

LNF Audit Year 7 Oracy

Elements	Aspects	Code	Children are able to:	Pupil friendly
Developing and presenting information and ideas	Speaking	7.OS2	present topics and ideas clearly, using formal language and varying what they say and how they say it to interest listeners, <i>e.g. expression, tone of voice, volume</i>	I can present topics and ideas clearly. I can use formal language. I can vary what I say and how I say it to interest listeners, <i>e.g. expression, tone of voice, volume</i>
		7.OS4	respond to listeners' questions and comments constructively and in detail	I can respond to listeners' questions and comments in a useful and detailed way.
		7.OS5	argue a convincing case using subject knowledge effectively, <i>e.g. in role or debate</i>	I can argue a convincing case, using knowledge I've learnt <i>e.g. in role or debate</i>
		7.OS6	Welsh-medium statement: use a range of mutations correctly (soft, nasal and aspirate mutations) in context	I can use a range of mutations correctly (soft, nasal and aspirate mutations) in context
	Listening	7.OL1	respond thoughtfully to others' ideas, asking pertinent questions	I respond thoughtfully to others' ideas. I can ask related questions in response.
		7.OL3	listen to explanations of processes, sequences or points of view and identify the main points in order	I can listen to explanations of processes, sequences or points of view. I can identify the main points in order.
	Collaboration and	7.OC1	make a range of contributions to discussions,	I can contribute to

	discussion		<i>e.g. leading, encouraging and supporting others</i>	discussions in different ways. <i>e.g. leading, asking questions, and praising others.</i>
		7.OC2	reach consensus and agree actions in groups, <i>e.g. agreeing a plan, weighing up reasons and evidence.</i>	I can help everyone in the group agree and decide the next steps. <i>e.g. agreeing a plan, weighing up reasons and evidence.</i>

LNf Audit Year 7 Reading

Elements	Aspects	Code	Children are able to:	
Locating, selecting and using information	Reading strategies	7.RS2	use their knowledge of: - word roots and families - grammar, sentence and whole-text structure - content and context <i>to make sense of words, sentences and whole texts</i>	I can use my knowledge of:- -word roots - grammar, sentence and whole-text structure - content and context <i>to make sense of words, sentences and whole texts</i>
		7.RS5	use a range of strategies, <i>e.g. speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information</i>	I can read using different strategies. <i>e.g. speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information</i>

		7.RS8	assess the quality and reliability of information on web pages, considering its origins and verifying accuracy	I can assess the quality and reliability of information on web pages, considering who wrote it and when, to check accuracy
Responding to what had been read	Comprehension	7.RC1	read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them	I can read with concentration texts, on-screen and on paper, that are new to me, and understand the information in them.
		7.RC3	select the main points from texts and identify how information and evidence are used to support them	I can select the main points from texts and identify how information and evidence are used to support them
		7.RC4	read between the lines using inference and deduction	I can read between the lines using inference and deduction to see beneath the surface.
		7.RC5	identify how a text is organised, <i>e.g. logically or thematically, to make the content clear and informative</i>	I can identify how a text is organised. <i>e.g. logically or thematically, to make the content clear and informative</i>
		7.RC6	follow up initial ideas that interest them by further research	I can follow up initial ideas that interest me by further research

LNF Audit Year 7 Reading

Elements	Aspects	Code	Children are able to:	Pupil friendly
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Responding to what had been read	Response and analysis	7.RA3	collate and summarise relevant information, <i>e.g. pull together and sum up facts and ideas about an issue, from different texts</i>	I can gather and summarise relevant information <i>e.g. pull together and sum up facts and ideas about an issue, from different texts.</i>
		7.RA4	distinguish between facts, theories and opinions and use evidence to show the differences	I can tell the difference between facts, theories and opinions. I can use evidence to show the differences.
		7.RA5	compare views of the same topic and consider which is most valid	I can compare views of the same topic and judge which is most valid.
		7.RA6	evaluate the content, presentation and appeal of a text.	I can evaluate the content, presentation and appeal of a text.

LNF Audit Year 7 Writing

Elements	Aspects	Code	Children are able to:	Pupil friendly
Organising ideas and information	Meaning, purposes, readers	7.WM1	write a comprehensive account of a topic presenting information, processes and ideas clearly and appropriately for the purpose	I can write a broad account of a topic presenting information, processes and ideas clearly and for the

				correct purpose.
		7.WM2	explain ideas fully, showing implications and consequences	I can explain ideas fully and build up a picture of the possible outcomes.
		7.WM3	plan writing making choices about the best ways to present content for effect, <i>e.g. building a case for something, selecting details that help the reader understand</i>	I can choose the best ways to present content for effect <i>e.g. building a case for something, selecting details that help the reader understand</i>
		7.WM4	use the tools and conventions of ICT to present information and data and to structure writing	I can use ICT fully to present information and data and to structure writing
		7.WM5	identify areas for improvement in their writing, edit and redraft	I can identify areas to improve my writing, edit and redraft.
	Structure and organisation	7.WS1	adapt structures in writing for different contexts, <i>e.g. describe outcome, outline process or discuss an issue</i>	I can change structures in writing for different purposes. <i>e.g. describe outcome, outline process or discuss an issue</i>
		7.WS2	select and organise ideas and information to give a clear and full account	I can select and organise ideas and information to give a full and clear account.
		7.WS4	use paragraphs to organise longer pieces of writing into sections	I can use paragraphs to organise longer pieces of writing into sections
Writing accurately	Language	7.WL1	use impersonal language to convey ideas and information, <i>e.g. the interest is calculated by ... , sharp scissors are</i>	I can use impersonal language to convey ideas and information

			<i>necessary to ...</i>	<i>e.g. the interest is calculated by ... , sharp scissors are necessary to ...</i>
		7.WL2	use varied and appropriate vocabulary accurately, including subject-specific words and phrases	I can use varied and suitable vocabulary accurately, including subject-specific keywords and phrases.

LNF Audit Year 7 Writing

Elements	Aspects	Code	Children are able to:	Pupil friendly
Writing accurately	Handwriting Grammar Punctuation Spelling	7.WG1	use a wide range of sentence structures choosing connectives to make meaning clear	I can use a wide range of sentence structures choosing connectives to make meaning clear
		7.WG3	use the full range of punctuation accurately to clarify meaning, <i>e.g. demarcating sentences (full stops) and clauses (commas), and using apostrophes correctly</i>	I can use the full range of punctuation accurately to add to the meaning <i>e.g. demarcating sentences (full stops) and clauses (commas), and using apostrophes correctly</i>
		7.WG4	use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly	I can use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly
		7.WG6c	produce fluent and legible handwriting	I can write fluently and legibly.
		7.WG7	Welsh-medium statement: write sentences ensuring that the verb tense and person is usually correct in context	I can write sentences using the correct verb tense and person in the right situation
		7.WG8	Welsh-medium statement: use a range of mutations correctly (soft, nasal and aspirate mutations) in context.	I can use a range of mutations correctly (soft, nasal and aspirate mutations) in context.

LNF Audit Year 8 Oracy

Elements	Aspects	Code	Children are able to:	Pupil friendly
Developing and presenting information and ideas	Speaking	8.OS2	present topics and ideas coherently, using techniques effectively, <i>e.g. a clear structure, anecdote to illustrate, plausible conclusions</i>	I can present topics and ideas logically, using techniques effectively. <i>e.g. a clear structure, anecdote to illustrate, plausible conclusions</i>
		8.OS4	respond to others' views positively and appropriately when challenged	I can respond to others' views positively and suitably when challenged.
		8.OS5	defend a point of view with information and reasons, <i>e.g. in role or debate</i>	I can defend a point of view with information and reasons <i>e.g. in role or debate</i>
		8.OS6	Welsh-medium statement: use a range of mutations correctly (soft, nasal and aspirate mutations) in context	I can use a range of mutations correctly
	Listening	8.OL1	respond positively and thoughtfully to new ideas and alternative points of view	I can respond positively and thoughtfully to new ideas and different points of view
		8.OL3	listen to information and ideas (on-screen or live) and identify how evidence is used, <i>e.g. to defend a point of view, or misused, e.g. to mislead by exaggeration</i>	I can listen to information and ideas (on-screen or live) and identify how evidence is used <i>e.g. to defend a point of view, or misused, e.g. to mislead by exaggeration</i>
	Collaboration and discussion	8.OC1	take a range of roles, <i>e.g. organising, initiating actions, in more formal group contexts, e.g. when working with unfamiliar peers or adults</i>	I can take a range of roles. <i>e.g. organising, initiating actions, in more formal group contexts, e.g. when working with unfamiliar</i>

				<i>peers or adults</i>
		8.OC2	discuss opposing viewpoints and negotiate ways forward.	I can discuss opposing viewpoints and negotiate ways forward.

LNF Audit Year 8 Reading

Elements	Aspects	Code	Children are able to:	Pupil friendly
Locating, selecting and using information	Reading strategies	8.RS2	use their knowledge of: - word roots and families - grammar, sentence and whole-text structure - content and context - <i>to make sense of words, sentences and whole texts</i>	I can use my knowledge of :- -word roots and families - grammar, sentence and whole-text structure - content and context <i>to make sense of words, sentences and whole texts</i>
		8.RS5	use a range of strategies, <i>e.g. speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information</i>	I can read using a range of strategies <i>e.g. speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and</i>

				<i>themes, and scan for detailed information</i>
		8.RS8	be selective about which internet sources to download or quote depending on their reliability and relevance	I can select which internet sources to download or quote depending on their reliability and relevance.
Responding to what had been read	Comprehension	8.RC1	read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them	I can read with concentration texts, on-screen and on paper, that are new to me, and understand the information in them.
		8.RC3	locate and selectively use additional information and evidence from different sources	I can locate, select and use additional information from different sources.
		8.RC4	use inference and deduction to understand layers of meaning	I can pick out different layers of meaning by using inference and deduction.
		8.RC5	make connections between texts, their themes and factual content, and identify any agreement and contradictions	I can make connections between texts, their themes and facts and identify any agreement and contradictions.
		8.RC6	read around a topic that interests them and develop a broader understanding of it through research	I can read around a topic that interests me and further develop my understanding through research.

LNF Audit Year 8 Reading

Elements	Aspects	Code	Children are able to:	Pupil friendly
Responding to what had been read	Response and analysis	8.RA3	summarise and synthesise information, <i>e.g. concise account of a broad topic, using different sources</i>	I can summarise and combine information <i>e.g. concise account of a broad topic, using different sources</i>
		8.RA4	distinguish between bias and objectivity and explain how they are different	I can tell when bias is or isn't being used and explain how they are different
		8.RA5	identify different views of a topic and any areas of agreement and contradiction	I can identify different views of a topic and any areas of agreement and contradiction
		8.RA6	evaluate texts in terms of quality and level of interest.	I can evaluate texts in terms of quality and level of interest

LNF Audit Year 8 Writing

Elements	Aspects	Code	Children are able to:	Pupil friendly	Applied in other areas
Organising ideas and information	Meaning, purposes, readers	8.WM1	adapt presentation of material according to intended meaning and effect, <i>e.g. choice of how much detail needed to be convincing</i>	I can adapt the presentation of material depending upon planned meaning and effect <i>e.g. choice of how much detail needed to be convincing</i>	
		8.WM2	make connections and/or elaborate to ensure full coverage of topic	I can make connections and/or elaborate to cover a topic fully	
		8.WM3	in planning writing make choices about content, structure, language, presentation to suit the purpose	I can plan writing to make choices about content, structure, language, presentation to suit the purpose	
		8.WM4	choose the best ways to present writing using ICT in order to communicate clearly and effectively, <i>e.g. continuous prose for a detailed argument, hyperlinked pages for different information on a topic, moving graphics to show processes</i>	I can choose the best ways to present writing using ICT in order to write clearly and effectively <i>e.g. continuous prose for a detailed argument, hyperlinked pages for different information on a topic, moving graphics to show processes</i>	
	8.WM5	use criteria to identify ways to improve and then redraft	I can use criteria to identify ways to improve and then redraft		
	Structure and organisation	8.WS1	use whole-text structure to support and communicate meaning, <i>e.g. putting a summary at beginning or end, data in a report or appendix, use of contents page, chapters</i>	I can use whole-text structure to support and communicate meaning <i>e.g. putting a summary at beginning or end, data in a report or appendix, use of contents page, chapters</i>	

		8.WS2	select, analyse and present ideas and information convincingly or objectively	I can select, analyse and present ideas and information effectively without bias
		8.WS4	organise longer pieces of writing making links within and between paragraphs	I can organise longer pieces of writing making links within and between paragraphs
Writing accurately	Language	8.WL1	use the third person to convey ideas and information, <i>e.g. according to experts ... , sources reveal that ...</i>	I can use third person to portray ideas and information <i>e.g. according to experts ... , sources reveal that ...</i>
		8.WL2	use technical terms, language and expression consistent with the subject content	I can use technical terms, language and expression appropriate for the subject/topic

LNF Audit Year 8 Writing

Elements	Aspects	Code	Children are able to:	Pupil friendly
Writing accurately	Handwriting Grammar Punctuation Spelling	8.WG1	write with grammatical accuracy, varying the length and structure of sentences to make meaning clear	I can write accurately, varying the length and sentence structures to add to the meaning
		8.WG3	use the full range of punctuation in order to clarify meaning, <i>e.g. semicolons, colons, quotation marks</i>	I can use the full range of punctuation in order to add to the meaning <i>e.g. semicolons, colons, quotation marks</i>
		8.WG4	use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly	I can use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and keywords correctly
		8.WG6c	produce fluent and legible handwriting	I can write fluently and legibly
		8.WG7	Welsh-medium statement: write grammatically accurate sentences ensuring	I can usually write accurate sentences using the correct

			that the verb tense and person is usually correct in context	verb tense and person in context
		8.WG8	Welsh-medium statement: use a range of mutations correctly (soft, nasal and aspirate mutations) in context.	I can use a range of mutations correctly

LNF Audit Year 9 Oracy

Elements	Aspects	Code	Children are able to:	Pupil friendly
Developing and presenting information and ideas	Speaking	9.OS2	present ideas and issues convincingly using a range of techniques for impact, <i>e.g. rhetorical questions, appeals to listeners, gestures</i>	I can present ideas and issues convincingly using a range of techniques for impact <i>e.g. rhetorical questions, appeals to listeners, gestures</i>
		9.OS4	respond to how listeners are reacting by adapting what they say and how they say it	I can respond to how listeners are reacting by adapting what I say and how I say it
		9.OS5	sustain a convincing point of view, anticipating and responding to other perspectives, <i>e.g. in role or debate</i>	I can sustain a convincing point of view. I can anticipate and respond to opposing ideas <i>e.g. in role or debate</i>
		9.OS6	Welsh-medium statement: use a range of mutations correctly (soft, nasal and aspirate mutations) in context	I can use a range of mutations correctly in context (soft, nasal and aspirate mutations) in context
	Listening	9.OL1	consider the relevance and significance of information and ideas presented to them	I can consider the relevance and importance of information and ideas presented to me.
		9.OL3	listen to information and ideas and identify how they are presented to promote a particular view point, <i>e.g. use of persuasive language, ignoring inconvenient facts, reaching illogical conclusions</i>	I can listen to information and ideas and identify how they are presented to promote a particular view point <i>e.g. use of persuasive language, ignoring</i>

				<i>inconvenient facts, reaching illogical conclusions</i>
	Collaboration and discussion	9.OC1	take a range of roles in group discussion with greater autonomy, including in more formal situations, <i>e.g. chair, scribe</i>	I can take a range of roles in group discussion without help, including in more formal situations <i>e.g. chair, scribe</i>
		9.OC2	recognise a range of options for action and reach agreement to achieve the aims of the group.	I can recognise a range of options for action and reach agreement to achieve the aims of the group.

LNf Audit Year 9 Reading

Elements	Aspects	Code	Children are able to:	Pupil friendly
Locating, selecting and using information	Reading strategies	9.RS2	use their knowledge of: - word roots and families - grammar, sentence and whole-text structure - content and context - to make sense of words, sentences and whole texts	I can use my knowledge of : - word roots and families - grammar, sentence and whole-text structure - content and context <i>to make sense of words, sentences and whole texts</i>
		9.RS5	use a range of strategies, <i>e.g. speed</i>	I can read using a range of

			<i>reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information</i>	<i>strategies e.g. speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information</i>
		9.RS8	make full but selective use of the internet to update, broaden and deepen understanding of information, ideas and issues	I can be selective when using the internet to update, broaden and deepen my understanding of information, ideas and issues.
Responding to what had been read	Comprehension	9.RC1	read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them	I can read with concentration new texts, on-screen and on paper and understand the information in them.
		9.RC3	follow up and use additional material in texts to extend understanding	I can follow up and use additional material in texts to extend my understanding.
		9.RC4	gain a full understanding of texts using inference, deduction and analysis	I can gain a full understanding of texts using inference, deduction and analysis.
		9.RC5	compare and contrast themes and issues across a range of texts	I can compare and contrast themes and issues across a range of texts.
		9.RC6	research a wide range of sources to develop a full understanding of a topic or issue	I can research a wide range of sources to develop a full understanding of a topic or issue.

LNF Audit Year 9 Reading

Elements	Aspects	Code	Children are able to:	Pupil friendly
Responding to what had been read	Response and analysis	9.RA3	synthesise and analyse information to gain in-depth understanding, <i>e.g. of causes, consequences, patterns, using different sources</i>	I can combine and analyse information to gain in-depth understanding <i>e.g. of causes, consequences, patterns, using different sources</i>

		9.RA4	distinguish between facts/evidence and bias/argument	I can distinguish between facts/evidence and bias/argument.
		9.RA5	identify different interpretations of facts and information and evaluate their relative merits	I can identify different interpretations of facts and information and evaluate their relative merits.
		9.RA6	evaluate the usefulness and reliability of texts.	I can evaluate the usefulness and reliability of texts.

LNF Audit Year 9 Writing

Elements	Aspects	Code	Children are able to:	Pupil Friendly
Organising	Meaning,	9.WM1	use summary, discussion of issues, detailed	I can write using a summary,

ideas and information	purposes, readers		explanations as appropriate to purpose	discussion of issues, detailed explanations that are fit for purpose
		9.WM2	give due weight to evidence, sources, explanations and logic when covering a topic	I can consider evidence, sources, explanations and logic when covering a topic
		9.WM3	plan appropriately to develop writing for different purposes and audiences	I can plan appropriately to develop writing for different purposes and audiences
		9.WM4	make imaginative choices about content and presentation of writing, using ICT with discrimination	I can make imaginative choices about content and presentation of writing, using ICT with discrimination
		9.WM5	improve writing through independent review and redrafting	I can review writing on my own and redraft to improve it
	Structure and organisation	9.WS1	choose and use whole-text structures to support meaning and communication for effect, <i>e.g. what are the best structures to successfully describe, explain, persuade?</i>	I can choose and use whole-text structures to support meaning and ideas for effect <i>e.g. what are the best structures to successfully describe, explain, persuade?</i>
		9.WS1 a	select structures to organise writing using appropriate features effectively	I can select structures to organise writing using appropriate features effectively
		9.WS2	select, interpret and evaluate ideas and information convincingly or objectively	I can select, interpret and evaluate ideas and information convincingly or objectively
		9.WS4	use paragraphs and sections to give coherence to longer pieces of writing	I can use paragraphs and sections to give structure to longer pieces of writing

Writing accurately	Language	9.WL1	use language to convey objectivity and impartiality, <i>e.g. there are several different ways to look at this topic ...</i>	I can use language to convey fairness, without bias and balance <i>e.g. there are several different ways to look at this topic ...</i>
		9.WL2	use a wide range of technical terms, language and expression consistent with the subject content	I can use a wide range of technical terms, language and expression appropriate for the subject/topic

LNF Audit Year 9 Writing

Elements	Aspects	Code	Children are able to:	Pupil friendly
Writing accurately	Handwriting Grammar Punctuation Spelling	9.WG1	write simple, compound and complex sentences with grammatical accuracy in their writing	I can write simple, compound and complex sentences accurately.
		9.WG3	use the full range of punctuation in order to clarify meaning, <i>e.g. semicolons, colons and parentheses</i>	I can use the full range of punctuation to add to the meaning <i>e.g. semicolons, colons and parentheses</i>
		9.WG4	use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly	I can use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly
		9.WG6c	produce fluent and legible handwriting	I can write fluently and legibly so others can read it.
		9.WG7	Welsh-medium statement: write grammatically accurate sentences ensuring that the verb tense and person is correct in context	I can write accurate sentences so that the verb tense and person is correct in context
		9.WG8	Welsh-medium statement: use a range of mutations correctly (soft, nasal and aspirate)	I can use a range of mutations correctly in context.

			mutations) in context.	
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LNF Audit Extension Oracy

Elements	Aspects	Code	Children are able to:	Pupil friendly
Developing and presenting information and ideas	Speaking	E.O1	<p>Learners continue to develop their speaking and listening skills, and their skills in contributing to and working with others in groups. In formal presentations they are fluent, they articulate clearly and use a range of techniques, including choice of vocabulary, expression, gestures and eye contact, to convey their ideas. They construct their presentation so that listeners can follow and they adapt their use of language for different purposes effectively. In informal contexts they adapt to the nature and size of the group and use collaborative language, such as suggestions and tentative proposals, to reach shared conclusions.</p> <p>They listen carefully to both individual speakers and group discussions, keeping track of ideas and arguments and trying to understand others' points of view. Their sensitivity in listening is shown in following others' ideas, testing them out through application in different contexts, analysing conclusions and criticising constructively. In group work they are alert to what will enable the group to progress and adapt their contributions accordingly, including organising activities, drawing others in and negotiating to reach conclusions.</p>	<p>I continue to develop my speaking and listening skills in working in groups. In formal presentations I can speak fluently, clearly and use a range of different techniques. I carefully choose words, consider my expression, gestures, body language and eye contact to convey ideas and engage the interest of the listeners. I can alter my talk for different purposes and audiences effectively. In informal contexts I can adapt to the size and make-up of the group and use collaborative language to reach consensus.</p> <p>I can listen carefully to both individuals and groups whilst keeping track of ideas and arguments and trying to understand differing points of view. I can show my sensitivity in listening by following others' ideas, testing them out by using them in different contexts, analysing conclusions and criticising constructively. In group work I am alert to what will enable the group to progress and adapt my contributions accordingly, including organising activities, drawing others in and negotiating to reach conclusions.</p>
	Listening			
	Collaboration and discussion			

LNF Audit Extension Reading

Elements	Aspects	Code	Children are able to:	Pupil friendly
Locating, selecting and using information	Reading strategies	E.R1	Learners build on their skills and experiences in reading across the curriculum to tackle print, on-screen and multi-modal texts with ease. They have strategies to research issues and tackle unfamiliar topics, acknowledging their sources. They use techniques (skimming, scanning, annotation, prediction) to extract meaning from challenging texts. They understand both obvious points and also nuances in meaning and are alert to different interpretations of issues and ideas.	I can build on my skills and experiences in reading across the curriculum to tackle print, on-screen and multi-modal texts with ease. I can use different strategies to research issues and tackle unfamiliar topics, acknowledging my sources. I can use techniques (skimming, scanning, annotation, prediction) to extract meaning from challenging texts. I understand both obvious points and also nuances in meaning and I am alert to different interpretations of issues and ideas.
Responding to what had been read	Comprehension		They can explain how texts use words, illustrations, diagrams and images to convey meaning and influence the reader/viewer and they can evaluate how effective such techniques are. They use the internet with discernment, searching selectively and assessing the validity and significance of what they find. They show their understanding by analysing, synthesising and challenging what they read.	I can explain how texts use words, illustrations, diagrams and images to convey meaning and influence the reader/viewer and I can evaluate how effective such techniques are. I can use the internet with discernment, searching selectively and assessing the validity and significance of what I find. I show my understanding by analysing, synthesising and challenging what I read.

LNF Audit Extension Writing

Elements	Aspects	Code	Children are able to:	Pupil friendly
Organising ideas and information	Meaning, purposes, readers	E.W1	<p>Learners consolidate their skills and develop their effectiveness in expressing ideas, information and points of view. They construct explanations and discussions using graphics, visual display and other presentational devices relevant to the topic and appropriate to the reader. They show their awareness of different readers by selecting from their repertoire of styles and structures appropriately and adapting their use of vocabulary. They can write both extended pieces, which include detailed evidence and information, and shorter pieces which summarise concisely.</p> <p>They construct sentences which connect ideas together and show main and subsidiary points clearly. They use punctuation accurately to clarify meaning, and spell correctly technical terms and complex words, avoiding common mistakes. They present their work effectively, handwritten or on-screen, choosing form, images and graphics to enhance meaning.</p>	<p>I can develop my effectiveness in expressing ideas, information and points of view. I can construct explanations and discussions using graphics, visual display and other presentational devices relevant to the topic and appropriate to the reader. I can show my awareness of different readers by selecting from my repertoire of styles and structures appropriately and adapting my use of vocabulary. I can write both extended pieces, which include detailed evidence and information, and shorter pieces which summarise concisely.</p> <p>I can construct sentences which connect ideas together and show main and subsidiary points clearly. I can use punctuation accurately to clarify meaning, and spell correctly technical terms and complex words, avoiding common mistakes. I can present my work effectively, handwritten or on-screen, choosing form, images and graphics to enhance</p>
	Structure and organisation			
Writing accurately	Language			
	Handwriting Grammar Punctuation Spelling			

				meaning.
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