

## East Lothian 'CFE English and Literacy' Framework

Organiser	Enjoyment and Choice	Tools for Writing	Organising and Using Information	Creating Texts
<b>Experiences and Outcomes</b>	I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. <b>LIT 2-20a</b>	I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. <b>LIT 2-21a</b> In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. <b>LIT 2-22a</b> Throughout my writing process, I can check that my writing makes sense and meets its purpose. <b>LIT 2-23a</b> I can consider the impact that layout and presentation will have and can combine lettering, graphics, and other features to engage my reader. <b>LIT 2-24a</b>	I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new texts. I recognise the need to acknowledge my sources and can do this appropriately. <b>LIT 2-25a</b> By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. <b>LIT 2-26a</b>	I am learning to use language and style in a way which engages and/or influences my reader. <b>ENG 2-17a</b> I am learning to use language and style in a way which engages and/or influences my reader. <b>ENG 2-27a</b> I can convey information, describe events, explain processes or combine ideas in different ways. <b>LIT 2-28a</b> I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. <b>LIT 2-29a</b> As I write for different purposes and readers, I can describe and share my experiences, expressing what they made me think about and how they made me feel. <b>ENG 2-30a</b> Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting and appropriate structure, interesting characters and/or settings which come to life. <b>ENG 2-31a</b>
<b>On Track in P5</b>	I can explain why I am writing, who I'm writing for and can justify the 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 and polysyllabic words, (incl. using a dictionary). I can punctuate many sentences accurately, with a capital letters, full stops, question marks, exclamation marks, commas, speech marks and apostrophes. I can change the tense of a verb and maintain this throughout a text. I can attempt to use a wider range of connectives to join sentences, beginning to clarify relationships between ideas. I can use a variety of interesting sentence openers (eg adverb, -ed verb). I am beginning to use paragraphs. I can use similes. I can use the correct homophone in the correct place. I can consistently write legibly and neatly. I can present and display my work attractively. I can edit my writing to make sure it makes sense.	I can make notes independently under headings I've designed myself. I can use these notes to plan and write a new text in my own words. I can choose vocabulary that is subject, genre and audience appropriate to make my writing interesting. I can select and use ambitious vocabulary. I can organise my information and ideas in a logical way.	I can create texts for a range of purposes (eg. to entertain, persuade, influence, inform or explain events or processes). I can select 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. 250 words), beginning to apply what I know about paragraphs and sentence structures. I can experiment with word choices to engage/influence my reader. I can describe a personal experience and explain how my thoughts and feelings changed.
<b>On Track in P6</b>	I can experiment with and choose an appropriate layout and style for a text and confidently explain my choices. I can demonstrate increasing awareness of the purpose and audience of my writing.	I can spell most common words accurately. I can use a range of strategies to spell unknown and polysyllabic words, (incl. technical and specialist vocabulary). I can punctuate most sentences accurately, with a capital letter, full stop, question mark, exclamation mark, comma and apostrophe. I can punctuate direct speech accurately. I can use a wider range of connectives to join sentences and clarify relationships between ideas. I can use a wide variety of interesting sentence openers and can vary the length of my sentences to keep my reader interested. I can use similes and metaphors. I can use paragraphs to organise my ideas logically. I can consistently write legibly and neatly. I can present and display my work attractively, by selecting appropriate forms of layout. I can check and edit, throughout the writing process, to improve and develop my writing.	I can make notes independently, from more than one source. I can use these notes to plan and write a new text which includes sub headings, if appropriate. I can choose vocabulary that is subject, genre and audience appropriate to make my writing more sophisticated. I can select and use ambitious vocabulary. I can organise my information and ideas in a logical way.	I can create texts for a range of purposes. I can select a format appropriate to the purpose of my text. I can identify and use most 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. 300 words), applying what I know about paragraphs and sentence structures. I can make appropriate word choices to engage/influence my reader. I can describe how a personal experience has impacted on my thoughts, feelings or opinions.
<b>On Track in P7</b>	I can confidently apply my writing skills (layout, style and vocabulary) to extend my own learning. I can independently demonstrate an awareness of the purpose and audience of my writing.	I can spell all common words accurately. I can apply a range of strategies to spell all the words I need. I can confidently and accurately use a wide range of punctuation including punctuation for direct speech. I can use a sophisticated range of connectives to join sentences and clarify relationships between ideas. I can confidently generate a wide variety of interesting sentence openers and can vary the length of my sentences to create different effects.	I can make notes independently, from more than one source. I can acknowledge my sources by recording the titles and authors of texts used. I can use these notes to plan and write a new text which includes sub headings. I justify my choice of vocabulary, taking into account subject, genre and audience. I can select and use ambitious vocabulary.	I can create texts for a range of purposes. I can select a format appropriate to the purpose of my text. I can identify and use the 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. 350 words), consistently applying what I know about paragraphs and sentence structures. I can select sophisticated vocabulary to suit the purpose of my text and engage/influence my reader.

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		<p>I can use simile, metaphor, alliteration and imagery.</p> <p>I can confidently use paragraphs appropriately.</p> <p>I can consistently write legibly and neatly.</p> <p>I can present and display my work attractively, by deciding on and using appropriate forms of layout.</p> <p>I can independently check and edit, throughout the writing process, to improve and develop my writing. I can suggest alternatives to improve my work.</p>	<p>I can organise my information and ideas in a coherent and logical way.</p>	<p>I can describe, in detail, how a personal experience has impacted on my thoughts, feelings or opinions.</p>
<p><b>National Benchmarks</b></p>	<p>Creates texts regularly for a range of purposes and audiences selecting appropriate genre, form, structure and style.</p>	<p>Applies knowledge of spelling patterns, rules and strategies to spell most words correctly.</p> <p>Uses a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes. Punctuation is mainly accurate.</p> <p>Writes most sentences in a grammatically accurate way.</p> <p>Uses sentences of different lengths and types and varies sentence openings.</p> <p>Links sentences using a range of conjunctions.</p> <p>Uses paragraphs to separate thoughts and ideas.</p> <p>Writes in a fluent and legible way.</p> <p>Reviews and corrects writing to ensure it makes sense, is technically accurate and meets its purpose.</p> <p>Makes appropriate choices about layout and presentation, including in digital texts, to engage the reader, for example, headings, bullet points, fonts, graphics and/or captions.</p>	<p>Uses notes and/or other sources to develop thinking and create new texts.</p> <p>Acknowledges sources making clear where the information came from.</p> <p>Organises information in a logical way.</p> <p>Selects relevant ideas and information.</p> <p>Uses appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience.</p>	<p>Creates a range of short and extended texts regularly for different purposes. Attempts to engage and/or influence the reader through vocabulary and/or use of language as appropriate to genre.</p> <p><b>When writing to convey information, describe events, explain processes or combine ideas in different ways:</b></p> <p>Uses appropriate style and format to convey information applying key features of the chosen genre.</p> <p>Includes relevant ideas, knowledge and information.</p> <p>Organises and presents information in a logical way.</p> <p>Uses tone and vocabulary appropriate to purpose.</p> <p><b>When writing to persuade, evaluate, explore issues or express an opinion:</b></p> <p>Presents relevant ideas and information, including supporting detail, to convey view point.</p> <p>Organises ideas in a logical way.</p> <p>Includes an introduction that makes the topic clear and a conclusion that rounds off the writing.</p> <p>Attempts to use language to influence or persuade the reader, for example, word choice, punctuation, repetition, rhetorical questions and/or emotive language.</p> <p><b>When writing to describe and share experiences:</b></p> <p>Describes personal experiences, making context and events clear.</p> <p>Describes thoughts and feelings about the experience.</p> <p>Attempts to engage and/or influence the reader through vocabulary and/or use of language.</p> <p><b>When writing imaginatively and creatively:</b></p> <p>Applies a few features of the chosen genre.</p> <p>Creates interesting characters through, for example, their feelings and actions, physical description and/or dialogue.</p> <p>Creates setting/context with some descriptive detail.</p> <p>Attempts to use figurative language (imagery) to engage the reader, for example, simile, metaphor, alliteration and onomatopoeia.</p> <p>Creates plots with clear structures, for example, suitable opening, turning point, climax and/or satisfactory ending.</p>