

S1-S3 course

The S1-S3 course has been changed to accommodate the demands of the Curriculum for Excellence. To do so we have introduced new tasks to reflect the additional skills required by the experiences and outcomes. In addition, we have introduced opportunities for pupils to experience the breadth and range of assessment opportunities (both familiar and unfamiliar) which will allow for evidence of progression through levels. Areas of the course are under review to allow for skills to be introduced which are relevant for the senior courses.

Classes will be set from September and new classes usually begin after the September weekend. Class teachers will use the following information to inform their decision regarding recommendations for classes: SNSA assessment, primary school CfE level, short story written during p7 visit, writing folder from P7 class comprising one piece of creative writing (redrafted) and one piece of personal writing (under exam conditions), NAR test and comprehension work done on “The Pied Piper”.

After pupils are set all pupils will begin the Reading Skills programme which develops pre-reading skills and note-making skills. These will link with a literacy skills project in Maths and other IDL work later on.

Outcomes

In line with the new arrangements for Literacy and English, the S1-3 pupils should complete, at least, the following outcomes for a folio:

- 2 critical essays. Pupils should cover a full range of genres including prose, poetry, drama and a media text.
- Personal writing
- Creative writing
- 1 example of persuasive writing **OR**
- 1 example of IDL writing (Science project S1 and Social Subjects S2)
- 1 solo talk
- 1 group discussion

Pupils would also be expected to cover other types of writing throughout the year allowing them to write in a wide variety of formats such as a report, letter, newspaper report, diary, blog, web-page etc.

Writing can be **first draft** only but some opportunities to redraft writing should be given.

Below is an example of how these areas for assessment may be accommodated throughout the year in S1 (note the week indicates when the work could be finished):

Week 4	Pied Piper Unit, writing and NAR
Week 6	Reading Skills Unit – Literacy Across Learning Eng 3-12a Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. Lit 3-13a I can select and use the strategies and resources I find most useful before I read, and as I read, to monitor and check my understanding Lit 3-14a Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources. Lit 3-15a I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate. Lit 3-16a To show my understanding across different areas of learning, I can: <ul style="list-style-type: none">• identify and consider the purpose, main concerns or concepts and use supporting detail• make inferences from key statements

	<ul style="list-style-type: none"> • identify and discuss similarities and differences between different types of text. <p>Lit 3-18a To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources</p> <p>Lit 3-25a I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, generate and develop ideas or create original text.</p> <p>I recognise when it is appropriate to quote from sources and when I should put points into my own words. I can acknowledge my sources appropriately.</p> <p>Lit 3-26a By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience.</p>
<p>Week 12</p>	<p>Class novel with CEL</p> <p>Lit 3-13a I can select and use the strategies and resources I find most useful before I read, and as I read, to monitor and check my understanding.</p> <p>Lit 3-14a Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.</p> <p>Lit 3-15a I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</p> <p>Lit 3-16a To show my understanding across different areas of learning, I can:</p> <ul style="list-style-type: none"> • identify and consider the purpose, main concerns or concepts and use supporting detail • make inferences from key statements • identify and discuss similarities and differences between different types of text. <p>Lit 3-17a To show my understanding, I can comment, with evidence, on the content and form of short and extended texts, and respond to literal, inferential and evaluative questions and other types of close reading tasks</p> <p>Lit 3-18a To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources</p> <p>Lit 3-19a I can:</p> <ul style="list-style-type: none"> • discuss and evaluate the structure, characterisation and/or setting using some supporting evidence • identify the main theme of the text and recognise the relevance this has to my own and others' experiences • identify and comment on aspects of the writer's style and other features appropriate to genre using some relevant evidence. <p>Lit 3-29a I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence.</p> <p>Lit 3-28a I can convey information, describe events, explain processes or concepts, and combine ideas in different ways</p>
<p>Week 17</p>	<p>Personal writing</p> <p>Lit 3-20a I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience.</p> <p>Lit 3-21a I can use a range of strategies and resources and spell most of the words I need to use, including specialist vocabulary, and ensure that my spelling is accurate.</p> <p>Lit 3-22a As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs.</p> <p>Lit 3-23a Throughout the writing process, I can review and edit my writing to ensure that it meets its purpose and communicates meaning at first reading</p> <p>Lit 3-25a I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, generate and develop ideas or create original text.</p>

	<p>Lit 2-26a By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience.</p> <p>Eng 3-27a I can engage and/or influence readers through my use of language, style and tone as appropriate to genre.</p> <p>Lit 3-28a I can convey information, describe events, explain processes or concepts, and combine ideas in different ways.</p> <p>Eng 3-30a I can recreate a convincing impression of a personal experience for my reader, sharing my feelings and reactions to the changing circumstances with some attempt at reflection.</p>
<p>Week 20</p>	<p>Solo talk</p> <p>Lit 3-03a Having explored and analysed the features of spoken language, I can use these, adopting an appropriate register to suit my purpose and audience.</p> <p>Lit 3-06a I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience.</p> <p>Lit 3-10a I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.</p>
<p>Week 26</p>	<p>Drama/Media text CEL</p> <p>Lit 3-13a I can select and use the strategies and resources I find most useful before I read, and as I read, to monitor and check my understanding.</p> <p>Lit 3-14a Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.</p> <p>Lit 3-15a I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</p> <p>Lit 3-16a To show my understanding across different areas of learning, I can:</p> <ul style="list-style-type: none"> • identify and consider the purpose, main concerns or concepts and use supporting detail • make inferences from key statements • identify and discuss similarities and differences between different types of text. <p>Lit 3-17a To show my understanding, I can comment, with evidence, on the content and form of short and extended texts, and respond to literal, inferential and evaluative questions and other types of close reading tasks.</p> <p>Lit 3-18a To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources.</p> <p>Lit 3-19a I can:</p> <ul style="list-style-type: none"> • discuss and evaluate the structure, characterisation and/or setting using some supporting evidence • identify the main theme of the text and recognise the relevance this has to my own and others' experiences • identify and comment on aspects of the writer's style and other features appropriate to genre using some relevant evidence. <p>Lit 3-29a I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence.</p> <p>Lit 3-28a I can convey information, describe events, explain processes or concepts, and combine ideas in different ways</p> <p>Lit 3-01A I regularly select and listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations, and I can give reasons, with evidence, for my personal response. I can regularly select subject, purpose, format and resources to create texts of my choice, and am developing my own style.</p> <p>Lit 3-04a As I listen or watch, I can:</p> <ul style="list-style-type: none"> • identify and give an accurate account of the purpose and main concerns of the text, and can make inferences from key statements

	<ul style="list-style-type: none"> • identify and discuss similarities and differences between different types of text • use this information for different purposes. <p>Lit 3-05a As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</p> <p>Lit 3-07a I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts.</p>
Week 31	<p>Creative writing story</p> <p>Lit 3-20a I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience.</p> <p>Lit 3-21a I can use a range of strategies and resources and spell most of the words I need to use, including specialist vocabulary, and ensure that my spelling is accurate.</p> <p>Lit 3-22a As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs.</p> <p>Lit 3-23a Throughout the writing process, I can review and edit my writing to ensure that it meets its purpose and communicates meaning at first reading.</p> <p>Lit 3-25a I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, generate and develop ideas or create original text.</p> <p>Lit 2-26a By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience.</p> <p>Eng 3-27a I can engage and/or influence readers through my use of language, style and tone as appropriate to genre.</p> <p>Lit 3-28a I can convey information, describe events, explain processes or concepts, and combine ideas in different ways</p> <p>Eng 3-31a Having explored the elements which writers use, I can create texts in different genres by:</p> <ul style="list-style-type: none"> • integrating the conventions of my chosen genre successfully and/or • using convincing and appropriate structures and/or • creating interesting and convincing characters and/or • building convincing settings which come to life.
Week 33	<p>Group discussion</p> <p>Lit 3-02a When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.</p> <p>Lit 3-03a Having explored and analysed the features of spoken language, I can use these, adopting an appropriate register to suit my purpose and audience.</p> <p>Lit 3-09a When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none"> • communicate information, ideas or opinions • explain processes, concepts or ideas • identify issues raised, summarise findings or draw conclusions
Week 35	<p>Poetry</p> <p>Lit 3-13a I can select and use the strategies and resources I find most useful before I read, and as I read, to monitor and check my understanding.</p> <p>Lit 3-14a Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.</p> <p>Lit 3-15a I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</p> <p>Lit 3-16a To show my understanding across different areas of learning, I can:</p>

	<ul style="list-style-type: none"> • identify and consider the purpose, main concerns or concepts and use supporting detail • make inferences from key statements • identify and discuss similarities and differences between different types of text. <p>Lit 3-17a To show my understanding, I can comment, with evidence, on the content and form of short and extended texts, and respond to literal, inferential and evaluative questions and other types of close reading tasks.</p> <p>Lit 3-18a To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources.</p> <p>Lit 3-19a I can:</p> <ul style="list-style-type: none"> • discuss and evaluate the structure, characterisation and/or setting using some supporting evidence • identify the main theme of the text and recognise the relevance this has to my own and others' experiences • identify and comment on aspects of the writer's style and other features appropriate to genre using some relevant evidence. <p>Lit 3-29a I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence.</p> <p>Lit 3-28a I can convey information, describe events, explain processes or concepts, and combine ideas in different ways.</p>
<p>Week 37</p>	<p>IDL writing(Science writing)/Persuasive writing</p> <p>Lit 3-01A I regularly select and listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations, and I can give reasons, with evidence, for my personal response. I can regularly select subject, purpose, format and resources to create texts of my choice, and am developing my own style.</p> <p>Lit 3-04a As I listen or watch, I can:</p> <ul style="list-style-type: none"> • identify and give an accurate account of the purpose and main concerns of the text, and can make inferences from key statements • identify and discuss similarities and differences between different types of text • use this information for different purposes. <p>Lit 3-05a As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</p> <p>Lit 3-05a As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</p> <p>Lit 3-08a To help me develop an informed view, I am learning about the techniques used to influence opinion and how to assess the value of my sources, and I can recognise persuasion.</p> <p>Lit 3-14a Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.</p> <p>Lit 3-15a I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</p> <p>Lit 3-16a To show my understanding across different areas of learning, I can:</p> <ul style="list-style-type: none"> • identify and consider the purpose, main concerns or concepts and use supporting detail • make inferences from key statements • identify and discuss similarities and differences between different types of text. <p>Lit 3-17a To show my understanding, I can comment, with evidence, on the content and form of short and extended texts, and respond to literal, inferential and evaluative questions and other types of close reading tasks.</p> <p>Lit 3-18a To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources.</p>

	<p>Lit 3-20a I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience.</p> <p>Lit 3-21a I can use a range of strategies and resources and spell most of the words I need to use, including specialist vocabulary, and ensure that my spelling is accurate.</p> <p>Lit 3-22a As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs.</p> <p>Lit 3-23a Throughout the writing process, I can review and edit my writing to ensure that it meets its purpose and communicates meaning at first reading.</p> <p>Lit 3-24a I can consider the impact that layout and presentation will have on my reader, selecting and using a variety of features appropriate to purpose and audience.</p> <p>Lit 3-25a I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, generate and develop ideas or create original text.</p> <p>I recognise when it is appropriate to quote from sources and when I should put points into my own words. I can acknowledge my sources appropriately.</p> <p>Lit 3-26a / Lit 4-26a By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience.</p> <p>Eng 3-27a I can engage and/or influence readers through my use of language, style and tone as appropriate to genre.</p> <p>Lit 3-28a I can convey information, describe events, explain processes or concepts, and combine ideas in different ways.</p> <p>Lit 3-29a I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence.</p>
<p>Throughout the year</p>	<p>Book Bingo</p> <p>Lit 3-11a I regularly select and read, listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations and give reasons, with evidence, for my personal response.</p> <p>Eng 3-12a Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression</p> <p>Lit 3-13a I can select and use the strategies and resources I find most useful before I read, and as I read, to monitor and check my understanding.</p> <p>Lit 3-16a To show my understanding across different areas of learning, I can:</p> <ul style="list-style-type: none"> • identify and consider the purpose, main concerns or concepts and use supporting detail • make inferences from key statements • identify and discuss similarities and differences between different types of text. <p>Lit 3-19a I can:</p> <ul style="list-style-type: none"> • discuss and evaluate the structure, characterisation and/or setting using some supporting evidence • identify the main theme of the text and recognise the relevance this has to my own and others' experiences • identify and comment on aspects of the writer's style and other features appropriate to genre using some relevant evidence.
<p>Throughout the year</p>	<p>Close Reading Unit</p> <p>Eng 3-12a Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.</p> <p>Lit 3-13a I can select and use the strategies and resources I find most useful before I read, and as I read, to monitor and check my understanding.</p> <p>Lit 3-16a To show my understanding across different areas of learning, I can:</p> <ul style="list-style-type: none"> • identify and consider the purpose, main concerns or concepts and use supporting detail

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S2 course

The S2 course will follow a similar format to the S1 course which will allow pupils to build on skills learned in S1. Every attempt will be made to ensure that the same teacher will keep pupils in S1 and S2 to support this.

- 2 critical essays. Pupils should cover a full range of genres including prose, poetry, drama and a media text.
- Personal writing
- Creative writing
- 1 example of persuasive/discursive writing (IDL with Social Subjects)
- 1 solo talk
- 1 group discussion

Week 6	<p>Class novel with CEL</p> <p>Lit 3-13a I can select and use the strategies and resources I find most useful before I read, and as I read, to monitor and check my understanding.</p> <p>Lit 3-14a Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.</p> <p>Lit 3-15a I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</p> <p>Lit 3-16a To show my understanding across different areas of learning, I can:</p> <ul style="list-style-type: none"> • identify and consider the purpose, main concerns or concepts and use supporting detail • make inferences from key statements • identify and discuss similarities and differences between different types of text. <p>Lit 3-17a To show my understanding, I can comment, with evidence, on the content and form of short and extended texts, and respond to literal, inferential and evaluative questions and other types of close reading tasks.</p> <p>Lit 3-18a To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources.</p> <p>Lit 3-19a I can:</p> <ul style="list-style-type: none"> • discuss and evaluate the structure, characterisation and/or setting using some supporting evidence • identify the main theme of the text and recognise the relevance this has to my own and others' experiences • identify and comment on aspects of the writer's style and other features appropriate to genre using some relevant evidence.
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	<p>Lit 3-29a I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence.</p> <p>Lit 3-28a I can convey information, describe events, explain processes or concepts, and combine ideas in different ways.</p>
Week 12	<p>Personal writing</p> <p>Lit 3-20a I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience.</p> <p>Lit 3-21a I can use a range of strategies and resources and spell most of the words I need to use, including specialist vocabulary, and ensure that my spelling is accurate.</p> <p>Lit 3-22a As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs.</p> <p>Lit 3-23a Throughout the writing process, I can review and edit my writing to ensure that it meets its purpose and communicates meaning at first reading.</p> <p>Lit 3-25a I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, generate and develop ideas or create original text.</p> <p>Lit 3-26a / Lit 4-26a By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience.</p> <p>Eng 3-27a I can engage and/or influence readers through my use of language, style and tone as appropriate to genre.</p> <p>Lit 3-28a I can convey information, describe events, explain processes or concepts, and combine ideas in different ways.</p> <p>Eng 3-30a I can recreate a convincing impression of a personal experience for my reader, sharing my feelings and reactions to the changing circumstances with some attempt at reflection.</p>
Week 16	<p>Solo talk</p> <p>Lit 3-03a Having explored and analysed the features of spoken language, I can use these, adopting an appropriate register to suit my purpose and audience.</p> <p>Lit 3-06a I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience.</p> <p>Lit 3-10a I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.</p>
Week 22	<p>Drama/Media text CEL</p> <p>Lit 3-13a I can select and use the strategies and resources I find most useful before I read, and as I read, to monitor and check my understanding.</p> <p>Lit 3-14a Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.</p> <p>Lit 3-15a I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</p> <p>Lit 3-16a To show my understanding across different areas of learning, I can:</p> <ul style="list-style-type: none"> • identify and consider the purpose, main concerns or concepts and use supporting detail • make inferences from key statements • identify and discuss similarities and differences between different types of text. <p>Lit 3-17a To show my understanding, I can comment, with evidence, on the content and form of short and extended texts, and respond to literal, inferential and evaluative questions and other types of close reading tasks</p> <p>Lit 3-18a To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources.</p>

	<p>Lit 3-19a I can:</p> <ul style="list-style-type: none"> • discuss and evaluate the structure, characterisation and/or setting using some supporting evidence • identify the main theme of the text and recognise the relevance this has to my own and others' experiences • identify and comment on aspects of the writer's style and other features appropriate to genre using some relevant evidence. <p>Lit 3-29a I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence.</p> <p>Lit 3-28a I can convey information, describe events, explain processes or concepts, and combine ideas in different ways.</p> <p>Lit 3-01A I regularly select and listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations, and I can give reasons, with evidence, for my personal response. I can regularly select subject, purpose, format and resources to create texts of my choice, and am developing my own style.</p> <p>Lit 3-04a As I listen or watch, I can:</p> <ul style="list-style-type: none"> • identify and give an accurate account of the purpose and main concerns of the text, and can make inferences from key statements • identify and discuss similarities and differences between different types of text • use this information for different purposes. <p>Lit 3-05a As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</p> <p>Lit 3-07a I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts.</p>
<p>Week 28</p>	<p>Creative writing story</p> <p>Lit 3-20a I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience.</p> <p>Lit 3-21a I can use a range of strategies and resources and spell most of the words I need to use, including specialist vocabulary, and ensure that my spelling is accurate.</p> <p>Lit 3-22a As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs.</p> <p>Lit 3-23a Throughout the writing process, I can review and edit my writing to ensure that it meets its purpose and communicates meaning at first reading.</p> <p>Lit 3-25a I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, generate and develop ideas or create original text.</p> <p>Lit 3-26a By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience.</p> <p>Eng 3-27a I can engage and/or influence readers through my use of language, style and tone as appropriate to genre.</p> <p>Lit 3-28a I can convey information, describe events, explain processes or concepts, and combine ideas in different ways.</p> <p>Eng 3-31a Having explored the elements which writers use, I can create texts in different genres by:</p> <ul style="list-style-type: none"> • integrating the conventions of my chosen genre successfully and/or • using convincing and appropriate structures and/or • creating interesting and convincing characters and/or • building convincing settings which come to life.

<p>Week 30</p>	<p>Group discussion</p> <p>Lit 3-02a When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.</p> <p>Lit 3-03a Having explored and analysed the features of spoken language, I can use these, adopting an appropriate register to suit my purpose and audience.</p> <p>Lit 3-09a When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none"> • communicate information, ideas or opinions • explain processes, concepts or ideas • identify issues raised, summarise findings or draw conclusions
<p>Week 35</p>	<p>Poetry</p> <p>Lit 3-13a I can select and use the strategies and resources I find most useful before I read, and as I read, to monitor and check my understanding.</p> <p>Lit 3-14a Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.</p> <p>Lit 3-15a I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</p> <p>Lit 3-16a To show my understanding across different areas of learning, I can:</p> <ul style="list-style-type: none"> • identify and consider the purpose, main concerns or concepts and use supporting detail • make inferences from key statements • identify and discuss similarities and differences between different types of text. <p>Lit 3-17a To show my understanding, I can comment, with evidence, on the content and form of short and extended texts, and respond to literal, inferential and evaluative questions and other types of close reading tasks</p> <p>Lit 3-18a To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources.</p> <p>Lit 3-19a I can:</p> <ul style="list-style-type: none"> • discuss and evaluate the structure, characterisation and/or setting using some supporting evidence • identify the main theme of the text and recognise the relevance this has to my own and others' experiences • identify and comment on aspects of the writer's style and other features appropriate to genre using some relevant evidence. <p>Lit 3-29a I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence.</p> <p>Lit 3-28a I can convey information, describe events, explain processes or concepts, and combine ideas in different ways</p>
<p>Week 37</p>	<p>IDL writing(Geography)/Persuasive writing</p> <p>Lit 3-01A I regularly select and listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations, and I can give reasons, with evidence, for my personal response. I can regularly select subject, purpose, format and resources to create texts of my choice, and am developing my own style.</p> <p>Lit 3-04a As I listen or watch, I can:</p> <ul style="list-style-type: none"> • identify and give an accurate account of the purpose and main concerns of the text, and can make inferences from key statements • identify and discuss similarities and differences between different types of text • use this information for different purposes. <p>Lit 3-05a As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</p>

	<p>Lit 3-05a As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</p> <p>Lit 3-08a To help me develop an informed view, I am learning about the techniques used to influence opinion and how to assess the value of my sources, and I can recognise persuasion.</p> <p>Lit 3-14a Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.</p> <p>Lit 3-15a I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</p> <p>Lit 3-16a To show my understanding across different areas of learning, I can:</p> <ul style="list-style-type: none"> • identify and consider the purpose, main concerns or concepts and use supporting detail • make inferences from key statements • identify and discuss similarities and differences between different types of text. <p>Lit 3-17a To show my understanding, I can comment, with evidence, on the content and form of short and extended texts, and respond to literal, inferential and evaluative questions and other types of close reading tasks.</p> <p>Lit 3-18a To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources.</p> <p>Lit 3-20a I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience.</p> <p>Lit 3-21a I can use a range of strategies and resources and spell most of the words I need to use, including specialist vocabulary, and ensure that my spelling is accurate.</p> <p>Lit 3-22a As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs.</p> <p>Lit 3-23a Throughout the writing process, I can review and edit my writing to ensure that it meets its purpose and communicates meaning at first reading.</p> <p>Lit 3-24a I can consider the impact that layout and presentation will have on my reader, selecting and using a variety of features appropriate to purpose and audience.</p> <p>Lit 3-25a I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, generate and develop ideas or create original text. I recognise when it is appropriate to quote from sources and when I should put points into my own words. I can acknowledge my sources appropriately.</p> <p>Lit 3-26a By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience.</p> <p>Eng 3-27a I can engage and/or influence readers through my use of language, style and tone as appropriate to genre.</p> <p>Lit 3-28a I can convey information, describe events, explain processes or concepts, and combine ideas in different ways.</p> <p>Lit 3-29a I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence.</p>
<p>Throughout the year</p>	<p>Book Bingo</p> <p>Lit 3-11a I regularly select and read, listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations and give reasons, with evidence, for my personal response.</p> <p>Eng 3-12a Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.</p>

	<p>Lit 3-13a I can select and use the strategies and resources I find most useful before I read, and as I read, to monitor and check my understanding.</p> <p>Lit 3-16a To show my understanding across different areas of learning, I can:</p> <ul style="list-style-type: none"> • identify and consider the purpose, main concerns or concepts and use supporting detail • make inferences from key statements • identify and discuss similarities and differences between different types of text. <p>Lit 3-19a I can:</p> <ul style="list-style-type: none"> • discuss and evaluate the structure, characterisation and/or setting using some supporting evidence • identify the main theme of the text and recognise the relevance this has to my own and others' experiences • identify and comment on aspects of the writer's style and other features appropriate to genre using some relevant evidence.
Throughout the year	<p>Close Reading Unit</p> <p>Eng 3-12a Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.</p> <p>Lit 3-13a I can select and use the strategies and resources I find most useful before I read, and as I read, to monitor and check my understanding.</p> <p>Lit 3-16a To show my understanding across different areas of learning, I can:</p> <ul style="list-style-type: none"> • identify and consider the purpose, main concerns or concepts and use supporting detail • make inferences from key statements • identify and discuss similarities and differences between different types of text. <p>Lit 3-17a To show my understanding, I can comment, with evidence, on the content and form of short and extended texts, and respond to literal, inferential and evaluative questions and other types of close reading tasks.</p> <p>Lit 3-19a I can:</p> <ul style="list-style-type: none"> • discuss and evaluate the structure, characterisation and/or setting using some supporting evidence • identify the main theme of the text and recognise the relevance this has to my own and others' experiences • identify and comment on aspects of the writer's style and other features appropriate to genre using some relevant evidence.

S3 Course

The S2 course will follow a similar format to the S1/2 course which will allow pupils to build on skills learned in S1/2.

- 2 critical essays. Pupils should cover a full range of genres including prose, poetry, drama and a media text.
- Personal writing
- Creative writing
- 1 example of persuasive/discursive writing
- 1 solo talk
- 1 group discussion

Week 6	<p>Class novel with CEL</p> <p>Lit 4-13a Before and as I read, I can apply strategies and use resources independently to help me read a wide variety of texts and/or find the information I need.</p>
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	<p>Lit 4-14a Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.</p> <p>Lit 4-15a I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</p> <p>Lit 4-16a To show my understanding across different areas of learning, I can:</p> <ul style="list-style-type: none"> • clearly state the purpose, main concerns, concepts or arguments and use supporting detail • make inferences from key statements and state these accurately in my own words • compare and contrast different types of text. <p>Eng 4-17a To show my understanding, I can give detailed, evaluative comments, with evidence, on the content and form of short and extended texts, and respond to different kinds of questions and other types of close reading tasks.</p> <p>Lit 4-18- To help me develop an informed view, I can recognise persuasion and bias, identify some of the techniques used to influence my opinion, and assess the reliability of information and credibility and value of my sources.</p> <p>Eng 4-19a I can:</p> <ul style="list-style-type: none"> • discuss and evaluate the effectiveness of structure, characterisation and/or setting using some supporting evidence • identify how the writer’s main theme or central concerns are revealed and can recognise how they relate to my own and others’ experiences • identify and make a personal evaluation of the effect of aspects of the writer’s style and other features appropriate to genre using some relevant evidence and terminology <p>Lit 4-29a I can persuade, argue, evaluate, explore issues or express and justify opinions within a convincing line of thought, using relevant supporting detail and/or evidence.</p> <p>Lit 4-28a I can convey information and describe events, explain processes or concepts, providing substantiating evidence, and synthesise ideas or opinions in different ways.</p>
<p>Week 12</p>	<p>Personal writing</p> <p>Lit 4-20a I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience.</p> <p>Lit 4-21a I can use a range of strategies and resources independently and ensure that my spelling, including specialist vocabulary, is accurate.</p> <p>Lit 4-22a As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs.</p> <p>Lit 4-23a Throughout the writing process, I can review and edit my writing independently to ensure that it meets its purpose and communicates meaning clearly at first reading.</p> <p>Lit 4-25a I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, or create original text. I can make appropriate and responsible use of sources and acknowledge these appropriately.</p> <p>Lit 3-26a / Lit 4-26a</p> <p>By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience.</p> <p>Eng 4-27a I can engage and/or influence readers through my use of language, style and tone as appropriate to genre.</p> <p>Lit 4-28a I can convey information and describe events, explain processes or concepts, providing substantiating evidence, and synthesise ideas or opinions in different ways.</p> <p>Eng 4-30a I can create a convincing impression of my personal experience and reflect on my response to the changing circumstances to engage my reader.</p>

<p>Week 16</p>	<p>Solo talk</p> <p>Lit 4-03a Having explored and analysed the features of spoken language, I can use these independently, adopting and sustaining an appropriate register to suit my purpose and audience.</p> <p>Lit 4-06a I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience.</p> <p>Lit 4-10a I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required.</p>
<p>Week 22</p>	<p>Drama/Media text CEL</p> <p>Lit 4-13a Before and as I read, I can apply strategies and use resources independently to help me read a wide variety of texts and/or find the information I need.</p> <p>Lit 4-14a Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.</p> <p>Lit 4-15a I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</p> <p>Lit 4-16a To show my understanding across different areas of learning, I can:</p> <ul style="list-style-type: none"> • clearly state the purpose, main concerns, concepts or arguments and use supporting detail • make inferences from key statements and state these accurately in my own words • compare and contrast different types of text. <p>Eng 4-17a To show my understanding, I can give detailed, evaluative comments, with evidence, on the content and form of short and extended texts, and respond to different kinds of questions and other types of close reading tasks.</p> <p>Lit 4-18- To help me develop an informed view, I can recognise persuasion and bias, identify some of the techniques used to influence my opinion, and assess the reliability of information and credibility and value of my sources.</p> <p>Eng 4-19a I can:</p> <ul style="list-style-type: none"> • discuss and evaluate the effectiveness of structure, characterisation and/or setting using some supporting evidence • identify how the writer's main theme or central concerns are revealed and can recognise how they relate to my own and others' experiences • identify and make a personal evaluation of the effect of aspects of the writer's style and other features appropriate to genre using some relevant evidence and terminology <p>Lit 4-29a I can persuade, argue, evaluate, explore issues or express and justify opinions within a convincing line of thought, using relevant supporting detail and/or evidence.</p> <p>Lit 4-28a I can convey information and describe events, explain processes or concepts, providing substantiating evidence, and synthesise ideas or opinions in different ways.</p> <p>Lit 4-01A I regularly select and listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations, and I can give reasons, with evidence, for my personal response. I can regularly select subject, purpose, format and resources to create texts of my choice, and am developing my own style.</p> <p>Lit 4-04a As I listen or watch, I can:</p> <ul style="list-style-type: none"> • clearly state the purpose and main concerns of a text and make inferences from key statements • compare and contrast different types of text • gather, link and use information from different sources and use this for different purposes.

	<p>Lit 4-05a As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</p> <p>Lit 4-07a I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, about the content and form of short and extended texts.</p>
Week 28	<p>Creative writing story</p> <p>Lit 4-20a I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience.</p> <p>Lit 4-21a I can use a range of strategies and resources independently and ensure that my spelling, including specialist vocabulary, is accurate.</p> <p>Lit 4-22a As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs.</p> <p>Lit 4-23a Throughout the writing process, I can review and edit my writing independently to ensure that it meets its purpose and communicates meaning clearly at first reading.</p> <p>Lit 4-25a I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, or create original text. I can make appropriate and responsible use of sources and acknowledge these appropriately.</p> <p>Lit 4-26a By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience.</p> <p>Eng 4-27a I can engage and/or influence readers through my use of language, style and tone as appropriate to genre.</p> <p>Lit 4-28a I can convey information and describe events, explain processes or concepts, providing substantiating evidence, and synthesise ideas or opinions in different ways.</p> <p>Eng 4-31a Having explored and experimented with the narrative structures which writers use to create texts in different genres, I can:</p> <ul style="list-style-type: none"> • use the conventions of my chosen genre successfully and/or • create an appropriate mood or atmosphere and/or • create convincing relationships, actions and dialogue for my characters.
Week 30	<p>Group discussion</p> <p>Lit 4-02a When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions. I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking.</p> <p>Lit 4-03a Having explored and analysed the features of spoken language, I can use these independently, adopting and sustaining an appropriate register to suit my purpose and audience.</p> <p>Lit 4-09a When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none"> • communicate detailed information, ideas or opinions • explain processes, concepts or ideas with some relevant supporting detail • sum up ideas, issues, findings or conclusions.
Week 35	<p>Poetry</p> <p>Lit 4-13a Before and as I read, I can apply strategies and use resources independently to help me read a wide variety of texts and/or find the information I need.</p> <p>Lit 4-14a Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.</p> <p>Lit 4-15a I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</p>

	<p>Lit 4-16a To show my understanding across different areas of learning, I can:</p> <ul style="list-style-type: none"> • clearly state the purpose, main concerns, concepts or arguments and use supporting detail • make inferences from key statements and state these accurately in my own words • compare and contrast different types of text. <p>Eng 4-17a To show my understanding, I can give detailed, evaluative comments, with evidence, on the content and form of short and extended texts, and respond to different kinds of questions and other types of close reading tasks.</p> <p>Lit 4-18- To help me develop an informed view, I can recognise persuasion and bias, identify some of the techniques used to influence my opinion, and assess the reliability of information and credibility and value of my sources.</p> <p>Eng 4-19a I can:</p> <ul style="list-style-type: none"> • discuss and evaluate the effectiveness of structure, characterisation and/or setting using some supporting evidence • identify how the writer’s main theme or central concerns are revealed and can recognise how they relate to my own and others’ experiences • identify and make a personal evaluation of the effect of aspects of the writer’s style and other features appropriate to genre using some relevant evidence and terminology <p>Lit 4-29a I can persuade, argue, evaluate, explore issues or express and justify opinions within a convincing line of thought, using relevant supporting detail and/or evidence.</p> <p>Lit 4-28a I can convey information and describe events, explain processes or concepts, providing substantiating evidence, and synthesise ideas or opinions in different ways.</p>
<p>Week 37</p>	<p>Persuasive writing</p> <p>Lit 4-01A I regularly select and listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations, and I can give reasons, with evidence, for my personal response. I can regularly select subject, purpose, format and resources to create texts of my choice, and am developing my own style.</p> <p>Lit 4-04a As I listen or watch, I can:</p> <ul style="list-style-type: none"> • clearly state the purpose and main concerns of a text and make inferences from key statements • compare and contrast different types of text • gather, link and use information from different sources and use this for different purposes. <p>Lit 4-05a As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</p> <p>Lit 4-08a To help me develop an informed view, I can identify some of the techniques used to influence or persuade and can assess the value of my sources.</p> <p>Lit 4-14a Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.</p> <p>Lit 4-15a I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</p> <p>Lit 4-16a To show my understanding across different areas of learning, I can:</p> <ul style="list-style-type: none"> • clearly state the purpose, main concerns, concepts or arguments and use supporting detail • make inferences from key statements and state these accurately in my own words • compare and contrast different types of text. <p>Lit 4-17a To show my understanding, I can give detailed, evaluative comments, with evidence, on the content and form of short and extended texts, and respond to different kinds of questions and other types of close reading tasks.</p>

	<p>Lit 4-18a To help me develop an informed view, I can recognise persuasion and bias, identify some of the techniques used to influence my opinion, and assess the reliability of information and credibility and value of my sources.</p> <p>Lit 4-20a I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience.</p> <p>Lit 4-21a I can use a range of strategies and resources independently and ensure that my spelling, including specialist vocabulary, is accurate.</p> <p>Lit 4-22a As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs.</p> <p>Lit 4-23a Throughout the writing process, I can review and edit my writing independently to ensure that it meets its purpose and communicates meaning clearly at first reading.</p> <p>Lit 4-24a I can justify my choice and use of layout and presentation in terms of the intended impact on my reader.</p> <p>Lit 4-25a I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, or create original text. I can make appropriate and responsible use of sources and acknowledge these appropriately.</p> <p>Lit 4-26a By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience.</p> <p>Eng 4-27a I can engage and/or influence readers through my use of language, style and tone as appropriate to genre.</p> <p>Lit 4-28a I can convey information and describe events, explain processes or concepts, providing substantiating evidence, and synthesise ideas or opinions in different ways.</p> <p>Lit 4-29a I can persuade, argue, evaluate, explore issues or express and justify opinions within a convincing line of thought, using relevant supporting detail and/or evidence.</p>
<p>Throughout the year</p>	<p>Close Reading Unit</p> <p>Eng 4-12a Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.</p> <p>Lit 4-13a Before and as I read, I can apply strategies and use resources independently to help me read a wide variety of texts and/or find the information I need.</p> <p>Lit 3-16a To show my understanding across different areas of learning, I can:</p> <ul style="list-style-type: none"> • clearly state the purpose, main concerns, concepts or arguments and use supporting detail • make inferences from key statements and state these accurately in my own words • compare and contrast different types of text. <p>Lit 4-17a To show my understanding, I can give detailed, evaluative comments, with evidence, on the content and form of short and extended texts, and respond to different kinds of questions and other types of close reading tasks.</p> <p>Lit 4-19a I can:</p> <ul style="list-style-type: none"> • discuss and evaluate the effectiveness of structure, characterisation and/or setting using some supporting evidence • identify how the writer’s main theme or central concerns are revealed and can recognise how they relate to my own and others’ experiences • identify and make a personal evaluation of the effect of aspects of the writer’s style and other features appropriate to genre using some relevant evidence and terminology.