

East Lothian 'CFE English and Literacy' Framework

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 / LIT 2-01a	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 I can recognise how the features of spoken language can help in communication, and I can use what I learn. I can recognise different features of my own and others' spoken language. ENG 2-03a	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 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 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
On Track in P5	With support: I can recognise different types of verbal/ audio/ visual texts and their sources. I can select and listen to a wide range of texts that are suitable for me, justifying my choice of text. As appropriate to the task I can select subject, purpose, format and resources when creating a text. I can give a personal response including opinions or reactions to texts and/or sources using evidence from the text. I can describe the creator's style, making reference to theme, setting, characterisation, plot, mood & tension, structure/presentation and recognising literary devices	When I engage with others I can recognise the different roles within paired, group and classwork. I am beginning to show that I can value others' contributions through my use of skills such as: active listening, questioning, turn taking, eye contact and showing respect to speaker. I can recognise and am developing my use of some features of spoken language such as: pace, expression, emphasis and word choice.	I can identify and discuss the purpose of a text. I can use this information for different purposes with support. I can identify and talk about the main ideas of a text with some supporting detail. I am aware of the difference between quoting and using my own words. I can find information on a given topic from more than one source. I can take notes and create my own text using this information with support. I use suitable vocabulary for my audience.
On Track in P6	With increasing independence and confidence: I can recognise different types of verbal/ audio/ visual texts and their sources. I can select and listen to a wide range of texts that are suitable for me, justifying my choice of text. As appropriate to the task I can select subject, purpose, format and resources when creating a text. I can give a personal response including opinions or reactions to texts and/or sources using evidence from the text. I can describe the creator's style, making reference to theme, setting, characterisation, plot, mood & tension, structure/presentation and recognising literary devices	When I engage with others I can adopt different roles. I am developing a range of skills to show that I can value and respect others' rights, views, opinions and contributions and I am beginning to use these to shape my thinking I can use many of the features of spoken language such as: pace, expression, emphasis and word choice.	I can identify and discuss the purpose and the main ideas of a text with some supporting detail. I can use this information for different purposes. I can find information on a given topic from more than one source, and select some of the most relevant points. I can take notes create my own text using this information with some support. I use suitable vocabulary for my audience, making some attempt to explain key terminology where appropriate.
On Track in P7	With increasing independence, confidence and complexity: I can recognise different types of verbal/ audio/ visual texts and their sources. I can select and listen to a wide range of texts that are suitable for me, justifying my choice of text. As appropriate to the task I can select subject, purpose, format and resources when creating a text. I can give a personal response including opinions or reactions to texts and/or sources using evidence from the text. I can describe the creator's style, making reference to theme, setting, characterisation, plot, mood & tension, structure/presentation and recognising	When I engage with others I can respond in a manner appropriate to my role. I can consistently respect others' rights, views and opinions. I can use a range of skills to show that I value others' contributions (e.g. asking and answering a variety of questions) and use these contributions to develop my thinking. I can begin to select and use the most appropriate features of spoken language to suit my purpose. I can influence the listener by using some features of spoken language such as: pace, expression, emphasis and word choice.	I can identify and discuss the purpose and main concerns of the text with supporting detail. I can use this information for different purposes, with increasing confidence. I can find information on a given topic from more than one source, and select many of the most relevant points, with increasing confidence. I can take notes and create my own chosen text using this information, beginning to acknowledge my sources I use suitable vocabulary for my audience explaining key terminology where appropriate, with increasing confidence.

East Lothian 'CFE English and Literacy' Framework

	literary devices (metaphor, personification, simile, alliteration, repetition, onomatopoeia)		
National Benchmarks (Draft)	Selects spoken texts regularly for enjoyment or to find information for a specific purpose. Explains preferences.	<p>Contributes a number of relevant ideas, information and opinions when engaging with others.</p> <p>Shows respect for the views of others and offers own viewpoint.</p> <p>Builds on the contributions of others, for example, by asking or answering questions, clarifying points or supporting others' opinions or ideas.</p> <p>Applies verbal and non-verbal techniques in oral presentations and interactions, for example, vocabulary, eye contact, body language, emphasis, pace and/or tone.</p> <p>Recognises some techniques used to engage or influence the listener, for example, vocabulary, emphasis, tone and/or rhetorical questions.</p>	<p>Identifies the purpose of spoken texts with suitable explanation.</p> <p>Identifies the main ideas of spoken texts, with supporting detail, and uses the information gathered for a specific purpose.</p> <p>Makes relevant notes using own words, for the most part, and uses these to create new texts for a range of purposes.</p>

Organiser	Understanding, Analysing and Evaluating	Creating Texts
Experiences and Outcomes	<p>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.</p> <p>LIT 2-07a</p> <p>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.</p> <p>LIT 2-08a</p>	<p>When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none"> share information, experiences and opinions explain processes and ideas identify issues raised and summarise main points or findings clarify points by asking questions or by asking others to say more <p>LIT 2-09a</p> <p>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.</p> <p>LIT 2-10a</p>
On Track in P5	<p>Using a wider variety of increasing complex texts:</p> <ul style="list-style-type: none"> I can respond to literal, inferential and evaluative questions. I can infer from the text and make a prediction about what will happen next. I can begin to answer evaluative and inferential questions with support. I can, with support, formulate inferential questions. I know the difference between fact and opinion. I am aware that some forms of text are designed to influence me. 	<p>When listening and talking with others for different purposes:</p> <ul style="list-style-type: none"> I can share relevant items of information and talk about experiences, feelings and opinions in a variety contexts I can convey some relevant steps in a logical sequence to explain processes and/or ideas. I can identify most of the issues raised and begin to summarise some points and/or findings. I can ask relevant-questions to support my understanding and I am beginning to encourage others to say more. I beginning to make appropriate eye contact with my audience. I prepare and present a talk for others about an object, experience or interest of my choice or on a given topic. I can talk clearly and audibly with an awareness of the needs of an audience. I can use a wide range of words and phrases appropriate to the context of my talk I am beginning to use gestures in order to engage with others. I can select an appropriate object, picture or photograph to illustrate the subject of my talk. With support, I can use different formats of presentation, e.g. using prompt cards, poster, PowerPoint etc

East Lothian 'CFE English and Literacy' Framework

<p>On Track in P6</p>	<p>Using a wider variety of increasing complex texts: I can respond to literal, inferential and evaluative questions, with growing confidence. I can formulate evaluative questions. I can begin to formulate inferential questions, with support. I can tell the difference between a factual text and statements of opinion in a variety of spoken texts. I am aware of one or two of the techniques used to influence me.</p>	<p>When listening and talking with others for different purposes: I can share relevant items of more detailed information and talk about experiences, feelings and opinions with some structure. I can convey most relevant steps in a logical sequence to explain processes and/or ideas. I can identify some of the main issues raised and can summarise some points and/or findings with some structure. I can ask relevant-questions, as I am aware of the difference between open and closed questions, Through questioning I support my understanding and encourage others to say more. I can make eye contact with my audience at key points of my presentation. I can prepare and present a more detailed talk for others about an object, experience or interest of my choice or on a given topic. I can talk clearly and audibly and am beginning to show an understanding of appropriate pace. I can use a wide range of words, phrases and am more confident in using gestures in order to engage others. I can select appropriate objects, pictures or photographs to illustrate the subject of my talk I can use different formats of presentation, e.g. using prompt cards, poster, PowerPoint etc</p>
<p>On Track in P7</p>	<p>Using a wider variety of increasing complex texts: I can distinguish between, and respond appropriately to literal, inferential and evaluative questions, recognising how they support my understanding. I can formulate different types of questions, including some more complex ones, i.e. inferential. I am aware of some of the techniques used to influence me and can clearly differentiate between facts and opinions being used to persuade. I can identify when a speaker is trying to influence me.</p>	<p>When listening and talking with others for different purposes: I can share items of more detailed and relevant information I can talk about experiences, feelings, ideas and opinions with an introduction, main body and conclusion. I can identify or select relevant material, summarise and recount main points or issues (both fiction & non-fiction) I can ask relevant-questions or clarify points by asking higher order questions of myself and others. I can, through questioning, support my understanding and encourage others to say more, with increasing confidence. I frequently make eye contact with my audience. I can deliver a talk with appropriate detail and length. I can talk clearly, audibly and am beginning to show an understanding of appropriate pace to engage my audience. I am beginning to vary my tone to engage my audience. I can use a variety of appropriate words, phrases and gestures in order to engage others. I can select a range of appropriate objects, pictures or photographs to illustrate the subject of my talk. I can select an appropriate format for my presentation, e.g.using prompt cards, poster, PowerPoint etc</p>
<p>National Benchmarks (Draft)</p>	<p>Asks and responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of spoken texts. Identifies the difference between fact and opinion with suitable explanation.</p>	<p>Communicates clearly, audibly and with expression in different contexts. Plans and delivers an organised presentation/talk with relevant content and appropriate structure. Uses suitable vocabulary for purpose and audience. Selects and uses resources to support communication.</p>