

Literacy

Literacy

Key skills	Pupils at Level 1 need to:								
1. Read fluently, listen and respond critically to texts of all kinds, on paper and on screen, in order to access ideas and information.	Strategies <ul style="list-style-type: none"> • Read some high frequency words. • Decode words using a phonics approach. • Show awareness of punctuation marks. 	Understanding <ul style="list-style-type: none"> • Recall main points. • Talk about favourite parts. 	Interpreting <ul style="list-style-type: none"> • Show basic inference. • Comment on the text. 	Structure <ul style="list-style-type: none"> • Show awareness of titles etc. 	Language <ul style="list-style-type: none"> • Comment on obvious features. 	Opinion <ul style="list-style-type: none"> • Share preferences for types of texts. 	Culture <ul style="list-style-type: none"> • Identify types of character. 		
2. Talk clearly and confidently about their thoughts, opinions and ideas, listening carefully to others so that they can refine their thinking and express themselves effectively.	Talking to others <ul style="list-style-type: none"> • Share feelings. • Talk in an audible voice that is understood by others. • Keep in mind the listener. 		Talking with others <ul style="list-style-type: none"> • Engage with the speaker, listening attentively. • Engage with others, taking turns. 		Talking in drama <ul style="list-style-type: none"> • Play imaginatively, acting out characters using everyday language. 		Talking about talk <ul style="list-style-type: none"> • Notice different ways of speaking. • Experiment with ways to express meaning. 		
3. Write, present and broadcast a range of ideas, in a wide variety of forms and with awareness of different audiences and purposes; communicate these ideas with accuracy on paper, on screen and through multimodal texts.	Sentences <ul style="list-style-type: none"> • Write simple phrases. 	Accuracy <ul style="list-style-type: none"> • Write with generally correct grammar. • Begin to use full stops and capital letters. 	Organisation <ul style="list-style-type: none"> • Use familiar language to show the beginning and end. 	Paragraphs <ul style="list-style-type: none"> • Write about more than one idea. 	Imagination <ul style="list-style-type: none"> • Choose appropriate words to match the idea. • Use some descriptive language. 	Purpose <ul style="list-style-type: none"> • Show some awareness of the reader. 	Vocabulary <ul style="list-style-type: none"> • Use key words. 	Spelling <ul style="list-style-type: none"> • Spell high frequency words correctly. • Attempt unknown spellings using a phonic approach. 	
4. Analyse, evaluate and criticise a range of uses of language in order to draw out meaning, purpose and effect.	This skill will be developed through analysis of reading, talking and writing.								

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Key skills	Pupils at Level 2 need to:							
1. Read fluently, listen and respond critically to texts of all kinds, on paper and on screen, in order to access ideas and information.	Strategies <ul style="list-style-type: none"> • Sight-read key words. • Use appropriate strategies for unknown words. • Use punctuation to aid fluency. 	Understanding <ul style="list-style-type: none"> • Recalling main information. • Know where to look for information. 	Interpreting <ul style="list-style-type: none"> • Make sensible inferences linked to evidence in the text. 	Structure <ul style="list-style-type: none"> • Show awareness of beginning and end of stories. 	Language <ul style="list-style-type: none"> • Pick out good word choices. 	Opinion <ul style="list-style-type: none"> • Share likes and dislikes. • Show awareness of the writer's and characters intentions. 	Culture <ul style="list-style-type: none"> • Understand different types of texts. • Show awareness of time and place in a text. 	
2. Talk clearly and confidently about their thoughts, opinions and ideas, listening carefully to others so that they can refine their thinking and express themselves effectively.	Talking to others <ul style="list-style-type: none"> • Talk about experiences. • Vary talk to engage listeners. • Choose words and gestures for different situations. 		Talking with others <ul style="list-style-type: none"> • Listen and respond to a speaker. • Make helpful contributions in a discussion. 		Talking in drama <ul style="list-style-type: none"> • Adapt speech and gestures to different roles and scenarios. 		Talking about talk <ul style="list-style-type: none"> • Vary talk according to the situation and explain why. 	
3. Write, present and broadcast a range of ideas, in a wide variety of forms and with awareness of different audiences and purposes; communicate these ideas with accuracy on paper, on screen and through multimodal texts.	Sentences <ul style="list-style-type: none"> • Vary the way sentences start. • Connect ideas. • Use the past and present tense. 	Accuracy <ul style="list-style-type: none"> • Write grammatically correct sentences. • Use capital letters and full stops. • Use question marks, exclamation marks and commas in a list. 	Organisation <ul style="list-style-type: none"> • Sequence ideas with tie related words, sub headings or line breaks. 	Paragraphs <ul style="list-style-type: none"> • Group related information 	Imagination <ul style="list-style-type: none"> • Use relevant ideas. • Choose words to match the content. • Develop viewpoints of characters. • Develop opinions or questions about events. 	Purpose <ul style="list-style-type: none"> • Use the main features of types of writing. • Use a style of writing appropriate to its purpose. 	Vocabulary <ul style="list-style-type: none"> • Use speech-like vocabulary. • Try out some adventurous words. 	Spelling <ul style="list-style-type: none"> • Spell high frequency words correctly. • Spell everyday words with some accuracy. • Use phonics to help spell unknown words.
4. Analyse, evaluate and criticise a range of uses of language in order to draw out meaning, purpose and effect.	This skill will be developed through analysis of reading, talking and writing.							

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Key Skills	Pupils at Level 3 need to:							
1. Read fluently, listen and respond critically to texts of all kinds, on paper and on screen, in order to access ideas and information.	Strategies <ul style="list-style-type: none"> Read fluently using a range of strategies. 	Understanding <ul style="list-style-type: none"> Understand obvious points. Use the text to justify points made. 	Interpreting <ul style="list-style-type: none"> Make Inferences based on quotation from the text. Take meaning from the text. 	Structure <ul style="list-style-type: none"> Make some comments about how the text is organised. 	Language <ul style="list-style-type: none"> Identify language features (eg type of words). 	Opinion <ul style="list-style-type: none"> Identify the main purpose of a text. Give an opinion of the text. 	Culture <ul style="list-style-type: none"> Make some connections with other texts read. Explain the time and place of the text. 	
2. Talk clearly and confidently about their thoughts, opinions and ideas, listening carefully to others so that they can refine their thinking and express themselves effectively.	Talking to others <ul style="list-style-type: none"> Develop ideas through a discussion. Organise talk to help the listener understand. Adapt language to suit the audience. 		Talking with others <ul style="list-style-type: none"> Make relevant comments to a speaker. Take different roles within a group. 		Talking in drama <ul style="list-style-type: none"> Adapt talk, gestures and movement to create a role or scenario. 		Talking about talk <ul style="list-style-type: none"> Express meaning in different ways and describe why it is effective. 	
3. Write, present and broadcast a range of ideas, in a wide variety of forms and with awareness of different audiences and purposes; communicate these ideas with accuracy on paper, on screen and through multimodal texts.	Sentences <ul style="list-style-type: none"> Try out a mixture of simple and complex sentences. Use connectives. Use commas within sentences. Match verbs to tenses accurately. 	Accuracy <ul style="list-style-type: none"> Use capital letters, full stops, question marks and exclamation marks. Try out using speech marks. Link sentences with conjunctions. 	Organisation <ul style="list-style-type: none"> Organise ideas with related points next to each other. Sequence ideas or information logically. 	Paragraphs <ul style="list-style-type: none"> Link ideas within a paragraph. Try to show some organisation of paragraphs so that they follow logically. 	Imagination <ul style="list-style-type: none"> Include relevant information or ideas. Elaborate on basic information. Adopt a viewpoint and try to maintain it throughout the writing. 	Purpose <ul style="list-style-type: none"> Write so the general purpose is clear. Make the main features of the type of writing clear to the reader. 	Vocabulary <ul style="list-style-type: none"> Attempt adventurous words and phrases. 	Spelling <ul style="list-style-type: none"> Spell more complex words, including compound words accurately.
4. Analyse, evaluate and criticise a range of uses of language in order to draw out meaning, purpose and effect.	This skill will be developed through analysis of reading, talking and writing.							

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Key Skills	Pupils at Level 4 need to:							
1. Read fluently, listen and respond critically to texts of all kinds, on paper and on screen, in order to access ideas and information.	Strategies • N/A	Understanding • Pick out the relevant points. • Back up points with quotes from the text.	Interpreting • Give reasons for opinions based on the text. • Make correct inferences backed up by text.	Structure • Identify how the structure of the text flows from one event or piece of information to the next.	Language • Comment on the writer's use of language.	Opinion • Summarise the main points of a text. • Use text to comment on how the writer shares his / her opinion, or conveys a mood.	Culture • Summarise the characters, plot and setting. • Link the context of the text to the meaning.	
2. Talk clearly and confidently about their thoughts, opinions and ideas, listening carefully to others so that they can refine their thinking and express themselves effectively.	Talking to others • Give relevant details. • Structure talk to show attention to the listener. • Vary vocabulary and grammar to suit the context.		Talking with others • Display a clear understanding of the content by joining in, agreeing or disagreeing. • Taking on various roles within a group.		Talking in drama • Decide on speech, language and choices of movement in roles and scenarios.		Talking about talk • Vary language choices and talk. • Explain how others do this effectively.	
3. Write, present and broadcast a range of ideas, in a wide variety of forms and with awareness of different audiences and purposes; communicate these ideas with accuracy on paper, on screen and through multimodal texts.	Sentences • Vary the length, structure and subject of sentences. • Use subordinating connectives such as when, if & because. • Ensure that verbs and tenses match.	Accuracy • Punctuate sentences correctly, including question marks. • Use speech marks accurately and try other speech punctuation • Use commas in lists accurately and try out their use within sentences.	Organisation • Group together related events or points. • Open a piece of writing in a fitting way. • Link related events in a logical sequence.	Paragraphs • Use paragraphs or sections to group related information. • Link together ideas within a paragraph. • Try to link paragraphs.	Imagination • Choose relevant information or ideas. • Add detail to descriptions (using adverbial and noun phrases). • Develop viewpoints.	Purpose • Use the main features of a type of writing. • Adopt a style appropriate to the type of writing.	Vocabulary • Choose carefully the type of words and phrases used to add interest and detail.	Spelling • Spell most words correctly, including /y adverbs. • Try to use the correct spelling of words with more than one spelling (homophones).

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4. Analyse, evaluate and criticise a range of uses of language in order to draw out meaning, purpose and effect.	This skill will be developed through analysis of reading, talking and writing.
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Literacy

Key Skills	Pupils at Level 5 need to:								
1. Read fluently, listen and respond critically to texts of all kinds, on paper and on screen, in order to access ideas and information.	Strategies • N/A	Understanding • Identify the most relevant points at different places in the text. • Back up points with quotations from the text.	Interpreting • Explain inferences by referring to direct quotes in the text. • Back up deductions with text.	Structure • Explain how the writer has organised the text, and what the text does. • Explain why a form of writing has been chosen and why it is effective.	Language • Explain how and why the type of sentence varies throughout a text. • Explain why the writer chooses a style of writing.	Opinion • Identify the writer's opinion by referring to the text. • Explain the effect of the writer's opinion or viewpoint on the reader.	Culture • Compare and contrast types of texts. • Explain how the context in which the text was written affects meaning.		
2. Talk clearly and confidently about their thoughts, opinions and ideas, listening carefully to others so that they can refine their thinking and express themselves effectively.	Talking to others • Elaborate on main points and ideas to give extra meaning. • Shape talk in a deliberately engaging way. • Adapt vocabulary, gestures and movement in ways well matched to the audience.		Talking with others • Recognise significant details. • Recognise implicit meanings. • Sustain roles within a group.		Talking in drama • Show insight into situations through well-chosen speech, gesture and movement.		Talking about talk • Explain the features of language use that make it effective.		
3. Write, present and broadcast a range of ideas, in a wide variety of forms and with awareness of different audiences and purposes; communicate these ideas with accuracy on paper, on screen and through multimodal texts.	Sentences • Give clarity and emphasis to writing by varying the length, structure and subject of sentences. • Use a wide range of connectives to clarify the relationship between ideas.	Accuracy • Use punctuation, including speech punctuation accurately. • Use commas to mark clauses accurately.	Organisation • Structure information or ideas into clear paragraphs. • Link paragraphs clearly. • Refer back to earlier parts of text to add emphasis.	Paragraphs • Use paragraphs to make logical links. • Make sure paragraphs link to others but also make sense on their own.	Imagination • Include imaginative detail. • Merge the main features of different types of writing to add extra interest.	Purpose • Use the correct style of writing for the purpose. • Make sure the style of writing maintains the reader's attention.	Vocabulary • Use a wide variety of vocabulary.	Spelling • Spell most words accurately.	

Literacy

4. Analyse, evaluate and criticise a range of uses of language in order to draw out meaning, purpose and effect.	This skill will be developed through analysis of reading, talking and writing.
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Literacy

Modern Foreign Languages

Key Skills	MFL Attainment targets	Level 1	Level 2	Level 3	Level 4	Level 5
2. Talk clearly and confidently about their thoughts, opinions and ideas, listening carefully to others so that they can refine their thinking and express themselves effectively.	AT1: LISTENING AND SPEAKING	<ul style="list-style-type: none"> • I understand a few familiar spoken words and phrases. • I understand speech spoken clearly. • I need help, such as repetition or gesture. • I say single words and short phrases. • I use pictures to help me work out what a word or phrase means. • I have a go at correct pronunciation. 	<ul style="list-style-type: none"> • I understand a range of spoken phrases. • I understand standard language, (but sometimes ask for things to be repeated). • I answer simple questions and give basic information. • I give short, simple responses to what I see and hear, and use set phrases. • I pronounce words showing that I know about sound patterns. 	<ul style="list-style-type: none"> • I understand the main points from short spoken passages. • I ask people to repeat words or phrases to help me understand. • I ask and answer simple questions and talk about my interests. • I take part in brief tasks, using visual or other clues to help me respond. • I use short phrases to respond. • I have a growing vocabulary that I use. 	<ul style="list-style-type: none"> • I understand the main points and some of the detail from spoken passages. • I ask for some items to be repeated. • I take part in simple conversations, helped by visual or other cues, and express my opinions. • I use my knowledge of grammar to adapt and substitute single words and phrases. • I pronounce words correctly. 	<ul style="list-style-type: none"> • I understand the main points and opinions in spoken passages made up of material from the present and past or future events. • I occasionally need some repetition. • I give a short prepared talk that includes my opinions. • I take part in short conversations. Where I seek and give information, opinions and reasons. • I refer to recent experiences or future plans, as well as everyday activities and interests. • I vary my language and sometimes produce more extended responses. • I make myself understood with little or no difficulty.

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<p>1. Read fluently, listen and respond critically to texts of all kinds, on paper and on screen, in order to access ideas and information.</p> <p>3. Write, present and broadcast a range of ideas, in a wide variety of forms and with awareness of different audiences and purposes; communicate these ideas with accuracy on paper, on screen and through multimodal texts.</p>	<p>AT2: READING AND WRITING</p>	<ul style="list-style-type: none"> • I read out a few words and phrases. • I use visual clues. • I write or copy simple words correctly. • I label items and choose appropriate words to complete short sentences. 	<ul style="list-style-type: none"> • I understand written phrases. • I read out loud familiar words and phrases. • I use books or glossaries to find out the meanings of new words. • I write one or two short sentences. • I label items and write short phrases correctly. • When writing words from memory I have a go at the spelling. 	<ul style="list-style-type: none"> • I understand the main points in short written texts. • I am beginning to read independently. • I use a translation dictionary or glossary to look up new words. • I write a few short sentences, with help, using expressions that I have already learnt. • I express personal responses. • I write short phrases from memory and their spelling is readily understandable. 	<ul style="list-style-type: none"> • I understand the main points and some of the detail in short written texts. • I use context or a translation dictionary to work out the meaning of unfamiliar words. • I write short texts on familiar topics. • I use my knowledge of grammar to adapt and substitute individual words and set phrases. • I use dictionaries or glossaries to check words. 	<ul style="list-style-type: none"> • I understand the main points and opinions in written texts from various contexts, including present, past or future events. • I am confident in reading aloud, and in using reference materials. • I write short texts on a range of familiar topics, using simple sentences. • I refer to recent experiences or future plans, as well as to everyday activities in my writing. • Although there may be some mistakes, the meaning can be understood with little or no difficulty. • I use dictionaries or glossaries to check words they have learnt and to look up unknown words.
<p>4. Analyse, evaluate and criticise a range of uses of language in order to draw out meaning, purpose and effect.</p>	<p>AT3: INTER-CULTURAL UNDERSTANDING</p>	<ul style="list-style-type: none"> • I identify countries and communities where the language is spoken. • I am aware of the 'rules' of politeness when speaking to someone. 	<ul style="list-style-type: none"> • I show knowledge about the countries or communities where the language is spoken. • I show awareness of the social conventions when speaking to someone. 	<ul style="list-style-type: none"> • I describe some aspects of countries or communities where the language is spoken. • I make comparisons between life countries or communities where the language is spoken and my own. 	<ul style="list-style-type: none"> • I show that I understand texts from, or about countries or communities where the language is spoken. • I identify some similarities and differences between these countries or communities and my own. 	<ul style="list-style-type: none"> • I show that I understand information about countries or communities where the language is spoken. • I describe some similarities and differences between countries or communities where the language is spoken and my own.