

Listening and Talking

- regularly choose to listen to or watch a wide range of texts using available information to make an informed decision
- confidently explain with supporting detail why they prefer certain texts e.g. giving a personal response
- regularly create different types of 21st century texts on subjects of their choice for different purposes
- listen actively almost all of the time when others are talking
- respond in ways appropriate to role e.g. asking questions in an interview, contributing appropriately in a discussion, answering questions appropriately,
- show they value others' contributions almost all of the time e.g. using appropriate body language (facial expression, eye contact), making comments at an appropriate time/ without interrupting
- disagree in a respectful way almost all of the time when responding to others
- build on others' contributions some of the time e.g. clarifies points
- talk in an appropriate way to people from different walks of life and in different situations when engaging with others
- use non-verbal skills such as gesture, eye contact when engaging with others
- confidently use features of spoken language such as pace, expression, emphasis, tone and choice of words to support effective oral communication as appropriate to purpose and audience
- use long and complex sentence structures
- speak clearly and audibly almost all of the time when communicating with others
- show confidence when engaging with others e.g. in a discussion, an interview, presenting to others
- identify and discuss the purpose of a text they listen to or watch
- identify and discuss the main ideas of a text they listen to or watch
- identify and discuss supporting detail e.g. key words and phrases from a text
- make and organise notes under own choice of headings from a variety of given/directed texts they have listened to or watched
- select relevant information appropriate to purpose and audience and organise in a logical and coherent sequence e.g. oral report, group discussion, debate
- independently use their notes to create new texts using their own words and suitable vocabulary appropriate for different purposes and audiences
- answer a range of questions: to show understanding of a variety of texts
- construct different types of questions suitable for different

Listening and Talking continued:-

- construct different types of questions suitable for different purposes
- demonstrate understanding of the difference between fact and opinion when listening and talking
- recognise persuasive language and some of the techniques used to influence others
- comment on the usefulness and effectiveness of a text
- question the reliability of sources some of the time
- make a number of relevant contributions
- share a number of pieces of information and experiences whilst listening and talking to others e.g. in discussion, in conversation
- explain processes
- share a number of ideas and opinions giving some supporting evidence or detail
- ask a number of relevant questions to support their understanding, seek further information and ask others to say more e.g. to clarify, extend,
- summarise the main points or findings when listening and talking with others
- plan and deliver a presentation to a range of audiences within and beyond their place of learning adapting to their needs
- use a variety of 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>).
alliteration	the occurrence of the same letter or sound at the beginning of adjacent or closely connected words
onomatopoeia	the formation of a word from a sound associated with what is named (e.g. <i>cuckoo, sizzle</i>).

Airlie and Newtyle Primary School



Second Level Literacy Assessment

Produced- November 2015
Review- November 2017

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

- Demonstrate independence in creating texts on subjects and for purposes of their choice which suit the needs of their audience
- Justify why they create certain texts for certain purposes and audiences
- Write legibly using consistent, linked handwriting
- Write at length with all sentences accurately marked with a capital letter and full stop
- Use a variety of interesting sentence structures
- Use adjectives, adverbs, alliteration and onomatopoeia
- Use complex similes and simple metaphors
- Use question marks, commas, apostrophes and exclamation marks accurately
- Use relative pronouns e.g. who, whom, which, that, whose
- Use present, past and future tense appropriately
- Spell most words accurately
- Use a variety of strategies and resources to check spelling, meaning and extend vocabulary
- Use direct and indirect speech and use speech marks appropriately
- Structure work into meaningful paragraphs appropriate to genre
- Make notes from more than one source using different formats and summaries relevant information to create new texts in own words
- Select genre, language and layout appropriate to purpose and audience
- Combine words, images and features in different ways as appropriate to purpose and to engage the audience
- Include labelled diagrams where appropriate
- Acknowledge sources appropriately
- Write a wide range of texts for a variety of purposes and audiences
- Describe setting and atmosphere in detail
- Use turning points, cliff-hangers, and climax effectively
- Convey complex information
- Explain processes
- Explore issues and share opinions with some supporting evidence or detail
- Use persuasive language and techniques
- Use opening paragraph / introduction to make purpose clear
- Write a conclusion appropriate to genre
- Use first, second and third person appropriately
- Use formal and informal language appropriate to purpose and audience
- Sequence writing logically using connectives to illustrate this e.g. afterwards, finally

Reading

- Regularly choose to read more challenging texts
- Justify why they prefer certain texts and authors by referring to the text, commenting on the writer's style, choice of language, genre, use of cliff-hangers etc.
- Select independently from a range of reading strategies to extract meaning:
- Using punctuation clues and markers: full stops, exclamation marks, question marks, speech marks and italics
- Decoding e.g. by segmenting
- Using sight vocabulary relating to core topics
- Using context clues i.e. looking at words before and after
- Using picture/diagram clues
- Using dictionaries confidently to clarify understanding
- Read unfamiliar text fluently and with expression
- Create suitable questions for research
- Independently select appropriate texts from a variety of sources to find relevant information
- Confidently use text features to find relevant information
- Skim, scan and text mark for relevant information
- Select relevant information to answer research questions
- Make and organise notes from a variety of sources under own choice of headings
- Independently use notes to create text in own words, for different purposes
- Skim the text to get the gist
- Identify the main ideas, purpose and audience of a text and use supporting detail
- Extract meaning by applying more extensive knowledge of grammar and vocabulary
- Summarise to show an understanding of a more challenging text
- Answer different kinds of questions to show understanding of a variety of texts including mathematical word problems
- Create different types of questions suitable for different texts and purposes
- Comment on the effectiveness of a text in terms of language, structure, style, characters, setting and plot and other features e.g. vocabulary, use of short sentences, similes, metaphors, layout, colour, font, pictures, sound track,
- Understand the relevance of a theme and can link it to own and others' experiences
- Explain the difference between fact and opinion
- Evaluate the reliability of sources
- Recognise persuasive language and how it influences them