or exclamation mark. I can begin to use speech marks to indicate direct speech. I am beginning to use sentences of varying length and structure to organise my writing and clarify meaning. I can use conjunctions to join more sentences. I know how to indicate a new paragraph. As I plan, I am learning to offer and receive feedback to/from my peers. I am learning to share, review, improve and develop/edit my plan during the writing process. 	<ul style="list-style-type: none"> I can punctuate most sentences and am beginning to use commas to punctuate longer sentences. I can sometimes use speech marks to indicate direct speech. I can use sentences of varying length and structure to organise my writing and clarify meaning most of the time I can use a wider range of conjunctions to join more complex sentences. I can organise my writing using paragraphs with support. As I plan, I am becoming more able to offer and receive feedback to/from my peers. I am becoming more able to share, review, improve and develop/edit my plan during the writing process. 	<ul style="list-style-type: none"> I can punctuate most of my writing accurately and can use commas accurately to punctuate longer sentences. I can mostly use speech marks to indicate direct speech. I can consistently use sentences of varying length and structure to organise my writing and clarify meaning. I can use a wider range of conjunctions to join more complex sentences. I can organise my writing into paragraphs. As I plan, I am becoming more confident when offering and receiving feedback to/from my peers. I am becoming more confident when sharing, reviewing, improving and developing/editing my plan during the writing process.
	<p>Throughout the writing process, I can check that my writing makes sense and meets its purpose. LIT 2-23a</p>			
Handwriting & Presentation	<p>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</p>	<ul style="list-style-type: none"> I can write neatly, mostly in linked script, so that others can read my work. I can consistently use upper and lower case letters correctly. I can give attention to accurate presentation and layout and begin to consider how to engage the reader. I can set out my work appropriately; following any instructions given. I can experiment with publishing/displaying/word processing my work. 	<ul style="list-style-type: none"> I can write with increasing speed whilst remaining accurate, so that others can read my work (in linked script). I am beginning to use upper and lower case letters for effect. I can give attention to imaginative presentation and layout, which is mostly effective. I can set out completed work appropriately whilst learning about conventions appropriate to a variety of genres. I can publish/display/word process completed work with increasing confidence. 	<ul style="list-style-type: none"> I can write quickly, consistently and accurately in linked script, so that others can read my work. I can confidently use upper and lower case letters to create impact and effect. I can give attention to imaginative presentation and layout to create effect. I can set out completed work following established conventions appropriate to a variety of genres. I can successfully publish/display/word process my work.

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>	<p>With increasing complexity, I have opportunities to create texts where I have the choice of subject, format, purpose and/or audience.</p>		<p>Where I have the choice of subject, format, purpose and/or audience, I am able to create more extended texts which I am able to discuss with others</p>	<p>I can combine conventions from different genres to suit the choice of subject, format, purpose and/or audience.</p>	
Organising & using information	<p>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</p>	<ul style="list-style-type: none"> • I can use a model, planning page or writing frame to help me sort my ideas and begin to add detail relating to character and setting. • I can create a story which has a developed plot where essential details necessary to the reader's understanding are included. • In order to communicate with my audience, I can select some suitable vocabulary. 		<ul style="list-style-type: none"> • I can use a planning page to structure my writing and add detail relating to character and setting, • I can use features of imaginative writing, selecting from given models and writing frames to support • I can create a story which has a developed plot where most details are relevant. • In order to communicate with my audience, I can select a range of suitable vocabulary specific to the task. 		<ul style="list-style-type: none"> • I can use a planning page to help develop my ideas adding detail to plot, characters and setting. • I can use features of imaginative writing and choose a structure which is suitable for the purpose. • I can create a story which has a developed plot where almost all details are relevant. • In order to communicate with my audience, I can select a wide range of suitable vocabulary specific to the task.

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Organising & using information

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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 am learning to use language and style in a way which engages and/or influences my reader. ENG 2-27a</p> <p>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</p>	<ul style="list-style-type: none"> • I can engage my reader through description of setting or character. • I can engage my reader through the use of at least one literary technique, e.g. simile, onomatopoeia and alliteration. • I can create an interesting character and describe their appearance. • I can write a text in a particular genre with one or two features of that genre. • I can create and describe a setting. • I can create an interesting opening. 	<ul style="list-style-type: none"> • I can engage my reader through description of setting and character and the use of some interesting words. • I can engage my reader through the use of more than one literary technique. • I can create an interesting character and describe their appearance and personality. • I can write a text in a particular genre with some of the features of that genre. • I can create and describe a setting in some detail. • I can create an interesting opening and appropriate ending. 	<ul style="list-style-type: none"> • I can engage my reader through description of setting and character and the use of a number of interesting words. • I can engage my reader through the use of some literary techniques. • I can create an interesting character with some connection between their appearance, personality and actions. • I can write texts in more than one genre, with some of the features of those genres. • I can create and describe a setting in some detail and begin to create a mood or atmosphere. • I can begin to create an interesting structure, using, for example, a turning point. • I can use a variety of interesting openings and conclusions to engage my audience.

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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	<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>	<p>With increasing complexity, I have opportunities to create texts where I have the choice of subject, format, purpose and/or audience.</p>	<p>Where I have the choice of subject, format, purpose and/or audience, I am able to create more extended texts which I am able to discuss with others.</p>	<p>I can combine conventions from different genres to suit the choice of subject, format, purpose and/or audience.</p>
Organising & using information	<p>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. LIT 2-25a</p> <p>I recognise the need to acknowledge my sources and can do this appropriately. LIT 2-25a</p> <p>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</p>	<ul style="list-style-type: none"> I can make notes in my own words from a piece of information. I can underline or highlight key words and phrases to help me make useful notes. I can use my own notes to select and organise information to help create my own text. <p>I can record where I have got my information from.</p> <ul style="list-style-type: none"> I can use a model, plan or writing frame to select essential details which are organised logically. I can make use of suitable vocabulary specific to the task. I can use one or two conventions of layout. E.g. bullet points, numbered sections, diagrams graphics. 	<ul style="list-style-type: none"> I can organise my own notes under simple headings. I can use my own notes from more than one source to select and organise information to help create my own text. <p>I know the difference between a quotation and putting something in my own words.</p> <ul style="list-style-type: none"> I can acknowledge my sources. <ul style="list-style-type: none"> I can use a model, plan or writing frame to select information which is relevant and logically organised without significant omissions or repetitions. I can make use of suitable vocabulary specific to the task and audience. I can use some conventions of layout. 	<ul style="list-style-type: none"> I can use different forms of notes, including mind-maps, to generate and develop my own ideas into a logical order. I can use my own notes from more than one source to select and organise information, to develop my ideas and help create my own text. <p>I can show when I have used a direct quotation by using quotation marks and stating my source.</p> <ul style="list-style-type: none"> I can acknowledge my sources appropriately. <ul style="list-style-type: none"> I can use a model, plan or writing frame to select information which is relevant and organised with a clear line of thought, without omissions or repetitions. I can confidently make use of suitable vocabulary specific to the task and audience. I can use appropriate conventions of layout.

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 am learning to use language and style in a way which engages and/or influences my reader. ENG 2-27a</p>	<p>As appropriate to the task:</p> <ul style="list-style-type: none"> I can use at least one technique of persuasive and discursive writing e.g. alliteration, rhetorical questions, directly addressing the reader. I choose one or two words for effect. 	<p>As appropriate to the task:</p> <ul style="list-style-type: none"> I can use more than one technique of persuasive and discursive writing. I choose some words for effect. 	<p>As appropriate to the task:</p> <ul style="list-style-type: none"> I can use some of the main techniques of persuasive and discursive writing as appropriate to the subject and the intended audience. I choose words for effect.
	<p>I can convey information, describe events, explain processes or combine ideas in different ways. LIT 2-28a</p>	<ul style="list-style-type: none"> I can convey all the key information. I can convey all of the important events / steps / processes in a series. 	<ul style="list-style-type: none"> I can convey all the key information, selecting only that which is relevant. I can convey all of the events / steps / processes in a series. 	<ul style="list-style-type: none"> I can convey all the key information, selecting only that which is relevant. I can convey all of the events / steps / processes in a series and provide a conclusion.
	<p>I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. LIT 2-29a</p>	<ul style="list-style-type: none"> I can convey my opinion and persuade the reader giving one or two supporting details and / or pieces of evidence. 	<ul style="list-style-type: none"> I can convey my opinion and persuade the reader giving some supporting details and / or pieces of evidence. 	<ul style="list-style-type: none"> I can convey my opinion and persuade the reader giving supporting details and pieces of evidence. I can explore issues by presenting more than one point of view.

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		
Creating Texts	<p>I am learning to use language in a way which engages and/or influences my reader. ENG 2-27a</p>	<ul style="list-style-type: none"> I can use words, phrases and punctuation to describe my thoughts/feelings in order to engage my reader. I can establish a tone appropriate to my personal writing. I can attempt to engage my reader by describing a setting that links with my thoughts and feelings. I can attempt to describe my reactions to and feelings about my personal experiences. 	<ul style="list-style-type: none"> I can use some of the conventions of personal writing, e.g. emotive language and punctuation, to engage the reader's emotions. I can engage my reader by using tone to create a clear personal response to circumstances. I can engage my reader by describing a setting that links with my thoughts and feelings. I can describe some of my reactions to and feelings about my personal experiences. 	<ul style="list-style-type: none"> I can use conventions of personal writing, e.g. punctuation, emotive language and/or figurative language, in order to engage and influence my reader. I can engage my reading by beginning to use atmosphere and/or tone appropriate to the kind of thoughts and feelings I describe. I can engage my reader by describing a setting that directly links with and elaborates upon my thoughts and feelings. I can describe my reactions to and feelings about my personal experiences.
	<p>As I write for different purposes and readers, I can describe and share my experiences, expressing what they made me think about and how they made me feel. ENG 2-30a</p>			