

Cold Tom

<u>STRANDS READING</u>	<u>LEVEL D READING</u>	<u>LEVEL E READING</u>	<u>LEVEL F READING</u>
<i>Reading for information</i>	<i>Find, select and collate information from more than one source.</i> L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12, L13, L14, L15	<i>Apply the information acquired from a number of different sources for the purposes of a piece of personal research.</i> L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12, L13, L14, L15	<i>Gather and categorise information from a range of sources in a variety of formats, for cross-curricular research, make notes independently;</i> <i>evaluate the appropriateness of such information for particular purposes, including reporting.</i> L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12, L13, L14, L15
<i>Reading for enjoyment</i>	<i>Read regularly for enjoyment texts with a range of subject matter and, with some support, reflect on what has been read and record personal reactions.</i> L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12, L13, L14, L15	<i>Read regularly for enjoyment texts with a wide range of subject matter, and provide either orally or in writing a considered personal view of the texts read, supported by some relevant evidence.</i> L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12, L13, L14, L15	<i>Negotiate a personal reading programme, and read regularly for enjoyment texts and range in subject matter and genre;</i> <i>provide, either orally or in writing, evidence of personal engagement with the texts, substantiated by textual reference.</i> L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12, L13, L14, L15
<i>Reading to reflect on the writer's ideas and craft</i>	<i>Read a variety of texts, and in discussion and writing show that they understand the gist of the text, its main ideas and /or feelings, and can obtain particular information; and comment on the simpler aspects of the writer's craft.</i> L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12, L14, L15	<i>Read independently, skim and scan to locate main points of a text; make prediction, identify subsidiary ideas; comment briefly on the opinions and attitudes of the writer; describe, with some direction, the simpler aspects of style and its intended audience</i> L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12, L14, L15	<i>Read independently, skim and scan to locate main points of a text;</i> <i>make predictions, identify subsidiary ideas;</i> <i>comment briefly on the opinions and attitudes of the writer;</i> <i>describe, with some support, the simpler aspects of style and its intended audience.</i> L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12, L14, L15
<i>Awareness of genre (type of text)</i>	<i>Identify some similarities and differences of form and content in examples of the same type of text, for example ghost stories or letters of complaint or short biographical items from an encyclopaedia.</i> L1, L12, L14	<i>Identify some similarities and differences of form and content in examples of texts from a variety of genres, and comment on how these reflect the texts' purposes.</i> L1, L12, L14	<i>In texts from a range of genres, demonstrate and understanding of the relationship amongst genre, purpose and audience;</i> <i>explore the possibilities of this relationship by creating their own examples;</i> <i>either orally or in writing, make a critical evaluation of a text, taking account of the genre.</i> L1, L12, L14
<i>Reading aloud</i>	L8, L11	L8, L11	<i>Read aloud familiar texts of some complexity, not only to communicate meaning but also to convey such aspects of the writer's craft as tone, mood.</i> L8, L11
<i>Knowledge about language</i>	<i>Show that they know, understand and can use at least the following terms: theme, character, relationships, setting, motives; fact and opinion; layout, bold and italic type.</i>	<i>Show that they know, understand and can use at least the following terms: genre; syllable, root stem, prefix, suffix; simile, metaphor.</i> L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12, L13,	<i>Show that they know, understand and can use at least the following terms: literary, linguistic, points of view; onomatopoeia, alliteration.</i> L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12, L13, L14, L15

Cold Tom

	L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12, L13, L14, L15	L14, L15
--	--	----------

<u>STRANDS WRITING</u>	<u>LEVEL D WRITING</u>	<u>LEVEL E WRITING</u>	<u>LEVEL F WRITING</u>
<i>Functional writing</i>	Write in a variety of forms to communicate key events, facts or ideas, using appropriate organisation and vocabulary. L2, L3, L4, L7, L8, L13, L15	Write in a variety of forms to communicate key events, facts, points of view and ideas, using appropriate organisation and specialist vocabulary. L2, L3, L4, L7, L8, L13, L15	Both individually and in groups, marshal ideas using a range of research procedures; collate information in order to present a point of view or argument; select appropriate structures and apply appropriate conventions of writing L2, L3, L4, L7, L8, L13, L15
<i>Personal writing</i>	Write about personal experiences, expressing thoughts and feelings for a specific purpose and audience and using appropriate organisation and vocabulary.	Write about personal experiences in a variety of formats, demonstrating some capacity to reflect on experience and with some grasp of appropriate style.	Select from personal experiences and write reflectively on these; use ideas, structures and vocabulary appropriate to different forms of personal writing.
<i>Imaginative writing</i>	Write imaginative pieces in various genres, using appropriate organisation and vocabulary. L7, L8, L10, L12	Write imaginative pieces in various genres, making some use of appropriate literary conventions. L7, L8, L10, L12	Explore forms of writing with quite complex structure and organisation; attempt to create mood, develop understanding of point of view, and use language to create particular effects in imaginative pieces in various genres. L7, L8, L10, L12
<i>Punctuation and structure</i>	In the writing tasks above, punctuate most sentences accurately; achieve some variety in sentence structure; use paragraphs; and begin to indicate speech in some way where appropriate.	In the writing tasks above, construct, punctuate and link sentences of different lengths, and organise them in paragraphs in order to shape meaning.	Recognise the relationship between punctuation and meaning and develop confidence in using punctuation, paragraphing and sentence structure for specific effect; independently identify and correct most errors in early drafts of written work through careful proof-reading.
<i>Spelling</i>	In the writing tasks above, spell accurately most of the words they need to use in classroom activities.	In the writing tasks above, spell accurately most of the words they need to use, including specialist terminology.	In the writing task above, spell accurately most of the words they need to use, including specialist terminology; use a dictionary constructively and with confidence.
<i>Handwriting and presentation</i>	In the writing tasks above, employ a fluent, legible style of handwriting, and set out completed work giving attention to presentation and layout.	In the writing tasks above, employ a fluent, legible style of handwriting and set out completed work clearly and attractively.	In the writing tasks above, employ a fluent, legible style of handwriting, and set out completed work clearly, attractively and appropriately for purpose.

Cold Tom

<p><i>Knowledge about language</i></p>	<p><i>Show that they know, understand and can use at least the following terms: vowel and consonant; adjective, adverb, pronoun and conjunction, masculine and feminine, singular and plural; tense; paragraph.</i> L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12, L13, L14, L15</p>	<p><i>Show that they know, understand and can use at least the following terms: main point, topic sentence, evidence; subject, predicate, clause; quotation marks, apostrophe; punctuation.</i> L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12, L13, L14, L15</p>	<p><i>In the writing tasks above, employ a fluent, legible style of handwriting, and set out completed work clearly, attractively and appropriately for purpose.</i> L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12, L13, L14, L15</p>
--	--	--	---

Writing about texts: L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12, L13, L14, L15
Support for Learning: L5, L10, L12

Writer's Craft: L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12, L13, L14, L15
Assessment is for Learning: L3, L5

<u>STRANDS TALKING</u>	<u>LEVEL D TALKING</u>	<u>LEVEL E TALKING</u>	<u>LEVEL F TALKING</u>
<p><i>Conveying information, instructions and directions</i></p>	<p><i>Talk to convey items of information, instructions or directions.</i> L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12, L13, L14, L15</p>	<p><i>Talk to convey information, instructions or directions which require the listener to make decisions and choices.</i> L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12, L13, L14, L15</p>	<p><i>Talk accurately and relevantly, occasionally to an audience outwith the classroom or school, to convey quite complex information; give presentations in varied formats to suit different contexts.</i> L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12, L13, L14, L15</p>
<p><i>Talking in groups</i></p>	<p><i>Talk to others in a group or one-to-one activity, and contribute appropriately to the purpose of the activity by asking and answering questions relevantly and by making statements which show some awareness of the ideas of others.</i> L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12, L13, L14, L15</p>	<p><i>Talk readily to others in a group or one-to-one activity, and contribute appropriately to the purpose of the activity by asking and answering questions relevantly, by commenting upon the ideas of others and by showing some awareness of their feelings.</i> L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12, L13, L14, L15</p>	<p><i>Contribute appropriately to group discussion, demonstrating the ability to understand and analyse issues raised; clarify, develop and summarise what is said for the benefit of the group; relate to other members of the group and respond to other points of view.</i> L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12, L13, L14, L15</p>
<p><i>Talking about experiences, feelings and opinions</i></p>	<p><i>Talk to a group or class giving a prepared oral presentation, or report to a group or class about experiences, feelings or opinions.</i> L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12, L13, L14, L15</p>	<p><i>Talk to the class giving an ordered account of a topic such as an activity undertaken, a personal experience, an interest, feelings and opinions, or an account of a group discussion.</i> L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12, L13, L14, L15</p>	<p><i>Talk perceptively about their own experiences, feelings and opinions to a less familiar audience, and demonstrate increased spontaneity and controlled, well structured presentation of content.</i> L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12, L13, L14, L15</p>
<p><i>Talking about texts</i></p>	<p><i>Talk about a wide range of stories, poems and dramatic texts that have been heard or read, offering a personal response to some of the more complex feelings or attitudes of those involved in the text.</i> L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12, L14,</p>	<p><i>Talk readily about a wide range of stories, poems and dramatic texts, showing some appreciation of the differing viewpoints of characters, or some awareness of what the author thinks about them.</i> L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12, L14, L15</p>	<p><i>Talk perceptively and in some depth about the main concerns and selected features, including conventions, of a text and, where appropriate, relate these to their own experiences; talk independently about a wide range of texts and apply ideas from discussion in subsequent writing about texts.</i></p>

Cold Tom

	L15		L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12, L14, L15
<i>Audience awareness</i>	<i>In the talking tasks above, talk clearly and audibly to different audiences, showing some sense of purpose and audience in pace of delivery.</i> L3, L6, L8, L11, L13	<i>In talking tasks above, talk clearly and audibly to different audiences, showing a sense of purpose and audience in pace and tone of delivery.</i> L3, L6, L8, L11, L13	<i>In the talking tasks above, take account of a range of purposes, with due attention to the expectations and needs of different audiences; show control of tone and pace.</i> L3, L6, L8, L11, L13
<i>Knowledge about language</i>	<i>Show that they know, understand and can use at least the following terms: introduction, conclusion; gesture, eye-contact; slang.</i> <i>L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12, L13, L14, L15</i>	<i>Show that they know, understand and can use at least the following terms: argument, statement, conversation, debate.</i> <i>L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12, L13, L14, L15</i>	<i>Show that they understand and can use appropriately at least the following terms: tone, pace, audience, purpose, body language, interaction, premise, subjective and objective.</i> <i>L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12, L13, L14, L15</i>

<u>STRANDS LISTENING</u>	<u>LEVEL D LISTENING</u>	<u>LEVEL E LISTENING</u>	<u>LEVEL F LISTENING</u>
<i>Listening for information, instructions and directions</i>	<i>Listen to texts which contain items of information, instructions or directions and show that they understand and, where appropriate, can make a choice or decision based upon what has been heard.</i> L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12, L13, L14, L15	<i>Listen to text containing information on which they have to make decisions and choices, and act upon these.</i> L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12, L13, L14, L15	<i>Listen to and view texts containing a range of information - some of it complex - from which they have to identify, collate and compare features relevant to their purpose and use the information to make decisions and choices upon which they act.</i> L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12, L13, L14, L15
<i>Listening in groups</i>	<i>Listen to others in group or one-to-one activities and respond relevantly by questioning, supporting an opinion or offering an alternative point of view.</i> L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12, L13, L14, L15	<i>Listen to others in group or one-to-one activities and respond relevantly, so as to show awareness of others' opinions, suggestions and/or feelings.</i> L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12, L13, L14, L15	<i>Listen to others in a group in order to clarify points, analyse issues raised in discussion; evaluate contributions, their own and others' in terms of the development of the discussion.</i> L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12, L13, L14, L15
<i>Listening in order to respond to texts</i>	<i>Listen, through a variety of media, to a wide range of stories, poems and dramatic texts, and in talking, writing or by some other creative activity, offer a personal response to some of the more complex feelings or</i>	<i>Listen, through a variety of media, to a wide range of stores, poems and dramatic texts, and respond in a way that shows some appreciation of the differing viewpoints of characters, or some awareness of what the author thinks</i>	<i>Select and then listen to or view a wide range of texts of different kinds, live and recorded, including informal, idiomatic and dialect as well as standard forms, and respond in some detail, giving a clear personal reaction to key features of the text.</i>

Cold Tom

	<p><i>attitudes of those involved in the text.</i></p> <p>L6, L8, L11, L12</p>	<p><i>about them.</i></p> <p>L6, L8, L11, L12</p>	<p>L6, L8, L11, L12</p>
<p><i>Awareness of genre (type of text)</i></p>	<p><i>In listening to texts, identify some similarities and differences of form and content in examples of the same types of texts, for example folk tales or advertisements or short plays.</i></p> <p>L12</p>	<p><i>In listening to texts, identify some similarities and differences of form and content in examples of texts from a variety of genres, and comment on how these reflect the texts' purposes.</i></p> <p>L12</p>	<p><i>In listening to a wide range of texts, identify similarities and differences of form and content and comment upon how these reflect the authors' purposes and the needs of the audience.</i></p> <p>L12</p>
<p><i>Knowledge about language</i></p>	<p><i>Show that they know, understand and can use at least the following terms: vowel, consonant; Standard English and dialects; play, scene; mass media; points of view.</i></p> <p>L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12, L13, L14, L15</p>	<p><i>Show that they know, understand and can use at least the following terms: tone; target audience.</i></p> <p>L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12, L13, L14, L15</p>	<p><i>Show familiarity with and make appropriate use of at least the following terms: stance, inference, significant features, evaluation.</i></p> <p>L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12, L13, L14, L15</p>