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 2-11a*	Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression **ENG 2-12a** *I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection.* *LIT 2-13a*	*Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes.* **LIT 2-14a** *I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate.* **LIT 2-15a**	*To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.* **ENG 2-17a** *To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own.* *LIT 2-16a* *To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are.* *LIT 2-18a* I can: discuss structure, characterisation and/or setting recognise the relevance of the writer's theme and how this relates to my own and others' experiences discuss the writer's style and other features appropriate to genre. **ENG 2-19a**
On Track in P5	I can… Compare books from the same author or genre Explain and identify specific features within texts of the same genre Present opinions on texts/ books Select books that are suitable for me. Review books using different review formats	I can… Use rules, letter patterns and contextual clues to read and understand texts and words. Use derivations, roots and word patterns to read unfamiliar words. Use phonic knowledge to identify more complex letter clusters and apply them when reading new words. Read a passage of text fluently, adding in changes of voice at appropriate times. Identify sections of text where feelings and emotions are shown and be able to explain how this is known. Identify a homophone and explain the correct meaning using the context. Identify a range of punctuation within text; full stop, comma, question marks, exclamation mark, speech marks; colon and semi-colon and explain their use. Use a variety of resources (dictionaries, thesaurus, Internet) to help me understand unfamiliar vocabulary. Use reasons and examples to support my ideas and opinions.	I can… Identify the information that I need to know Scan to find relevant information from a given text. Use question words to help me scan for information (who, what, when, why, where how?) Use headings and subheadings to help locate specific information from a text Identify possible headings (keywords/phrases) Note down facts under my given headings	I can… Can identify the difference between fact and opinion I am learning to recognise techniques used to influence the reader, for example, word choice, emotive language and repetition. Can identify setting, plot, character and point of view. Discuss the impact that different texts can have on their audience i.e., to inform, to entertain, to persuade etc. Discuss in detail with reference to setting, plot, character Identify literacy devices (e.g. similes, metaphors). I can respond to literal, inferential and evaluative questions. I can, with support, create literal and inferential questions. Identify the effect an author has on their reader and give reasons why they use certain techniques, i.e., irony, cliff-hanger, plot twist, flashbacks, flashforward, narrative hook,
On Track in P6	I can…(with increasing complexity) Compare books from the same author or genre Explain and identify specific features within books of the same genre Present opinions on texts/ books Select books that are suitable for me. Review books using different review formats	I can…(with increasing complexity) Talk about how alternative events might affect the plot development. Select the main events when summarising. Identify sections of text where feelings and emotions are shown and be able to explain how this is known. Be able to recognise where the pace, tone and volume may change because of these feelings. Use reasons and examples to support my ideas and opinions. Make appropriate predictions about the text and give reasons. Select information from given texts for different purposes, e.g., for research etc.	I can…(with increasing complexity) Evaluate the accuracy and usefulness of my sources Scan to find surface information. Scan to find relevant information. Make notes using some of my own words from a piece of information. Organise my own notes under my own headings.	I can… (with increasing complexity) Identify facts or bias in a text. Discuss in detail with reference to setting, plot, character and theme Identify literacy devices (e.g. similes, metaphors, personification). I can respond to literal, inferential and evaluative questions, with growing confidence. I can create literal and inferential questions.

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On Track in P7	I can… (with increasing complexity)	I can… (with increasing complexity)	I can… (with increasing complexity)	I can… (with increasing complexity)
	Compare texts from the same author/poet or genre Explain and identify specific features within texts of the same genre Present opinions on texts/ books with some justification Comment on the effect of different genre markers when choosing a text Select books that are suitable for me. Review books using different review formats	Talk about how alternative events might affect the plot development Independently select texts for different purposes, e.g., for research, debating etc Make appropriate predictions about the text and give reasons, to show my understanding. Select and explain how style or meaning can be communicated in a text by means of linguistic techniques such as: word choice, structure, imagery and tone.	Scan to find a particular piece of information in a text Confidently navigate through different kinds of texts, using organisational structures and retrieval devices to locate information Quickly find a particular piece of information in a text. Put the information from my notes into my own words. Illustrate my notes with diagrams as appropriate. Keep notes of the sources of my information. Present my information in the most effective, useful and legible way	Evaluate the credibility of a source. Identify literacy devices (e.g. similes, metaphors, personification and foreshadowing). Examine and respond to themes, author's purpose, style and author's craft appropriate to the genre (e.g. word choice, emotive language, repetition, rhetorical questions etc.). I can distinguish between, and respond appropriately to literal, inferential and evaluative questions. I can create different types of questions, including some more complex ones.
National Benchmarks (Revised)	Selects texts regularly for enjoyment or to find information for a specific purpose. Explains preferences for particular texts, authors or sources with supporting detail.	Reads with fluency, understanding and expression using appropriate pace and tone. Uses knowledge of context clues, punctuation, grammar and layout to read unfamiliar texts with understanding. Applies a range of reading skills and strategies to read and understand texts, for example, skimming, scanning, predicting, clarifying and/or summarising	Skims texts to identify purpose and main ideas. Scans texts to find key information. Finds, selects and sorts relevant information from a range of sources. Makes and organises notes using own words, for the most part. Uses notes to create new texts that show understanding of the topic or issue	Identifies the purpose of a text with suitable explanation. Identifies the main ideas of a text with appropriate detail. Makes relevant comments about features of language, for example, vocabulary, sentence structure and punctuation. Responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of texts. Creates different types of questions to show understanding of texts. Makes relevant comments about structure, characterisation and/or setting with reference to the text. Relates the writer's theme to own and/or others' experiences. Makes relevant comments about aspects of the writer's style, use of language and other features appropriate to genre, with reference to the text.