

## Reading (continued):-

- Share thoughts about word choice, structure, characters, setting and plot and other features of the text e.g. layout, colour, font, pictures, soundtrack
- Understand the theme and can relate it to experience of life; direct and indirect e.g. television
- Understand the difference between fact and opinion
- Use facts and opinions in texts to develop an informed view

## Listening and Talking

- Choose to listen to or watch a range of texts using available information to make decisions
- Explain why they prefer certain texts e.g. giving a personal response
- Create some different types of 21<sup>st</sup> century texts on subjects of their choice for some different purposes
- Listen most of the time when others are talking
- Show an interest when others are talking
- Sometimes use appropriate body language/non-verbal skills when listening and talking e.g. eye-contact, gesture and facial expression
- Allow other to talk without interrupting
- Take it in turns to speak
- Understand when is an appropriate time to ask questions
- Asks some relevant questions, including encouraging others to say more (e.g. by using direct questions or tone of voice)
- Respond appropriately to questions
- Sometimes add detail or leave out information depending on the listener
- Sometimes clarify points and give examples
- understand there are different ways of talking to people in different situations
- Show respect most of the time when responding to others
- Demonstrate understanding of and use of verbal skills such as pace, expression, emphasis and choice of words to support effective oral communication as appropriate to purpose and audience
- Use some complex sentences
- Speak clearly and audibly most of the time

- Shows some confidence when engaging with others e.g. discussion, speaking to visitors
- Identify and discuss the purpose of a simple text they listen to or watch
- Identify and discuss the main idea of a simple text
- Identify key words from a simple text
- Make notes under given headings from a variety of given/directed texts they have listened to or watched
- Organise information from notes to help understanding
- Select some relevant information and organise it in a logical sequence appropriate to a specific purpose
- Use own notes to create new texts for a specific purpose which will be useful or interesting to others e.g. group presentation, group discussion
- Answer simple questions to show understanding of some texts
- Construct some different types of questions suitable for different purposes
- Recognise the difference between fact and opinion when listening and talking
- Make some relevant contributions to discussion. Share some information and experiences whilst listening and talking to others e.g. in discussion, in conversation
- Share some ideas and opinions with others
- Ask some relevant questions including encouraging others to say more e.g. by using direct questions or tone of voice)
- Plan and deliver spoken texts to a variety of audiences
- Use some resources to enhance the text/presentation/talk

## **GLOSSARY**

adjective	A describing word
adverbs	a word or phrase that modifies the meaning of an adjective, verb, or other adverb, expressing manner, place, time, or degree (e.g. <i>gently, here, now, very</i> ).
pronouns	(I, me, he, she, herself, you, it, that, they, each, few, many, who, whoever, whose, someone, everybody, etc.) is a word that takes the place of a noun.

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# Airlie and Newtyle Primary School



# First Level Literacy Assessment

## **What are Angus Standards and Significant Aspects of Learning?**

Angus Standards describe important milestones in learning against which we assess your child's performance. They come from Education Scotland's Significant Aspects of Learning and help provide a *consistent approach to reporting on progress, ensuring fairness for all children.*

## **Which areas of the curriculum do we use these standards for?**

At Airlie and Newtyle Primary School we use the Angus Standards to measure your child's performance in reading, writing, numeracy and health and well-being. We are developing our use of Significant Aspects of Learning for Social Subjects, Technology and Science and will send out further information about this soon.

## **Why and how do we use these standards?**

The staff use the standards to inform planning to ensure appropriate, progressive learning and teaching. Staff will provide a wide range of opportunities for your child to meet the expectations within each of the standards.

They are not used as a checklist for staff to work their way through, staff will plan learning and teaching opportunities which are appropriate for your child's age, stage, ability and prior learning. There is no single route through the standards as each child makes progress in different ways.

In order to ensure depth of learning, teacher will plan opportunities for your child to consolidate their learning and apply it to both familiar and un-familiar situations. They will continually revisit and reinforce previous learning and build upon it.

Throughout each level, teachers will assess what your child knows, understands and is able to do. They will use a wide range of methods to assess what your child says, writes, makes and does. Staff will then use this information to track your child's progress and plan the next steps in their learning.

We aim for children to reach the end of early level by the end of primary one, first level by the end of primary four and second level by the end of primary seven. Some children will need some extra time to achieve this level and some may finish it prior to the end of primary one, four and seven.

## **Writing**

- Form all letters - lower and upper case - accurately
- Join most letters accurately
- Create text with most sentences accurately marked with a capital letter and full stop
- Use question marks and exclamation marks appropriately
- Use some different sentence openers appropriately
- Use common connectives to join sentences
- Order and link sentences, ideas and events
- Structure work into at least one paragraph
- Use some interesting and challenging words to engage reader
- Use adjectives and adverbs in descriptions
- Use pronouns
- Use present and past tense
- Spell most of the 200 most common/high frequency words accurately
- Apply knowledge of phonics to attempt to spell more difficult words
- Use a dictionary or word bank to help spelling
- Use commas in lists
- Consider purpose, audience, language and layout when planning
- Make notes using different formats and use these to create new texts in own words
- Choose an appropriate layout for work combining words, images and features as appropriate
- Create a story or account with a sequenced beginning, middle and end
- Describe the appearance, thoughts and feelings of characters
- Describe setting using time and place
- Sequence the main events logically
- Write a report containing the main ideas and appropriate vocabulary
- Include facts / opinions and feelings as appropriate to genre
- Create simple titles / headlines / slogans
- Write a letter using appropriate language and layout
- Sequence instructions to enable to reader to complete a task
- Use bullets, numbers or language to sequence text
- Use first and third person
- Check and edit work with support

## **Reading**

- Choose to read a range of texts
- Explain why they prefer certain texts and authors giving a personal response both verbally and written
- Use the available information to make decisions about the choice of text e.g. cover, blurb, film trailer, advertisement
- Recognise different types of fiction and non-fiction texts e.g. plays, stories, reports, instructions, graphic and film etc.
- Talk about the similarities and differences between different types of texts
- Use a range of reading strategies to extract meaning:
- using punctuation clues and markers: full stops, exclamation marks, question marks, speech marks and italics
- decoding i.e. sounding out and blending using phonics
- using onset and rime, syllables and rhyme
- reading high frequency words and core topic words automatically
- using context clues i.e. looking at words before and after
- using picture/diagram clues
- using a dictionary to find meaning of words
- Read familiar text fluently and with expression
- Contribute to the creation of questions for a specific research purpose
- Use contents page, index, headings, glossary and blurb, search engine and menu etc. to find relevant information from a variety of given/directed texts
- Scan suitable texts to find key words to find relevant information to answer questions
- Make notes under given headings from a variety of given/directed texts
- Use own notes to create text
- Skim the text to get the gist
- Identify the main ideas and purpose of a text and the target audience
- Use knowledge of vocabulary, punctuation and parts of speech to read with understanding
- Summarise to show an understanding of the text
- Answer simple questions: to show understanding of a variety of texts including mathematical word problems
- Construct some different types of questions suitable for different purposes
- Share thoughts about word choice, structure, characters, setting and plot and other features of the text e.g.