East Lothian 'CFE English and Literacy' Framework

Organiser	Enjoyment and Choice	Tools for Writing	Organising and Using Information	Creating Texts
Experiences and Outcomes	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**	I can spell most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help spell tricky or unfamiliar words. **LIT 1-21a** I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a** Throughout my writing process, I can check that my writing makes sense. **LIT 1-23a** 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**	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** 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 to others. **LIT 1-26a**	I can convey information, describe events or processes, share my opinions or persuade my reader in different ways. **LIT 1-28a, LIT 1-29a** I can describe and share my experiences and how they made me feel. **ENG 1-30a** 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**
On Track in P2	I can choose to write for a variety of purposes (eg party invites, signs, posters, letters, lists) and then select the materials and words I need to do this.	I can spell some common words accurately. I can attempt to spell unknown words using my knowledge of sounds. I can punctuate a sentence accurately, with a capital letter and a full stop. I can identify/use nouns, proper nouns, verbs and adjectives. I can join sentences using and, but, because. I can start my sentences in different ways. I can form most letters independently and correctly. I can check my writing with support.	I can make simple notes from a picture or text by recording the most important words/ideas only. I can use these simple notes to write one or two sentences. I can create a suitable title for a text. I can write 2 or 3 sentences which are relevant to my title. I can select and use ambitious vocabulary.	I can create a text, with support, for a given purpose (eg. to entertain, persuade, inform or explain events or processes). I can identify and use some features of different genres of text and I can say what a 'good one' looks like. I can create a variety of texts (with a minimum of 3 pieces of information). I can create a simple text with a beginning, middle and end. I can describe who, where, when and what is involved in a personal experience, with support. I can share my feelings.
On Track in P3	I can make choices about when and why I write. I can choose appropriate words and sentences.	I can spell many common words accurately. I can attempt to spell unknown words using my knowledge of sounds and spelling patterns. I can punctuate some sentences accurately, with a capital letter and a full stop or question mark. I can identify/use prepositions and pronouns. I can identify different tenses of the same. I can join sentences using so, then. I can use a variety of sentences openers (eg After, At last). I can consistently form most letters independently and correctly. I can check my work for errors more independently.	I can select key words and information from a text. I can organise these under given headings. I can use these words and ideas to plan and write a new text. I can choose vocabulary that is subject and genre specific, from a wordbank, to add detail to my text. I can select and use ambitious vocabulary.	I can create a text for a given purpose (eg. to entertain, persuade, inform or explain events or processes). I can identify and use some features of different genres of text and I can say what a 'good one' looks like. I can create a variety of texts (of approx. 100 words). I can create a text, with my ideas in a logical order. I can describe who, where, when and what is involved in a personal experience and I can share my feelings.
On Track in P4	I can explain why I am writing, who I'm writing for and what choices I've made in my writing to match my purpose and audience.	I can spell most common words accurately. I can use a range of strategies to spell unknown words, (incl. using a dictionary). I can punctuate many sentences accurately, with a capital letter and full stop, question mark or exclamation mark. I can identify/use adverbs. I can change the tense of a verb and maintain this throughout a text. I can use a variety of connectives to join sentences. I can use a variety of interesting sentence openers (eg adverb). I can write legibly and neatly. I can edit my writing to make sure it makes sense.	I can make notes, with support under given headings. I can use these notes to plan and write a new text. I can choose vocabulary that is subject, genre and audience appropriate, from a wordbank, to add detail to my text. I can select and use ambitious vocabulary. I can begin to organise my information and ideas in a logical way.	I can create a text, with support, for a given purpose (eg. to entertain, persuade, inform or explain events or processes). I can suggest a format appropriate to the purpose of my text. I can identify and use many features of different genres of text and I can say what a 'good one' looks like. I can create a variety of texts, (of approx. 200 words). I can create a text, with my ideas in a logical order and add detail to make my meaning clear. I can describe in detail a personal experience and choose vocabulary to share my feelings and thoughts.
National Benchmarks	• Creates texts selecting subject, purpose, format and resources for a range of purposes and audiences.	• Spells most commonly used words correctly. • Spells most vocabulary used across the curriculum correctly. • Uses knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words. • Uses knowledge of the alphabet to locate words in a dictionary or other reference source to help spell tricky or unfamiliar words. • Writes independently, punctuating most sentences accurately, for example, using a capital letter, full stop, question mark or exclamation mark.	• Plans and organises ideas and information using an appropriate format. • Makes notes to help plan writing and uses them to create new texts. • Includes relevant information in written texts. • Organises writing in a logical order and as appropriate to audience. • Uses relevant and/or interesting vocabulary as appropriate for the context.	• Creates a variety of texts for different purposes. **When writing to convey information, describe events or processes, share opinions or persuade readers in different ways:** • 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.

		• Links sentences using common conjunctions, for example, and, because, but or so. • Starts sentences in a variety of ways to engage the reader. • Checks writing to ensure it makes sense. • Presents writing in a clear and legible way using images and other features as appropriate.		**When writing to describe and share experiences**: • Writes about personal experiences in a logical order, using appropriate vocabulary to describe feelings, thoughts and events. **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. • Creates interesting characters through their feelings and actions and physical description.