

East Lothian 'CFE English and Literacy' Framework

Organiser	Enjoyment and Choice	Tools for Listening and Talking	Finding and Using Information
Experiences and Outcomes	<p>I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn. LIT 0-01a / LIT 0-11a / LIT 0-20a</p> <p>I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. LIT 0-01b / LIT 0-11b</p> <p>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-01c</p>	<p>As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen. LIT 0-02a / ENG 0-03a</p>	<p>I listen or watch for useful or interesting information and I use this to make choices or learn new things. LIT 0-04a</p>
On Track in Nursery	<ul style="list-style-type: none"> I can communicate with my peers and adults. I can identify beat, rhythm and syllables, alliteration and sounds in words. I can identify and suggest words that rhyme. I can repeat a short sentence. I enjoy listening to stories / texts / and other media and can say whether I liked or disliked them. I can listen to and repeat rhymes, stories, songs, poems and jingles. I can sequence part of a familiar story. 	<ul style="list-style-type: none"> I can listen to others and am beginning to take turns to talk. I can speak clearly in a range of situations. I can use and respond to body language. I can answer questions with appropriate clarity. I can follow simple instructions in a familiar context. I can share my ideas with someone. 	<ul style="list-style-type: none"> I can listen to others to get information. I can share information with others with support when appropriate.
On Track in P1	<ul style="list-style-type: none"> I can initiate a conversation with my peers and adults and respond appropriately. I can recognise the different single sounds made by letters in spoken words. I can recognise letter blends/sounds made by a combination of letters in spoken words. I can recognise the words in spoken sentences. I can actively participate in rhymes, stories, songs, poems and jingles by keeping the beat or completing a missing rhyme. I can choose a story, book or text to share with others. I can use the pictures, rhymes and repetitive language of the story to help me anticipate and predict what is going to happen. I can suggest reasons why characters might act in certain ways. I can say why I liked or did not like a story giving reasons for my answers focussing on characters or an event. I can talk about reality/fantasy, fact/opinion, right/wrong in texts. I can recall key points of a text including characters and events. 	<ul style="list-style-type: none"> I can listen attentively in a range of situations and to take my turn more regularly in conversations. I can talk with increasing appropriateness to a wider range of audiences. I use appropriate body language when listening and talking to others. I can follow simple instructions asking for clarification if needed. I can share my ideas with my peers and other people. I can show appropriate appreciation of the needs of others when talking and listening in a range of situations. 	<ul style="list-style-type: none"> I can listen to others and access a range of media to get information. I can recall, retell and use information from a variety of sources. I can share key information with others for a variety of purposes, for example to recount and describe.
National Benchmarks (Draft)	<ul style="list-style-type: none"> Participates actively in songs, rhymes and stories. Hears and says patterns in words. Hears and says rhyming words and generates rhyme from a given word. Hears and says the different single sounds made by letters. Hears and says letter blends/sounds made by a combination of letters. Chooses a story or other texts for enjoyment, making use of the cover, title, author and/or illustrator. Engages with and enjoys watching, reading or listening to different texts, including stories, songs and rhymes, and can share likes and dislikes. Engages with stories and texts in different ways, for example, retelling/re-enacting stories and/or using puppets/props. 	<ul style="list-style-type: none"> Makes an attempt to take turns when listening and talking in a variety of contexts. Makes an attempt to use appropriate body language when listening to others, for example, eye contact. Listens and responds to others appropriately. Asks questions and responds relevantly to questions from others. Follows and gives simple instructions. ¶ Shares ideas with a wider audience, for example, group or class. 	<ul style="list-style-type: none"> Understands and responds to spoken texts. Identifies new or interesting information from spoken texts.

Organiser	Understanding, Analysing and Evaluating	Creating Texts
Experiences and Outcomes	To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. LIT 0-07a / LIT 0-16a / ENG 0-17	Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT 0-09a I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. LIT 0-09b / LIT 0-31 As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings. LIT 0-10a
On Track in Nursery	<ul style="list-style-type: none"> • I am beginning to answer a range of questions about a text (literal and inferential). • I can ask literal questions about a text. • I am beginning to predict details, actions and outcomes in texts. • I am beginning to talk about my own similar experiences after engaging with a text. 	<ul style="list-style-type: none"> • I can use my own words to express myself with support. • I can speak in sentences sharing an experience, opinion, idea or information with other. • I can use a wide range of appropriate and relevant words and phrases to express myself. • I am beginning to extend my vocabulary in different contexts. • I can express my ideas and feelings with support. • I can retell a story (real or imagined) in my own words in a logical sequence. • I can discuss how a text connects to my own experiences with support.
On Track in P1	<ul style="list-style-type: none"> • I can engage with a text by asking and answering a range of questions e.g. remember, understand and apply (Bloom's Taxonomy). • I can ask a range of questions to clarify information about texts. • I can make connections with a text and speak about them. • I can predict details, actions and outcomes in texts. 	<ul style="list-style-type: none"> • I can use my own words to express myself. • I can communicate in a range of contexts (including real and imaginary contexts). • I can share information that conveys ideas, feelings, experiences, opinions and information with others.

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	<ul style="list-style-type: none"> I can talk about my own similar experiences after engaging with a text. 	<ul style="list-style-type: none"> I can tell my ideas in order so that my message makes sense. I can use familiar stories and other texts to create my own characters and stories. I am extending my vocabulary and using new words and phrases to help me to express myself. I can discuss my connection with a text and share this connection with others.
National Benchmarks (Revised)	<ul style="list-style-type: none"> Asks and answers questions about texts to show and support understanding. Makes simple predictions about texts. 	<ul style="list-style-type: none"> Talks clearly to others in different contexts, sharing feelings, ideas and thoughts. Recounts experiences, stories and events in a logical sequence for different purposes. Communicates and shares stories in different ways, for example, in imaginative play. Uses new vocabulary and phrases in different contexts, for example, when expressing ideas and feelings or discussing a text.