

Read, Write Inc: Literacy and Language and the Curriculum for Excellence

Relevant Experiences, Outcomes and Benchmarks

Curriculum organiser	Experiences and outcomes	Benchmarks	Read, Write, Inc. Literacy and Language
First Level (P2-P4)			
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.	In <i>The story store</i> , children hear and enjoy a picture book story that introduces themes to be explored in the Anthology 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 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	Takes turns and contributes at the appropriate time when engaging with others in a variety of contexts.	<i>Turn To Your Partner</i> (TTYP) is embedded throughout, giving children opportunities to share and discuss with a partner. The <i>Big Questions</i> encourage children to develop their skills of argument and discussion through a mini enquiry session based on a question relating to the work of the day.
	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	Listens and responds appropriately to others in a respectful way, for example, by nodding or agreeing, asking and answering questions.	<i>Turn To Your Partner</i> (TTYP) is embedded throughout, giving children opportunities to share and discuss with a partner. The <i>Big Questions</i> encourage children to develop their skills of argument and discussion through a mini enquiry session based on a question relating to the work of the day.
		Applies a few techniques (verbal and non-verbal) when engaging with others, for example, vocabulary, eye contact, expression and/or body language.	Children are encouraged to participate in role-play activities to help them to understand texts, explore characters and plan writing.
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	Identifies the purpose and main ideas of spoken texts and uses the information gathered for a specific purpose.	<i>Secret story 1, 2 and 3</i> , and <i>Read a story</i> and <i>Re-read a story</i> activities encourage children to deepen their understanding of a story. Children make notes and ideas in their <i>Personal log</i> to record thoughts and ideas for their own writing.
	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	Makes relevant notes under given headings and can use these for different purposes.	Children make notes and ideas in their <i>Personal log</i> and the <i>Class log</i> to record thoughts and ideas for their own writing.
		Uses notes to create and sequence new texts.	Children make notes and ideas in their <i>Personal log</i> and the <i>Class log</i> to record thoughts and ideas for their own writing.

	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		
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	• Asks and responds to different types of questions to show understanding of the main ideas of spoken texts.	In <i>Secret story 3, What if not?, Who's the most important?</i> and <i>Character activities</i> children are asked to answer different types of questions to develop their understanding of a text.
	To help me develop an informed view, I am learning to recognise the difference between fact and opinion. LIT 1-08a	• Recognises simple differences between fact and opinion in spoken texts.	Find it or prove it activities ask children to differentiate between questions that are asking for facts that can be found in a text, and questions that require them to try to prove their own opinions. When writing non-fiction texts, children are encouraged to consider whether their texts include facts or opinions (Y2/P3, U2). Children develop their ability to identify facts and opinions and an awareness of how they can support an opinion (Y3/P4, U3).
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	• Communicates clearly and audibly.	<i>Turn To Your Partner</i> (TTYP) is embedded throughout, giving children opportunities to share and discuss with a partner.
	I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required. LIT 1-10a	• 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.	<i>Turn To Your Partner</i> (TTYP) is embedded throughout, giving children opportunities to share and discuss with a partner. Children create presentations and share them with children from another class (Y2/P3, U1, U6).
		• Selects and uses, with support, appropriate resources to engage with others, for example, objects, pictures and/or photographs.	Children create presentations and share them with children from another class (Y2/P3, U1, U6).
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.	In <i>The story store</i> , children hear and enjoy a picture book story that introduces themes to be explored in the Anthology text. Wider reading lists detailed in the overview chart for each unit ask children to select different texts of their choosing.
		• Explains preferences for particular texts and authors.	N/A
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	• Reads aloud a familiar piece of text adding expression and can show understanding.	<i>Re-read a story</i> deepens children's understanding of a story by increasing familiarity with the text. In <i>Storyteller's voice</i> children develop their awareness of dialogue and narrative and the need for storyteller's to use different 'voices'.

	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 an increasing number of common/ high frequency words, key reading words, core topic words and words of personal significance.	<i>Word power</i> activities support children to learn the meaning of specific vocabulary used in the story.
			Uses a range of word recognition strategies independently.	(See <i>Read Write Inc. Phonics</i>)
			Decodes unknown words by locating and pronouncing familiar letter patterns and blends.	(See <i>Read Write Inc. Phonics</i>)
			Uses context clues to read and understand texts.	<i>Secret story 1, 2 and 3</i> gradually reveal information about the full story to the children, this helps them to have some understanding of the context etc. before they read the full version.
			Uses punctuation and grammar to read with understanding and expression.	<i>Re-read a story</i> deepens children's understanding of a story by increasing familiarity with the text, asking them to read with understanding and expression. Grammar activities focus on specific areas of grammar to revise and consolidate children's understanding.
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.	In Y2/P3, U6 children look at features of non-fiction texts that help them to locate information.
			Makes notes under given headings for different purposes	Children make notes and ideas in their <i>Personal log</i> and the <i>Class log</i> to record thoughts and ideas for their own writing.
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	Identifies the main ideas of texts.	In <i>Secret story 3, What if not?, Who's the most important?</i> and <i>Character activities</i> children are asked to answer different types of questions to develop their understanding of a text. <i>Think and link</i> activities encourage children to develop their lateral thinking skills to explore a text.
	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	Makes appropriate suggestions about the purpose of a text.	<i>Secret story 1, 2 and 3</i> ask children to consider the purpose of a text.
			Answers literal, inferential and evaluative questions about texts.	In <i>Secret story 3, What if not?, Who's the most important</i> and <i>Character activities</i> children are asked to answer different types of questions to develop their understanding of a text.
	To help me develop an informed view, I can recognise the difference between fact and opinion.	LIT 1-18a	Asks questions to help make sense of a text.	
			Recognises the difference between fact and opinion.	<i>Find it or prove it</i> activities ask children to differentiate between questions that are asking for facts that can be found in a text, and questions that require them to try to prove their own opinions. When writing non-fiction texts, children are encouraged to consider whether their texts include facts or opinions (Y2/P3, U2). Children develop their ability to identify facts and opinions, and an awareness of how they can support an opinion (Y3/P4, U3).

	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	Offers own ideas about characters, writer's use of language, structure and/or setting.	In <i>Secret story 3</i>, <i>What if not?</i>, <i>Who's the most important?</i> and <i>Character</i> activities children share ideas about a text. <i>Word power</i> activities encourage children to focus on the writer's use of language.
		Offers own ideas about the writer's message and, when appropriate, relates these to personal experiences.	<i>Think and link</i> activities encourage children to relate ideas in a story to their own experiences. In <i>Secret story 3</i>, <i>What if not?</i>, <i>Who's the most important?</i> and <i>Character</i> activities children share ideas about a text, relating ideas to their own experiences where appropriate.
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.	The <i>Write 1</i> , <i>2</i> and <i>3</i> activities in each unit ask children to write for a range of purposes and audiences, including explanations, instructions, emails, non-chronological reports, adverts, presentations and biographies.
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	Spells most commonly used words correctly.	(See <i>Read Write Inc. Phonics</i> and <i>Read Write Inc. Spelling</i>)
		Spells most vocabulary used across the curriculum correctly.	(See <i>Read Write Inc. Phonics</i> and <i>Read Write Inc. Spelling</i>)
		Uses knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words.	(See <i>Read Write Inc. Phonics</i> and <i>Read Write Inc. Spelling</i>)
	I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. LIT 1-22a	Uses knowledge of the alphabet to locate words in a dictionary or other reference source to help spell tricky or unfamiliar words.	N/A
	Throughout the writing process, I can check that my writing makes sense. LIT 1-23a	Writes independently, punctuating most sentences accurately, for example, using a capital letter, full stop, question mark or exclamation mark.	Children proofread their work, and make changes to improve the accuracy of their grammar, punctuation and spelling.
	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	Links sentences using common conjunctions, for example, and, because, but or so.	Children look at different sentence types and using conjunctions to join clauses (Y3/P4, U5).
		Starts sentences in a variety of ways to engage the reader.	Children read a range of sentence starters and think about how they make the text more interesting to read.
		Checks writing to ensure it makes sense.	Children proofread their work, and make changes to improve the accuracy of their grammar, punctuation and spelling.
		Presents writing in a clear and legible way using images and other features as appropriate.	In <i>Write 3</i> , children complete final drafts of the work they have completed in <i>Write 1</i> and <i>2</i> . They present their work in a way that is appropriate for the audience and purpose, and are encouraged to make suggestions for images and diagrams that could be included.

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	Plans and organises ideas and information using an appropriate format.	In <i>Write 1</i> children use their notes to plan a first draft of their writing.
		Makes notes to help plan writing and uses them to create new texts.	Children make notes and ideas in their <i>Personal log</i> to record thoughts and ideas for their own writing.
		Includes relevant information in written texts.	Children make notes and ideas in their <i>Personal log</i> to record thoughts and ideas for their own writing.
	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	Organises writing in a logical order and as appropriate to audience.	In <i>Write 1</i> children use their notes to plan a first draft of their writing. In <i>Write 2</i> children write their first drafts.
		Uses relevant and/or interesting vocabulary as appropriate for the context.	<i>Word power</i> words are printed and displayed on the <i>Story wall</i> for children to use in their own writing.
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.	The <i>Write 1, 2 and 3</i> activities in each unit ask children to write for a range of purposes and audiences, including stories, poems, explanations, instructions, emails, non-chronological reports, adverts, presentations and biographies.
	I can describe and share my experiences and how they made me feel. ENG 1-30a	When writing to convey information, describe events or processes, share opinions or persuade readers in different ways:	The <i>Write 1, 2 and 3</i> activities in each unit ask children to write for a range of purposes and audiences, including stories, poems, explanations, instructions, emails, non-chronological reports, adverts, presentations and biographies.
	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	- 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.	
		- When writing to describe and share experiences: - Writes about personal experiences in a logical order, using appropriate vocabulary to describe feelings, thoughts and events.	The <i>Write 1, 2 and 3</i> activities in each unit ask children to write for a range of purposes and audiences, including stories, poems, explanations, instructions, emails, non-chronological reports, adverts, presentations and biographies.
		- 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.	The <i>Write 1, 2 and 3</i> activities in each unit ask children to write for a range of purposes and audiences, including stories, poems, explanations, instructions, emails, non-chronological reports, adverts, presentations and biographies.

		Creates interesting characters through their feelings and actions and physical description.	
Second Level (P5-P7)			
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.	In <i>The story store</i>, children hear and enjoy a picture book story that introduces themes to be explored in the Anthology 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 respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. LIT 2-02a	Contributes a number of relevant ideas, information and opinions when engaging with others.	<i>Turn To Your Partner</i> (TTYP) is embedded throughout, giving children opportunities to share and discuss with a partner. The <i>Big Questions</i> encourage children to develop their skills of argument and discussion through a mini enquiry session based on a question relating to the work of the day.
	I can recognise how the features of spoken language can help in communication, and I can use what I learn.	Shows respect for the views of others and offers own viewpoint.	The <i>Big Questions</i> encourage children to develop their skills of argument and discussion through a mini enquiry session based on a question relating to the work of the day.
	I can recognise different features of my own and others' spoken language. ENG 2-03a	Builds on the contributions of others, for example, by asking or answering questions, clarifying points or supporting others' opinions or ideas.	<i>Turn To Your Partner</i> (TTYP) is embedded throughout, giving children opportunities to share and discuss with a partner. The <i>Big Questions</i> encourage children to develop their skills of argument and discussion through a mini enquiry session based on a question relating to the work of the day.
		Applies verbal and non-verbal techniques in oral presentations and interactions, for example, vocabulary, eye contact, body language, emphasis, pace and/or tone.	Children are encouraged to participate in role-play activities to help them to understand texts, explore characters and plan writing. Children create presentations and share them with children from another class: Y4/P5 U1, U3, U4; Y5/P6: U3; Y6/P7: U1, U2, U3, U5, U6.
		Recognises some techniques used to engage or influence the listener, for example, vocabulary, emphasis, tone and/or rhetorical questions.	In Y4/P5, U6 children watch a film trailer and examine the persuasive techniques used to engage and influence the listener.
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	Identifies the purpose of spoken texts with suitable explanation.	N/A
		Identifies the main ideas of spoken texts, with supporting detail, and uses the information gathered for a specific purpose.	<i>Read a story 1, 2 and 3</i> activities encourage children to deepen their understanding of a story. They make notes and ideas in their <i>Daily log</i> to record thoughts and ideas for their own writing.

	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	Makes relevant notes using own words, for the most part, and uses these to create new texts for a range of purposes.	Children make notes and ideas in their <i>Daily log</i> to record thoughts and ideas for their own writing.
	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		
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.	In <i>Read a story version 1</i>, children listen to the 'bare bones' of a new story. In <i>Think and link</i> children then make links and connections between other stories they know, their own experiences and the new story. In <i>Read a story version 2</i>, children hear more about the new story and <i>Turn To Your Partner</i> to discuss their understanding so far.
	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	Identifies the difference between fact and opinion with suitable explanation.	Children are asked to identify facts and opinions in texts in Y4/P5, U2; Y5/P6, U3; Y6/P7, U5.
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	Communicates clearly, audibly and with expression in different contexts.	<i>Turn To Your Partner</i> (TTYTP) is embedded throughout, giving children opportunities to share and discuss with a partner. The <i>Big Questions</i> encourage children to develop their skills of argument and discussion through a mini enquiry session based on a question relating to the work of the day.
		Plans and delivers an organised presentation/talk with relevant content and appropriate structure.	In Y4/P5, children plan a presentation to pitch to a panel and plan and deliver a lesson. In Y5/P6, children deliver a persuasive presentation to the class, and share a biographical presentation. In Y6/P7, children deliver a TV news presentation and present a persuasive presentation to the class.
	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	Uses suitable vocabulary for purpose and audience.	<i>Word power</i> words are displayed on the <i>Word wall</i> for children to use in their own writing.
		Selects and uses resources to support communication.	When creating presentations, children are encouraged to use slideshow presentations and other visual support within their presentations to support communication.

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 or authors. LIT 1-11a/LIT 2-11a	• Select texts regularly for enjoyment or to find information for a specific purpose.	In <i>The story store</i> , children hear and enjoy a picture book story that introduces themes to be explored in the Anthology text. Wider reading lists detailed in the overview chart for each unit ask children to select different texts of their choosing.
		• Explains preferences for particular texts, authors or sources with supporting detail.	N/A
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 2-31a	• Reads with fluency, understanding and expression using appropriate pace and tone.	In <i>Re-read a story version 3</i> on <i>Day 3</i> , children read the Anthology text aloud to their partner, using expression and intonation to convey meaning and impact to their partner.
		• Uses knowledge of context clues, punctuation, grammar and layout to read unfamiliar texts with understanding.	In <i>Re-read a story version 3</i> on <i>Day 4</i> , children read the whole Anthology text silently. The focus is on thinking about what they are reading and not finishing the text. Context activities encourage children to make links between a story and its setting.
		• Applies a range of reading skills and strategies to read and understand texts, for example skimming, scanning, predicting, clarifying/and or summarising.	In <i>Read a story version 1</i> , children become familiar with the ‘bare bones’ of the story. In <i>Read a story version 2</i> , they examine additional details about the story and become more familiar with it before reading the full version. In <i>Read a story version 3</i> , children hear the full version of the story for the first time.
Finding and using information – when reading and using fiction and non-fiction texts with increasingly complex ideas, structure and specialist vocabulary	Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. 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	• Skims text to identify purpose and main ideas.	In <i>Read a story version 1</i> , children become familiar with the ‘bare bones’ of the story, enabling them to draw out the main ideas.
		• Scans texts to find key information.	In <i>Read a story version 2</i> , children examine additional details about the story and become more familiar with it before reading the full version.
		• Finds, selects and sorts relevant information from a range of sources.	Children use information to write a non-fiction text. In <i>Write 1</i> , children plan what they are going to write, using what they learned when examining a text from a similar genre.
		• Makes and organises notes using own words, for the most part.	Children make notes and ideas in their <i>Daily log</i> to record thoughts and ideas for their own writing.
		• Uses notes to create new texts that show understanding of the topic or issue.	Children use information to write a non-fiction text. In <i>Write 1</i> , children plan what they are going to write, using what they learned when examining a text from a similar genre. In <i>Write 2</i> , children use their planning to write a full text.
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	• Identifies the purpose of a text with a suitable explanation.	Children explore the different purposes of a variety of non-fiction texts including information texts, newspaper articles, explanation texts, trailers, instructions, discussion texts, non-chronological reports, biographies and autobiographies.
		• Identifies the main ideas of a text with appropriate detail.	In <i>Read a story 3</i> , <i>What if not...?</i> , <i>Who’s the most important?</i> and <i>Character activities</i> children are asked to answer different types of questions to develop their understanding of a text. <i>Think and link</i> activities encourage children to develop their lateral thinking skills to explore a text.

	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	Makes relevant comments about features of language, for example vocabulary, sentence structure and punctuation.	In <i>Word power</i> children examine the language the writer has used and how it has been used for effect. Children look at and become familiar with special phrases particular to the story.
	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	Responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of texts.	After hearing the full story in <i>Read a story version 3</i>, children answer questions from the Pupil's Book to demonstrate their understanding of the text.
	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.	In <i>What if not...?, Who's the most important?, Role on the wall</i>, and <i>Context activities</i>, children examine character and setting.
		Relates the writer's theme to own and/or others' experiences.	In <i>Think and link</i> children make links and connections with other stories and their own 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.	Showing and telling activities ask children to identify and evaluate the writer's use of language. In <i>Think and link</i> children make links and connections with other stories and their own experiences. In <i>Word power</i> children examine the language the writer has used and how it has been used for effect.

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.	In each unit children write their own fiction and non-fiction texts linked to the texts they have read and explored in the unit. Text types include stories, poems, information texts, newspaper articles, explanation texts, trailers, instructions, discussion texts, non-chronological reports, biographies and autobiographies.
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	Applies knowledge of spelling patterns, rules and strategies to spell most words correctly.	(See <i>Read Write Inc. Spelling</i>)
	In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. LIT 2-22a	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.	Children proofread their work, and make changes to improve the accuracy of their grammar, punctuation and spelling.
	Throughout the writing process, I can check that my writing makes sense and meets its purpose. LIT 2-23a	Writes most sentences in a grammatically accurate way.	Children proofread their work, and make changes to improve the accuracy of their grammar, punctuation and spelling.
		Uses sentences of different lengths and types and varies sentence openings.	Children look at sentences in the Grammar activities in Y3/P4 U5.

	I can consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.	Links sentences using a range of conjunctions.	Children look at using conjunctions in the Grammar activities in Y2/P3 U4 and U5, and Y3/P4 U3.
	LIT 2-24a	Uses paragraphs to separate thoughts and ideas.	Children look at paragraphs in the Grammar activities in Y3/P4 U6.
		Writes in a fluent and legible way.	In <i>Write 1</i> , children plan what they are going to write, using what they learned when examining a text from a similar genre. In <i>Write 2</i> , children use their planning to write a full text. In <i>Write 3</i> , children complete final drafts of the work they have completed in <i>Write 1</i> and 2. Children are then encouraged to evaluate and edit their work.
Organising and using information - considering texts to help create short and extended texts for different purposes	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.	Uses notes and/or other sources to develop thinking and create new texts.	In <i>Write 1</i> , children plan what they are going to write, using what they learned when examining a text from a similar genre. In <i>Write 2</i> , children use their planning to write a full text.
	I recognise the need to acknowledge my sources and can do this appropriately.	Acknowledges sources making clear where the information came from.	N/A
	LIT 2-25a	Organises information in a logical way.	In <i>Write 1</i> , children plan what they are going to write, using what they learned when examining a text from a similar genre. In <i>Write 2</i> , children use their planning to write a full text.
	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.	Selects relevant ideas and information.	In <i>Write 1</i> , children plan what they are going to write, using what they learned when examining a text from a similar genre. In <i>Write 2</i> , children use their planning to write a full text.
	LIT 2-26a	Uses appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience.	In <i>Write 1</i> , children plan what they are going to write, using what they learned when examining a text from a similar genre. In <i>Write 2</i> , children use their planning to write a full text. Children match the purpose and audience of texts and use this to help them when writing their own texts.
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.	Creates a range of short and extended texts regularly for different purposes.	The <i>Write 1, 2</i> and <i>3</i> activities in each unit ask children to write for a range of purposes and audiences, including stories, poems, information texts, newspaper articles, explanation texts, trailers, instructions, discussion texts, non-chronological reports, biographies and autobiographies.
	I can convey information, describe events, explain processes or combine ideas in different ways.	Attempts to engage and/or influence the reader through vocabulary and/or use of language as appropriate to genre.	<i>Power words</i> collected from the reading tasks are displayed on <i>Story and Poetry</i> walls for children to use in their own writing. Children are encouraged to consider audience and purpose when making language choices in their own writing.
	I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence.	When writing to convey information, describe events, explain processes or combine ideas in different ways:	The <i>Write 1, 2</i> and <i>3</i> activities in each unit ask children to write for a range of purposes and audiences, including stories, poems, information texts, newspaper articles, explanation texts, trailers, instructions, discussion texts, non-chronological reports, biographies and autobiographies.
	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.	- 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.	Children use information gathered from examining texts of a similar genre to inform the choices they make in their own writing. They consider audience and purpose and make language choices on this basis. Children plan, write and edit each piece of writing, ensuring the text is presented in a clear and logical way. Children proofread their writing and make changes to ensure accuracy in grammar, spelling and punctuation.

	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 to persuade, evaluate, explore issues or express an opinion: • Presents relevant ideas and information, including supporting detail, to convey view point.	The <i>Write 1, 2 and 3</i> activities in each unit ask children to write for a range of purposes and audiences, including stories, poems, information texts, newspaper articles, explanation texts, trailers, instructions, discussion texts, non-chronological reports, biographies and autobiographies. Children use information gathered from examining texts of a similar genre to inform the choices they make in their own writing. They consider audience and purpose and make language choices on this basis.
		• 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.	Children plan, write and edit each piece of writing, ensuring the text is presented in a clear and logical way. Children proofread their writing and make changes to ensure accuracy in grammar, spelling and punctuation.
		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.	The <i>Write 1, 2 and 3</i> activities in each unit ask children to write for a range of purposes and audiences, including stories, poems, information texts, newspaper articles, explanation texts, trailers, instructions, discussion texts, non-chronological reports, biographies and autobiographies. Children use information gathered from examining texts of a similar genre to inform the choices they make in their own writing. They consider audience and purpose and make language choices on this basis. Children plan, write and edit each piece of writing, ensuring the text is presented in a clear and logical way. Children proofread their writing and make changes to ensure accuracy in grammar, spelling and punctuation.
		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.	The <i>Write 1, 2 and 3</i> activities in each unit ask children to write for a range of purposes and audiences, including stories, poems, information texts, newspaper articles, explanation texts, trailers, instructions, discussion texts, non-chronological reports, biographies and autobiographies. Children use information gathered from examining texts of a similar genre to inform the choices they make in their own writing. They consider audience and purpose and make language choices on this basis. Children plan, write and edit each piece of writing, ensuring the text is presented in a clear and logical way. Children proofread their writing and make changes to ensure accuracy in grammar, spelling and punctuation.