

Literacy Curriculum - LEVEL 1 – (usually NE/1/2)

	Listening, Reading, & Viewing	Speaking, Writing, Presenting
Processes & strategies	<p>Students will:</p> <ul style="list-style-type: none"> Acquire & begin to use sources of information, processes, & strategies to identify, form, & express ideas. <p>indicators:</p> <ul style="list-style-type: none"> selects & reads texts for enjoyment & personal fulfilment; has an awareness of the connections between oral, written, & visual language; uses sources of information (meaning, structure, visual & grapho-phonetic information) & prior knowledge to make sense of a range of texts; associates sounds with letter clusters as well as with individual letters; uses processing & some comprehension strategies with some confidence; is developing the ability to think critically about texts; begins to monitor, self-evaluate, & describe progress. 	<p>Students will:</p> <ul style="list-style-type: none"> Acquire & begin to use sources of information, processes, & strategies to identify, form, & express ideas. <p>indicators:</p> <ul style="list-style-type: none"> has an awareness of the connections between oral, written, & visual language when creating text; creates texts by using meaning, structure, visual & grapho-phonetic sources of information, prior knowledge, & some processing strategies with some confidence; seeks feedback & makes changes to texts; is becoming reflective about the production of own texts; begins to monitor, self-evaluate, & describe progress. <p>By using these processes & strategies when speaking, writing, or presenting, students will:</p>
By using these processes & strategies when listening, reading, or viewing, students will:		
Purposes & audiences	<ul style="list-style-type: none"> Recognise that texts are shaped for different purposes & audiences. <p>indicators:</p> <ul style="list-style-type: none"> identifies the purposes of simple texts; evaluates the usefulness of simple texts. 	<ul style="list-style-type: none"> Recognise how to shape texts for a purpose & an audience. <p>indicators:</p> <ul style="list-style-type: none"> constructs texts that demonstrate some awareness of purpose & audience through appropriate choice of content, language, & text form; expects the texts they create to be understood, responded to, & appreciated by others; is developing & conveying personal voice where appropriate.
Ideas	<ul style="list-style-type: none"> Recognise & identify ideas within & across texts. <p>indicators:</p> <ul style="list-style-type: none"> understands that personal experience can influence the meaning gained from texts; makes meaning of texts by identifying ideas in some texts. 	<ul style="list-style-type: none"> Form & express ideas on a range of topics. <p>indicators:</p> <ul style="list-style-type: none"> forms & expresses simple ideas & information, usually drawing from personal experience & knowledge; begins to support ideas with some detail.
Language features	<ul style="list-style-type: none"> Recognise & begin to understand how language features are used for effect within & across texts. <p>indicators:</p> <ul style="list-style-type: none"> begins to recognise that oral, written, & visual language features can be used for effect; recognises a large bank of high-frequency & some topic-specific words; shows some knowledge of the text conventions, such as capital letters, full stops, & word order; volume & clarity; & simple symbols. 	<ul style="list-style-type: none"> Use language features, showing some recognition of their effects. <p>indicators:</p> <ul style="list-style-type: none"> uses some oral, written, & visual language features to create meaning & effect; uses a range of high-frequency, topic-specific, & personal-content words to create meaning; spells some high-frequency words correctly & begins to use some common spelling patterns; begins to use some strategies to self-correct & monitor spelling; writes most letters & number forms legibly when creating texts; begins to gain control of text conventions such as: capital letters & full stops; some basic grammatical conventions; volume, clarity, & tone; & simple symbols.
Structure	<ul style="list-style-type: none"> Recognise & begin to understand text structures. <p>indicators:</p> <ul style="list-style-type: none"> understands that the order & organisation of words, sentences, & images contribute to text meaning; recognises some text forms & some differences between them. 	<ul style="list-style-type: none"> Organise texts, using simple structures. <p>indicators:</p> <ul style="list-style-type: none"> uses knowledge of word & sentence order to communicate meaning in simple texts; begins to sequence ideas & information; uses simple sentences with some variation in beginnings; may attempt compound & complex sentences.

Literacy Curriculum - LEVEL 2 (usually Yr 3/4)

	Listening, Reading, & Viewing	Speaking, Writing, Presenting
Processes & strategies	<p>Students will:</p> <ul style="list-style-type: none"> Integrate sources of information, processes, and strategies with developing confidence to identify, form, & express ideas <p>indicators:</p> <ul style="list-style-type: none"> selects and reads texts for enjoyment and personal fulfilment; recognises and understands the connections between oral, written, and visual language; integrates sources of information and prior knowledge with developing confidence to make sense of increasingly varied and complex texts; selects and uses a range of processing and comprehension strategies with growing understanding and confidence; thinks critically about texts with developing confidence; monitors, self-evaluates, and describes progress with growing confidence. 	<p>Students will:</p> <ul style="list-style-type: none"> Integrate sources of information, processes, & strategies with developing confidence to identify, form, & express ideas. <p>indicators:</p> <ul style="list-style-type: none"> uses a developing understanding of the connections between oral, written, and visual language when creating texts; creates a range of texts by integrating sources of information and processing strategies with developing confidence; seeks feedback and makes changes to texts to improve clarity, meaning, and effect; is reflective about the production of own texts: monitors and self-evaluates progress, articulating learning with growing confidence.
By using these processes & strategies when listening, reading, or viewing, students will:		
Purposes & audiences	<ul style="list-style-type: none"> Show a developing understanding of how texts are shaped for different purposes and audiences <p>indicators:</p> <ul style="list-style-type: none"> recognises and understands how texts are constructed for a range of purposes, audiences, and situations; identifies particular points of view and begins to recognise that texts can position a reader; evaluates the reliability and usefulness of texts with increasing confidence. 	<ul style="list-style-type: none"> Show a developing understanding of how to shape texts for different purposes and audiences. <p>indicators:</p> <ul style="list-style-type: none"> constructs texts that show a growing awareness of purpose and audience through careful choice of content, language, and text form; conveys and sustains personal voice where appropriate.
Ideas	<ul style="list-style-type: none"> Show a developing understanding of ideas within, across, and beyond texts. <p>indicators:</p> <ul style="list-style-type: none"> uses their personal experience and world and literacy knowledge confidently to make meaning from texts; makes meaning of increasingly complex texts by identifying main and subsidiary ideas in them; starts to make connections by thinking about underlying ideas in and between texts; recognises that there may be more than one reading available within a text; makes and supports inferences from texts with increasing independence. 	<ul style="list-style-type: none"> Select, form, and communicate ideas on a range of topics. <p>indicators:</p> <ul style="list-style-type: none"> forms and expresses ideas and information with increased clarity, drawing on a range of sources; adds or changes details and comments to support ideas, showing some selectivity in the process; ideas suggest awareness of a range of dimensions or viewpoints.
Language features	<ul style="list-style-type: none"> Show a developing understanding of how language features are used for effect within and across texts. <p>indicators:</p> <ul style="list-style-type: none"> identifies oral, written, and visual language features used in texts and recognises their effects; uses an increasing vocabulary to make meaning; shows an increasing knowledge of how a range of text conventions can be used appropriately; knows that authors have different voices and styles and can identify some of these differences. 	<ul style="list-style-type: none"> Use language features appropriately, showing a developing understanding of their effects. <p>indicators:</p> <ul style="list-style-type: none"> uses oral, written, and visual language features to create meaning and effect and engage interest; uses a range of vocabulary to communicate meaning; demonstrates good understanding of all basic spelling patterns and sounds in written English; uses an increasing range of strategies to self-monitor and self-correct spelling; writes legibly, fluently, and with ease when creating texts; uses a range of text conventions, including most grammatical conventions, appropriately and with increasing accuracy.
Structure	<ul style="list-style-type: none"> Show some understanding of text structures <p>indicators:</p> <ul style="list-style-type: none"> understands that the order & organisation of words, sentences, paragraphs, & images contribute to text meaning; recognises an increasing range of text forms & differences between them. 	<ul style="list-style-type: none"> Organise texts, using a range of appropriate structures. <p>indicators:</p> <ul style="list-style-type: none"> organises written ideas into paragraphs with increasing confidence; organises and sequences ideas and information with increasing confidence;

Literacy Curriculum - LEVEL 3 (usually Yr 5/6)

	Listening, Reading, & Viewing	Speaking, Writing, Presenting
Processes & strategies	<p>Students will:</p> <ul style="list-style-type: none"> Acquire & begin to use sources of information, processes, & strategies to identify, form, & express ideas. <p>indicators:</p> <ul style="list-style-type: none"> selects & reads texts for enjoyment & personal fulfilment; has an awareness of the connections between oral, written, & visual language; uses sources of information (meaning, structure, visual & grapho-phonetic information) & prior knowledge to make sense of a range of texts; associates sounds with letter clusters as well as with individual letters; uses processing & some comprehension strategies with some confidence; is developing the ability to think critically about texts; begins to monitor, self-evaluate, & describe progress. 	<p>Students will:</p> <ul style="list-style-type: none"> Acquire & begin to use sources of information, processes, & strategies to identify, form, & express ideas. <p>indicators:</p> <ul style="list-style-type: none"> has an awareness of the connections between oral, written, & visual language when creating text; creates texts by using meaning, structure, visual & grapho-phonetic sources of information, prior knowledge, & some processing strategies with some confidence; seeks feedback & makes changes to texts; is becoming reflective about the production of own texts; begins to monitor, self-evaluate, & describe progress. <p>By using these processes & strategies when speaking, writing, or presenting, students will:</p>
By using these processes & strategies when listening, reading, or viewing, students will:		
Purposes & audiences	<ul style="list-style-type: none"> Recognise that texts are shaped for different purposes & audiences. <p>indicators:</p> <ul style="list-style-type: none"> identifies the purposes of simple texts; evaluates the usefulness of simple texts. 	<ul style="list-style-type: none"> Recognise how to shape texts for a purpose & an audience. <p>indicators:</p> <ul style="list-style-type: none"> constructs texts that demonstrate some awareness of purpose & audience through appropriate choice of content, language, & text form; expects the texts they create to be understood, responded to, & appreciated by others; is developing & conveying personal voice where appropriate.
Ideas	<ul style="list-style-type: none"> Recognise & identify ideas within & across texts. <p>indicators:</p> <ul style="list-style-type: none"> understands that personal experience can influence the meaning gained from texts; makes meaning of texts by identifying ideas in some texts. 	<ul style="list-style-type: none"> Form & express ideas on a range of topics. <p>indicators:</p> <ul style="list-style-type: none"> forms & expresses simple ideas & information, usually drawing from personal experience & knowledge; begins to support ideas with some detail.
Language features	<ul style="list-style-type: none"> Recognise & begin to understand how language features are used for effect within & across texts. <p>indicators:</p> <ul style="list-style-type: none"> begins to recognise that oral, written, & visual language features can be used for effect; recognises a large bank of high-frequency & some topic-specific words; shows some knowledge of the text conventions, such as capital letters, full stops, & word order; volume & clarity; & simple symbols. 	<ul style="list-style-type: none"> Use language features, showing some recognition of their effects. <p>indicators:</p> <ul style="list-style-type: none"> uses some oral, written, & visual language features to create meaning & effect; uses a range of high-frequency, topic-specific, & personal-content words to create meaning; spells some high-frequency words correctly & begins to use some common spelling patterns; begins to use some strategies to self-correct & monitor spelling; writes most letters & number forms legibly when creating texts; begins to gain control of text conventions such as: capital letters & full stops; some basic grammatical conventions; volume, clarity, tone; & simple symbols.
Structure	<ul style="list-style-type: none"> Recognise & begin to understand text structures. <p>indicators:</p> <ul style="list-style-type: none"> understands that the order & organisation of words, sentences, & images contribute to text meaning; recognises some text forms & some differences between them. 	<ul style="list-style-type: none"> Organise texts, using simple structures. <p>indicators:</p> <ul style="list-style-type: none"> uses knowledge of word & sentence order to communicate meaning in simple texts; begins to sequence ideas & information; uses simple sentences with some variation in beginnings; may attempt compound & complex sentences.

Literacy Curriculum - LEVEL 4 (usually Yr 7/8)

	Listening, Reading, Viewing	Speaking, Writing, Presenting
Processes & strategies	<p>Students will:</p> <ul style="list-style-type: none"> Integrate sources of information, processes, strategies confidently to identify, form, & express ideas. <p>indicators:</p> <ul style="list-style-type: none"> selects & reads texts for enjoyment & personal fulfilment; recognises & understands the connections between oral, written, & visual language; integrates sources of information & prior knowledge confidently to make sense of increasingly varied & complex texts; selects & uses appropriate processing & comprehension strategies with increasing understanding & confidence; thinks critically about texts with increasing understanding & confidence; monitors, self-evaluates, describes progress, & articulates learning with confidence. 	<p>Students will:</p> <ul style="list-style-type: none"> Integrate sources of information, processes, strategies confidently to identify, form, and express ideas. <p>indicators:</p> <ul style="list-style-type: none"> uses an increasing understanding of the connections between oral, written, & visual language when creating texts; creates a range of texts by integrating sources of information & processing strategies with increasing confidence; seeks feedback & makes changes to texts to improve clarity, meaning, & effect; is reflective about the production of own texts: monitors & self-evaluates progress, articulating learning with confidence.
By using these processes & strategies when listening, reading, or viewing, students will:		
Purposes & audiences	<ul style="list-style-type: none"> Show an increasing understanding of how texts are shaped for different purposes & audiences. <p>indicators:</p> <ul style="list-style-type: none"> recognises & understands how texts are constructed for a range of purposes, audiences, & situations; identifies particular points of view & recognises that texts can position a reader; evaluates the reliability & usefulness of texts with increasing confidence. 	<ul style="list-style-type: none"> Show an increasing understanding of how to shape texts for different purposes & audiences. <p>indicators:</p> <ul style="list-style-type: none"> constructs texts that show an awareness of purpose & audience through deliberate choice of content, language, & text form; conveys & sustains personal voice where appropriate.
Ideas	<ul style="list-style-type: none"> Show an increasing understanding of ideas within, across, & beyond texts. <p>indicators:</p> <ul style="list-style-type: none"> makes meaning of increasingly complex texts by identifying & understanding main & subsidiary ideas & the links between them; makes connections by thinking about underlying ideas within & between texts from a range of contexts; recognises that there may be more than one reading available within a text; makes & supports inferences from texts with increasing independence. 	<ul style="list-style-type: none"> Select, develop, & communicate ideas on a range of topics <p>indicators:</p> <ul style="list-style-type: none"> forms & communicates ideas & information clearly, drawing on a range of sources; adds or changes details & comments to support ideas, showing thoughtful selection in the process; ideas show increasing awareness of a range of dimensions or viewpoints.
Language features	<ul style="list-style-type: none"> Show an increasing understanding of how language features are used for effect within & across texts. <p>indicators:</p> <ul style="list-style-type: none"> identifies oral, written, & visual features used & recognises & describes their effects; uses an increasing vocabulary to make meaning; shows an increasing knowledge of how a range of text conventions can be used appropriately & effectively; knows that authors have different voices & styles & can identify & describe some of these differences. 	<ul style="list-style-type: none"> Use a range of language features appropriately, showing an increasing understanding of their effects. <p>indicators:</p> <ul style="list-style-type: none"> uses a range of oral, written, & visual features to create meaning & effect & to sustain interest; uses a range of vocabulary to communicate precise meaning; demonstrates a good understanding of spelling patterns in written English, with few intrusive errors; uses a wide range of strategies to self-monitor & self-correct spelling; writes with increasing speed & endurance to suit the nature of the task & its purpose, without significant loss of legibility; uses a range of text conventions, including grammatical conventions, appropriately, effectively, & with increasing accuracy.
Structure	<ul style="list-style-type: none"> Show an increasing understanding of text structures. 	<ul style="list-style-type: none"> Organise texts using a range of appropriate structures.

	<ul style="list-style-type: none">- indicators:- understands that the order & organisation of words, sentences, paragraphs, & images contribute to & affect meaning in a range of texts;- identifies an increasing range of text forms & recognises & describes their characteristics & conventions.	<ul style="list-style-type: none">indicators:- achieves some coherence & wholeness when constructing texts;- organises & sequences ideas & information for a particular purpose or effect;- uses a variety of sentence structures, beginnings, & lengths for effect.
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