Listening and Talking

Enjoyment and Choice

- Selects spoken texts regularly for enjoyment or to find information for a specific purpose and gives a reason for preferences.

Tools for Listening and Talking

- Takes turns and contributes at the appropriate time when engaging with others in a variety of contexts.
- Listens and responds appropriately to others in a respectful way, for example, by nodding or agreeing, asking and answering questions.
- Applies a few techniques (verbal and non-verbal) when engaging with others, for example, vocabulary, eye contact, expression and/or body language.

Finding and Using Information

- Identifies the purpose and main ideas of spoken texts and uses the information gathered for a specific purpose.
- Makes relevant notes under given headings and can use these for different purposes.
- Uses notes to create and sequence new texts.

Understanding, Analysing and Evaluating

- Asks and responds to different types of questions to show understanding of the main ideas of spoken texts.
- Recognises simple differences between fact and opinion in spoken texts.

Creating Texts

- Communicates clearly and audibly.
- Contributes to group/class discussions, engaging with others for a range of purposes.
- Selects and shares ideas/information using appropriate vocabulary in a logical order.
- Selects and uses, with support, appropriate resources to engage with others, for example, objects, pictures and /or photographs.

Literacy Leaflet for Parents/Carers

First Level
P2 – P4

This leaflet is an overview of the Literacy Benchmarks for the end of First Level, achieved by most learners by the end of P4

For ways to support at home see:
Parentzone Scotland:
Supporting literacy at home | Learning at home | Parentzone Scotland | Education Scotland

Reading

Enjoyment and Choice

- Regularly selects different texts for enjoyment or for a specific purpose
- Uses cover, title, author, illustrator and/or blurb
- Explains preferences for particular texts and authors

Tools for Reading

- Reads aloud a familiar piece of text adding expression and can show understanding.
- Reads an increasing number of common/high frequency words, core topic words and words of personal significance.
- Uses a range of word recognition strategies independently.
- Decodes unknown words by using familiar letter patterns and blends.
- Uses context clues to read and understand text.
- Uses punctuation and grammar to read with understanding and expression.

Finding and Using Information

- Identifies and finds key information in fiction and non-fiction texts using content page, index, headings, sub-headings and diagrams.
- Makes notes under given headings for different purposes.

Understanding, analysing and evaluating

- Identifies the main ideas of texts
- Makes appropriate suggestions about the purpose of a text.
- Answers literal, inferential and evaluative questions about texts.
- Asks questions to help make sense of a text.
- Recognises the difference between fact and opinion.
- Offers own ideas about characters, writer's use of language, structure and/or setting.
- Offers own ideas about the writer's message and relates to personal experiences when appropriate.

See Links on the school website: Literacy – Parsons Green Website

- Literacy Rich Phonic Programme Blocks 1-8
- Fry's lists of up to 1000 Common Words (first 300 are key!)
- Spelling Progression Overview
- Link to the CEC Progression Pathway for Literacy

Writing

Enjoyment and Choice

- Creates texts selecting subject, purpose, format and resources for a range of purposes and audiences.

Tools for Writing

- Spells most commonly used words correctly.
- Uses knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words.
- Uses knowledge of the alphabet to locate words in a dictionary, or other reference source, to help spell tricky or unfamiliar words.
- Writes independently, punctuating most sentences accurately, for example, using a capital letter, full stop, question mark or exclamation mark.
- Links sentences using common conjunctions, for example, and, because, but or so.
- Starts sentences in a variety of ways to engage the reader.
- Checks writing to ensure it makes sense.
- Presents writing in a clear and legible way.

Organising and Using Information

- Plans and organises ideas and information using an appropriate format.
- Makes notes to help plan writing and uses them to create new texts.
- Includes relevant information in written texts.
- Organises writing in a logical order and appropriate to audience.
- Uses relevant and interesting vocabulary appropriate to context.

Creating Texts

- Creates a variety of texts for different purposes.
- Selects, organises and conveys information in different ways.
- Uses vocabulary and language for specific purposes.
- Shares own viewpoint and makes one or two attempts to persuade the reader as appropriate to the purpose.
- Creates own texts, for example, stories, poems and plays, with recognisable features of genre.
- Creates texts with evidence of structure
- Creates interesting characters through their feelings, actions and physical description.