East Lothian 'CFE English and Literacy' Framework [Type here]

Organiser	Enjoyment and Choice	Tools for Listening and Talking	Finding and Using Information
Experiences and Outcomes	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**	When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. **LIT 1-02a** I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn. **ENG 1-03a**	As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose. **LIT 1-04a** As I listen or watch, I am learning to make notes under given headings and use these to understand what I have listened to or watched and create new texts. **LIT 1-05a** I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. **LIT 1-06a**
On Track in P2	• In class, group or individually, I am beginning to recognise different types of texts. • With support, I can select texts that are suitable for me that I enjoy and find interesting. • With support, I can say why I liked certain texts and their sources. • With support, I can play with language and identify rhythm, rhymes, syllables and alliteration.	• I can talk appropriately to a range of audiences mostly in my own setting. • I can respond to others with correct body language. • I can speak at the appropriate time. • I can listen actively in a range of situations. • I can show I understand the needs of others when listening and talking and I am beginning to ask relevant questions.	• With support, I can identify the purpose of a text. • With support, I can identify the key words in a text. • With support, I can identify the main ideas of a text. • With support, I can use what I have heard or seen to complete a task. • With support, I can find one or two ideas or relevant items of information. • With support, I can sort my ideas or one or two relevant items of information in a logical sequence. • 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 ideas. • I can use a mind map with support. • With support, I can use one or two words which will be interesting and/or useful for others.
On Track in P3	• In class, group or individually, I can recognise and choose to work with different types of texts and sources. • With increasing independence, I can select texts and resources that are suitable for me that I enjoy and find interesting. • I can share my feelings and thoughts on the text/source I have chosen, giving reasons why I have chosen to read, listen to, watch or create a text. • I can identify and use rhythms, rhymes, syllables and alliteration.	• I can listen actively and talk appropriately to a range of audiences in and beyond my setting. • I can contribute meaningfully. • I can ask relevant questions. • I can show I understand the needs of others when listening and talking and engage with increasing appropriateness.	• With some support, I can identify and talk about the purpose of a text. • With some support, I can identify and talk about the key words in a text. • With some support, I can identify and talk about the main ideas of a text. • With some support, I can use what I have heard or seen to complete a task. • I can find one or two ideas or relevant items of information. • I can sort my ideas or one or two relevant items of information in a logical sequence. • I recognise that notes are not full sentences. • I can use planning formats with given headings to help me organise my ideas. • I can create a mind map with support. • I can use one or two words which will be interesting and/or useful for others.

Organiser	Enjoyment and Choice	Tools for Listening and Talking	Finding and Using Information
On Track in P4	• In class, group or individually, I can recognise and choose to work with an increasingly wider range of texts and 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 comment on how the text has had an effect on me as a listener/viewer in relation to characters, plot or feelings (using evidence to support my views).	• I can listen and talk 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 (e.g. ask questions in a respectful way) and use these contributions to develop my thinking, with support.	• I can identify and talk about the purpose of a text. • I can identify and talk about the key words in a text. • I can identify and talk about the main ideas of a text. • I can use what I have heard or seen to complete a task. • I can locate the key words in a simple piece of information text. • I can use my own words to retell ideas. • I can use words which will be interesting and/or useful for others. I can use notes to help me discuss with understanding what I have listened to or watched. • I can find some ideas or relevant items of information on a given topic. • I can sort my ideas and/or relevant items of information in a logical sequence to create my own text. • I can suggest the kinds of words you can miss out when taking notes. • I can make more detailed notes (this maybe pictures or words) under given headings • 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.
Across P2, P3 and P4	With increasing independence, confidence and complexity: • 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.	With increasing independence, confidence and complexity: • Through discussion and practical experiences I can explore how pace, gesture, expression, emphasis and choice of words can be used to engage with others.	
National Benchmarks (Revised)	• Selects spoken texts regularly for enjoyment or to find information for a specific purpose and gives a reason for preferences.	• Takes turns and contributes at the appropriate time when engaging with others in a variety of contexts. • Listens and responds appropriately to others in a respectful way, for example, by nodding or agreeing, asking and answering questions. • Applies a few techniques (verbal and non-verbal) when engaging with others, for example, vocabulary, eye contact, expression and/or body language.	• Identifies the purpose and main ideas of spoken texts and uses the information gathered for a specific purpose. • Makes relevant notes under given headings and can use these for different purposes. • Uses notes to create and sequence new texts

Organiser	Understanding, Analysing and Evaluating	Creating Texts
Experiences and Outcomes	I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. **LIT 1-07a** To help me develop an informed view, I am learning to recognise the difference between fact and opinion. **LIT 1-08a**	When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. **LIT 1-09a** I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required. (This may include images, objects, audio, visual or digital resources.) **LIT 1-10a**
On Track in P2	Using a wider variety of increasingly complex texts: • With support, I can predict details actions and outcomes in texts. • With support, I can answer/ask literal questions about texts and begin to explain my thinking. • With support, I can answer inferential question about texts and explain my thinking. • With support, I can answer evaluative questions about texts and explain my thinking. • 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. • With support I can talk about the main ideas of texts.	• I can share one or two items of information and talk about my own and other's experiences and feelings/opinions. • I can share one or two steps in a logical sequence to explain simple processes and/or ideas. • I can ask some questions to get more information. • With support, I am beginning to talk clearly and audibly. • I can make some eye contact with others when I speak directly to them. • With support, 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.
On Track in P3	Using a wider variety of increasingly complex texts: • With some support, I can predict details, actions and outcomes in texts. • With some support, I can answer/ask literal questions about texts and explain my thinking. • With some support, I can answer inferential questions about texts and explain my thinking. • With some support, I can answer evaluative questions about text or sources. • I can find one or two facts in a simple text. • I can explain that opinion can vary. • With support, I am able to give my opinions about texts.	• I can share at least three items of information and talk about my own and other's experiences and feelings/opinions. • I can share nearly all of the steps in a logical sequence to explain processes and/or ideas. • I can identify some main points from what I have heard. • I can ask some relevant questions to get more information. • I am beginning to talk clearly and audibly. • I can attempt to make some eye contact when presenting to an audience. • With support, 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.
On Track in P4	Using a wider variety of increasingly complex texts: • I can predict details actions and outcomes in texts. • I can answer/ask literal questions about texts and explain my thinking. • I can answer inferential question about texts and explain my thinking. • I can answer/ask evaluative questions about texts/sources. • With support, I can identify an opinion in a text. • I can recognise the difference between facts and opinions in texts. • I am able to give my opinions about texts.	• I can share several items of information and talk about my own and others' experiences and feelings/opinions in a variety of different situations/contexts. • I can convey several steps in a logical sequence to explain processes and/or ideas. • I can identify most main points from what I have heard. • I can ask some relevant questions to demonstrate and clarify my understanding. • I can talk clearly and audibly to my audience. • I can make eye contact with my audience periodically. • I can prepare and give a simple talk for others about an object, experience or interest of my choice or on a given topic. • I can use a range of words and phrases appropriate to the context of my talk. • With support, I can select appropriate objects, pictures or photographs to illustrate the subject of my talk.
Organiser	Understanding, Analysing and Evaluating	Creating Texts
Across P2, P3 and P4	I can demonstrate my understanding of increasingly complex texts using a range of questions to respond (Bloom's Taxonomy, Critical Thinking Skills, Making Thinking Visible Strategies)	
National Benchmarks (Draft)	• Asks and responds to different types of questions to show understanding of the main ideas of spoken texts. • Recognises simple differences between fact and opinion in spoken texts.	• Communicates clearly and audibly. • Contributes to group/class discussions, engaging with others for a range of purposes. • Selects and shares ideas/information using appropriate vocabulary in a logical order.

		• Selects and uses, with support, appropriate resources to engage with others, for example, objects, pictures and/or photographs.