

New Literacy Kit (Year 9) and 5-14

Listening

STRANDS	LEVEL D	LEVEL E	LEVEL F
<i>Listening for information, instructions and directions</i>	<i>Listen to texts which contain items of information, instructions or directions and show that they understand and, where appropriate, can make a choice or decision based upon what has been heard.</i>	<i>Listen to text containing information on which they have to make decisions and choices, and act upon these.</i> New Literacy Kit Year 9 Units: 6, 15	<i>Listen to and view texts containing a range of information - some of it complex - from which they have to identify, collate and compare features relevant to their purpose and use the information to make decisions and choices upon which they act.</i> New Literacy Kit Year 9 Units: 6, 15
<i>Listening in groups</i>	<i>Listen to others in group or one-to-one activities and respond relevantly by questioning, supporting an opinion or offering an alternative point of view.</i>	<i>Listen to others in group or one-to-one activities and respond relevantly, so as to show awareness of others' opinions, suggestions and/or feelings.</i> New Literacy Kit Year 9 Units: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15	<i>Listen to others in a group in order to clarify points, analyse issues raised in discussion; evaluate contributions, their own and others' in terms of the development of the discussion.</i> New Literacy Kit Year 9 Units: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
<i>Listening in order to respond to texts</i>	<i>Listen, through a variety of media, to a wide range of stories, poems and dramatic texts, and in talking, writing or by some other creative activity, offer a personal response to some of the more complex feelings or attitudes of those involved in the text.</i>	<i>Listen, through a variety of media, to a wide range of stories, poems and dramatic texts, and respond in a way that shows some appreciation of the differing viewpoints of characters, or some awareness of what the author thinks about them.</i> New Literacy Kit Year 9 Units: 10, 14	<i>Select and then listen to or view a wide range of texts of different kinds, live and recorded, including informal, idiomatic and dialect as well as standard forms, and respond in some detail, giving a clear personal reaction to key features of the text.</i> New Literacy Kit year 9 Units: 10, 14
<i>Awareness of genre (type of</i>	<i>In listening to texts, identify some similarities and differences of form</i>	<i>In listening to texts, identify some similarities and differences of form and content in</i>	<i>In listening to a wide range of texts, identify similarities and differences of form and content and</i>

<i>text)</i>	<i>and content in examples of the same types of texts, for example folk tales or advertisements or short plays.</i>	<i>examples of texts from a variety of genres, and comment on how these reflect the texts' purposes.</i> New Literacy Kit Year 9 Units: 11, 14	<i>comment upon how these reflect the authors' purposes and the needs of the audience.</i> New Literacy Kit Year 9 Units: 11, 14
Knowledge about language	<i>Show that they know, understand and can use at least the following terms: vowel, consonant; Standard English and dialects; play, scene; mass media; points of view.</i>	<i>Show that they know, understand and can use at least the following terms: tone; target audience.</i> New Literacy Kit Year 9 Units: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	<i>Show familiarity with and make appropriate use of at least the following terms: stance, inference, significant features, evaluation.</i> New Literacy Kit Year 9 Units: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14

Reading

STRANDS	LEVEL D	LEVEL E	LEVEL F
Reading for information	<i>Find, select and collate information from more than one source.</i>	<i>Apply the information acquired from a number of different sources for the purposes of a piece of personal research.</i> New Literacy Kit Year 9 Units: 1, 2, 3, 4, 6, 7, 8, 11, 12, 13, 14, 15	<i>Gather and categorise information from a range of sources in a variety of formats, for cross-curricular research, make notes independently;</i> <i>evaluate the appropriateness of such information for particular purposes, including reporting.</i> New Literacy Kit Year 9 Units: 1, 2, 3, 4, 6, 7, 8, 11, 12, 13, 14, 15
Reading for enjoyment	<i>Read regularly for enjoyment texts with a range of subject matter and, with some support, reflect on what has been read and record personal reactions.</i>	<i>Read regularly for enjoyment texts with a wide range of subject matter, and provide either orally or in writing a considered personal view of the texts read, supported by some relevant evidence.</i>	<i>Negotiate a personal reading programme, and read regularly for enjoyment texts and range in subject matter and genre;</i> <i>provide, either orally or in writing, evidence of personal engagement with the texts, substantiated by textual reference.</i>

		New Literacy Kit Year 9 Units: 5, 9	
Reading to reflect on the writer's ideas and craft*	<i>Read a variety of texts, and in discussion and writing show that they understand the gist of the text, its main ideas and /or feelings, and can obtain particular information; and comment on the simpler aspects of the writer's craft.</i>	<i>Read independently, skim and scan to locate main points of a text; make prediction, identify subsidiary ideas; comment briefly on the opinions and attitudes of the writer; describe, with some direction, the simpler aspects of style and its intended audience</i> New Literacy Kit Year 9 Units: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15	<i>Read independently, skim and scan to locate main points of a text;</i> <i>make predictions, identify subsidiary ideas;</i> <i>comment briefly on the opinions and attitudes of the writer;</i> <i>describe, with some support, the simpler aspects of style and its intended audience.</i> New Literacy Kit Year 9 Units: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
Awareness of genre (type of text)	<i>Identify some similarities and differences of form and content in examples of the same type of text, for example ghost stories or letters of complaint or short biographical items from an encyclopaedia.</i>	<i>Identify some similarities and differences of form and content in examples of texts from a variety of genres, and comment on how these reflect the texts' purposes.</i> New Literacy Kit Year 9 Units: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	<i>In texts from a range of genres, demonstrate and understanding of the relationship amongst genre, purpose and audience;</i> <i>explore the possibilities of this relationship by creating their own examples;</i> <i>either orally or in writing, make a critical evaluation of a text, taking account of the genre.</i> New Literacy Kit Year 9 Units: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
Reading aloud			<i>Read aloud familiar texts of some complexity, not only to communicate meaning but also to convey such aspects of the writer's craft as tone, mood.</i>
Knowledge about language	<i>Show that they know, understand and can use at least the following terms:</i>	<i>Show that they know, understand and can use at least the following terms: genre; syllable,</i>	<i>Show that they know, understand and can use at least the following terms: literary, linguistic, points of view;</i>

	<i>theme, character, relationships, setting, motives; fact and opinion; layout, bold and italic type.</i>	<i>root stem, prefix, suffix; simile, metaphor.</i> New Literacy Kit Year 9 Units: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15	<i>onomatopoeia, alliteration.</i> New Literacy Kit Year 9 Units: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
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* *Writer's ideas and craft: New Literacy Kit Year 8 Units 1-14*

Talking

STRANDS	LEVEL D	LEVEL E	LEVEL F
<i>Conveying information, instructions and directions</i>	<i>Talk to convey items of information, instructions or directions.</i>	<i>Talk to convey information, instructions or directions which require the listener to make decisions and choices.</i> New Literacy Kit Year 9 Units: 3, 6	<i>Talk accurately and relevantly, occasionally to an audience outwith the classroom or school, to convey quite complex information;</i> <i>give presentations in varied formats to suit different contexts.</i> New Literacy Kit Year 9 Units: 3, 6
<i>Talking in groups</i>	<i>Talk to others in a group or one-to-one activity, and contribute appropriately to the purpose of the activity by asking and answering questions relevantly and by making statements which show some awareness of the ideas of others.</i>	<i>Talk readily to others in a group or one-to-one activity, and contribute appropriately to the purpose of the activity by asking and answering questions relevantly, by commenting upon the ideas of others and by showing some awareness of their feelings.</i> New Literacy Kit Year 9 Units: 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15	<i>Contribute appropriately to group discussion, demonstrating the ability to understand and analyse issues raised;</i> <i>clarify, develop and summarise what is said for the benefit of the group;</i> <i>relate to other members of the group and respond to other points of view.</i> New Literacy Kit Year 9 Units: 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15
<i>Talking about</i>	<i>Talk to a group or class giving a</i>	<i>Talk to the class giving an ordered account of</i>	<i>Talk perceptively about their own experiences,</i>

experiences, feelings and opinions	<i>prepared oral presentation, or report to a group or class about experiences, feelings or opinions.</i>	<i>a topic such as an activity undertaken, a personal experience, an interest, feelings and opinions, or an account of a group discussion.</i> New Literacy Kit Year 9 Units: 2, 3, 6	<i>feelings and opinions to a less familiar audience, and demonstrate increased spontaneity and controlled, well structured presentation of content.</i> New Literacy Kit Year 9 Units: 2, 3, 6
Talking about texts	<i>Talk about a wide range of stories, poems and dramatic texts that have been heard or read, offering a personal response to some of the more complex feelings or attitudes of those involved in the text.</i>	<i>Talk readily about a wide range of stories, poems and dramatic texts, showing some appreciation of the differing viewpoints of characters, or some awareness of what the author thinks about them.</i> New Literacy Kit Year 9 Units: 5, 9, 10, 11, 12, 13, 14, 15	<i>Talk perceptively and in some depth about the main concerns and selected features, including conventions, of a text and, where appropriate, relate these to their own experiences;</i> <i>talk independently about a wide range of texts and apply ideas from discussion in subsequent writing about texts.</i> New Literacy Kit Year 9 Units: 5, 9, 10, 11, 12, 13, 14, 15
Audience awareness	<i>In the talking tasks above, talk clearly and audibly to different audiences, showing some sense of purpose and audience in pace of delivery.</i>	<i>In talking tasks above, talk clearly and audibly to different audiences, showing a sense of purpose and audience in pace and tone of delivery.</i> New Literacy Kit Year 9 Units: 3, 6, 11, 14	<i>In the talking tasks above, take account of a range of purposes, with due attention to the expectations and needs of different audiences;</i> <i>show control of tone and pace.</i> New Literacy Kits Year 9 Units: 3, 6, 11, 14
Knowledge about language	<i>Show that they know, understand and can use at least the following terms: introduction, conclusion; gesture, eye-contact; slang.</i>	<i>Show that they know, understand and can use at least the following terms: argument, statement, conversation, debate.</i> New Literacy Kit Year 9 Units: 3, 6, 9, 11, 12, 14	<i>Show that they understand and can use appropriately at least the following terms: tone, pace, audience, purpose, body language, interaction, premise, subjective and objective.</i> New Literacy Kit Year 9 Units: 3, 6, 9, 11, 12, 14

Writing

STRANDS	LEVEL D	LEVEL E	LEVEL F
Functional writing	<i>Write in a variety of forms to communicate key events, facts or ideas, using appropriate organisation and vocabulary.</i>	<i>Write in a variety of forms to communicate key events, facts, points of view and ideas, using appropriate organisation and specialist vocabulary.</i> New Literacy Kit Year 9 Units: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15	<i>Both individually and in groups, marshal ideas using a range of research procedures;</i> <i>collate information in order to present a point of view or argument;</i> <i>select appropriate structures and apply appropriate conventions of writing</i> New Literacy Kit Year 9 Units: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15
Personal writing	<i>Write about personal experiences, expressing thoughts and feelings for a specific purpose and audience and using appropriate organisation and vocabulary.</i>	<i>Write about personal experiences in a variety of formats, demonstrating some capacity to reflect on experience and with some grasp of appropriate style.</i> New Literacy Kit Year 9 Units: 2, 12	<i>Select from personal experiences and write reflectively on these;</i> <i>use ideas, structures and vocabulary appropriate to different forms of personal writing.</i> New Literacy Kit Year 9 Units: 2, 12
Imaginative writing	<i>Write imaginative pieces in various genres, using appropriate organisation and vocabulary.</i>	<i>Write imaginative pieces in various genres, making some use of appropriate literary conventions.</i> New Literacy Kit Year 9 Units: 1, 2, 4, 5, 7, 8, 10, 12, 13, 15	<i>Explore forms of writing with quite complex structure and organisation;</i> <i>attempt to create mood, develop understanding of point of view, and use language to create particular effects in imaginative pieces in various genres.</i> New Literacy Kit Year 9 Units: 1, 2, 4, 5, 7, 8, 10, 12, 13, 15
Punctuation and structure	<i>In the writing tasks above, punctuate most sentences accurately; achieve some variety in sentence structure; use paragraphs; and begin to indicate</i>	<i>In the writing tasks above, construct, punctuate and link sentences of different lengths, and organise them in paragraphs in order to shape meaning.</i>	<i>Recognise the relationship between punctuation and meaning and develop confidence in using punctuation, paragraphing and sentence structure for specific effect;</i>

	<i>speech in some way where appropriate.</i>	New Literacy Kit Year 9 Units: 1, 2, 6, 8, 12	<i>independently identify and correct most errors in early drafts of written work through careful proof-reading.</i> New Literacy Kit Year 9 Units: 1, 2, 6, 8, 12
Spelling	<i>In the writing tasks above, spell accurately most of the words they need to use in classroom activities.</i>	<i>In the writing tasks above, spell accurately most of the words they need to use, including specialist terminology.</i> New Literacy Kit Year 9 Units: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	<i>In the writing task above, spell accurately most of the words they need to use, including specialist terminology;</i> <i>use a dictionary constructively and with confidence.</i> New Literacy Kit Year 9 Units: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
Handwriting and presentation	<i>In the writing tasks above, employ a fluent, legible style of handwriting, and set out completed work giving attention to presentation and layout.</i>	<i>In the writing tasks above, employ a fluent, legible style of handwriting and set out completed work clearly and attractively.</i> New Literacy Kit Year 9 Units: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	<i>In the writing tasks above, employ a fluent, legible style of handwriting, and set out completed work clearly, attractively and appropriately for purpose.</i> New Literacy Kit Year 9 Units: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
Knowledge about language	<i>Show that they know, understand and can use at least the following terms: vowel and consonant; adjective, adverb, pronoun and conjunction, masculine and feminine, singular and plural; tense; paragraph.</i>	<i>Show that they know, understand and can use at least the following terms: main point, topic sentence, evidence; subject, predicate, clause; quotation marks, apostrophe; punctuation.</i> New Literacy Kit Year 9 Units: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	<i>In the writing tasks above, employ a fluent, legible style of handwriting, and set out completed work clearly, attractively and appropriately for purpose.</i> New Literacy Kit Year 9 Units: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14

NOTE

In addition to 5-14 strands, units in New Literacy Kit Year 7 provide training in elements of National Assessment not clearly covered by the strands:

***Writing about texts:* New Literacy Kit Year 8 Units 7, 9, 12, 13, 14**