

East Lothian 'CFE English and Literacy' Framework

Organiser	Enjoyment and Choice	Tools for Reading	Finding and Using Information	Understanding, Analysing and Evaluating
Experiences and Outcomes	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	I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. LIT 1-12a 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	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 I am learning to make notes under given headings and use them to understand information, explore ideas and problems and create new texts. LIT 1-15a	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 To help me develop an informed view, I can recognise the difference between fact and opinion. LIT 1-18a
On Track in P2	I can..... <ul style="list-style-type: none"> Match books and genres with similar features, e.g., non-fiction text; same author, illustrator, poetry and rhyme. Explain why certain books/genres/ authors are preferred. 	I can..... <ul style="list-style-type: none"> Read taught common words correctly. Recognise some unfamiliar words within a taught curricular area. Use learned knowledge of vowel digraphs and consonant blends to decode words. Begin to read words containing split digraphs. Use front cover and title to develop understanding of the text. Use pictorial and contextual clues to help with reading and understanding. I can recognise and explain the effect of capital letters, full stops, exclamation marks and question marks. 	I can..... <ul style="list-style-type: none"> Identify some of the differences between fiction and non-fiction texts. Find information when asked in a non-fiction text under a given heading. I can draw pictures to show information that I have found from reading a text. I can find information from simple pictures. Identify the main characters Sequence the main events from a story Use simple blurbs to help make the correct choices when selecting books 	I can..... <ul style="list-style-type: none"> Retell the events from a story in chronological order. Identify from which point of view a story is told Make connections between what has happened to characters and my own life. I am beginning to use texts to help me answer some basic literal and inferential questions. I can, with support, create some literal questions to accompany text.
On Track in P3	<ul style="list-style-type: none"> Match books and genres with similar features, e.g., non-fiction text; same author, illustrator, poetry and rhyme, structure. Explain why certain books/genres/ authors are preferred. 	<ul style="list-style-type: none"> Read taught common words correctly. Recognise a wider range of unfamiliar words within a taught curricular area. Read words containing split digraphs with increasing confidence. Demonstrate knowledge of 'ing' and 'ed' endings. Use learned knowledge of soft sounds and 'y' as a vowel to decode words. Use front cover, title, pictures and characters to develop understanding of the text. Use pictorial and contextual clues with increasing confidence. I can vary my expression when I read aloud to show I understand punctuation marks (including exclamation marks, speech marks, commas and question marks). 	<ul style="list-style-type: none"> I can identify and list the differences between fiction and non-fiction texts. I can find information when asked in a non-fiction text including information leaflets, posters, advertisements, food packaging, given webpages I can draw pictures and a simple labelled diagram to show information that I have found from reading a text. I can find information from pictures, simple diagrams and charts (including ICT contexts). Use a contents page and index to find the section that I'm looking for (with support) Highlight or underline relevant information With support, use information gathered to present a simple talk 	I can... <ul style="list-style-type: none"> Identify from which point of view a story is told and discuss how other characters might feel Create some literal questions to accompany text. Answer literal and basic inferential questions on the text Select words from a text that influences how a reader might feel Select words and adjectives from a text that help to describe the setting Identify cliff-hangers and why the author chooses to use them Select words from a text that help the reader to understand character motives and feelings.
On Track in P4	<ul style="list-style-type: none"> Match books and genres with similar features e.g., non-fiction text, same author, illustrator, poetry, theme. Explain why certain books/genres/ authors are preferred. 	<ul style="list-style-type: none"> Read taught common words correctly. Use a range of word decoding strategies to read unfamiliar words in texts seen and unseen. I use what I know about how words are built (prefix, suffix, root words, contractions and word families) to figure out unfamiliar words. Use front cover, title, pictures, characters and blurb to develop understanding of the text. Use contextual clues to gain an understanding of the text. I can vary my expression when I read aloud to show I understand the effects of bold and italic lettering. 	<ul style="list-style-type: none"> I can identify the differences between fiction and non-fiction texts. I can find information when asked in a non-fiction text including information leaflets, posters, advertisements, food packaging, given webpages, email, video clips I can draw pictures and labelled diagrams to show information that I have found from reading a text. I can find information from pictures, diagrams and charts (including ICT contexts). Use a contents page and index to find the section that I'm looking for (independently). Use keywords in a search engine. Highlight or underline information from a variety of sources Using given texts, make simple notes (using key words and phrase) under given headings Use information gathered to create new text 	I can... <ul style="list-style-type: none"> Find things that are true/false can't tell in a story. Identify from which point of view a story is told and then retell it from another point of view. I can create some literal and inferential questions to accompany text Select words and phrases from a text that influences how a reader might feel Match different types of texts to different purposes, e.g., advertisement to persuade Select words, phrases and section of a text that help to describe the setting Select words, phrases and section of a text that help the reader to understand character motives and feelings. Identify similes in text

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			<ul style="list-style-type: none"> Use information gathered to present in a variety of ways (e.g., class talk, presentation etc) 	
National Benchmarks (Revised)	<ul style="list-style-type: none"> Selects different texts regularly for enjoyment or for a specific purpose using, for example, cover, title, author, illustrator and/or blurb. Explains preferences for particular texts and authors. 	<ul style="list-style-type: none"> Reads aloud a familiar piece of text adding expression and can show understanding. Reads an increasing number of common/high frequency words, key reading words, core topic words and words of personal significance. Uses a range of word recognition strategies independently. Decodes unknown words by locating and pronouncing familiar letter patterns and blends. Uses context clues to read and understand texts. Uses punctuation and grammar to read with understanding and expression. 	<ul style="list-style-type: none"> Identifies the key features of fiction and non-fiction texts. Uses contents, index, headings, sub-headings and diagrams to help locate information. Find key information from a text using different strategies. Makes notes under given headings for different purposes 	<ul style="list-style-type: none"> Identifies the main ideas of texts. Makes appropriate suggestions about the purpose of a text. Answers literal, inferential and evaluative questions about texts. Asks questions to help make sense of a text. Recognises the difference between fact and opinion. Offers own ideas about characters, writer's use of language, structure and/or setting. Offers own ideas about the writer's message and, when appropriate, relates these to personal experiences.