

# curriculum for excellence: responsibility of all practitioners

Health and wellbeing across learning

Literacy across learning

Numeracy across learning

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# Health and wellbeing across learning: responsibilities of all

## Principles and practice

Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this, it is the responsibility of every teacher to contribute to learning and development in this area.

*Building the Curriculum 1*

### What are the main purposes of learning in health and wellbeing?

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

### What are practitioners' roles and responsibilities for health and wellbeing?

Children and young people should feel happy, safe, respected and included in the school environment and all staff should be proactive in promoting positive behaviour in the classroom, playground and the wider school community. Robust policies and practice which ensure the safety and wellbeing of children should already be in place.

Good health and wellbeing is central to effective learning and preparation for successful independent living. This aspiration for every child and young person can only be met through a concerted approach; schools and their partners working together closely to plan their programmes for health and wellbeing explicitly, taking account of local circumstances and individual needs. The diagram on page 11 illustrates this shared vision and common goal.

### How is the 'health and wellbeing across learning' framework structured?

The framework begins by describing features of the environment for learning which will support and nurture the health and wellbeing of children and young people, including a positive ethos and relationships, and participation in activities which promote a healthy lifestyle. These statements are intended to help to inform planning and practice within establishments or clusters and also by individual practitioners.

In the version which summarises those aspects which are the responsibility of all practitioners, the framework continues with experiences and outcomes which include those in mental, emotional, social and physical wellbeing, aspects of planning for choices and changes, and relationships.

Many of the experiences and outcomes span two or more levels; some are written to span from early to fourth because they are applicable throughout life. All of these should be revisited regularly in ways which take account of the stage of development and understanding of each child and young person and are relevant and realistic for them.

## Health and wellbeing across learning: the responsibility of all practitioners

Everyone within each learning community, whatever their contact with children and young people may be, shares the responsibility for creating a positive ethos and climate of respect and trust – one in which everyone can make a positive contribution to the wellbeing of each individual within the school and the wider community. There are many ways in which establishments can assist young people. These include peer support, buddies, breakfast or lunch clubs, safe areas, mentors, pupil support staff, and extended support teams.

The responsibilities of all include each practitioner's role in establishing open, positive, supportive relationships across the school community, where children and young people will feel that they are listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives; in promoting a climate in which children and young people feel safe and secure; in modelling behaviour which promotes health and wellbeing and encouraging it in others; through using learning and teaching methodologies which promote effective learning; and by being sensitive and responsive to the wellbeing of each child and young person. Practical responsibilities include understanding of anti-discriminatory, anti-bullying and child protection policies by all staff and knowledge of the steps to be taken in any given situation, including appropriate referral.

## Partnership working

Children's and young people's learning in health and wellbeing benefits strongly from close involvement with children and young people and their parents or carers and partnership between teachers and colleagues such as home link staff, health professionals, educational psychologists and sports coaches. Partners can make complementary contributions through their specialist expertise and knowledge. Effective partnership working:

- engages the active support of parents and carers
- reinforces work across transitions and planning across sectors
- maximises the contributions of the wider community
- draws upon specialist expertise
- ensures, through careful planning and briefing, that all contributions come together in ways which achieve coherence and progression.

## Personal support for children and young people

The health and wellbeing of every child and young person is greatly enhanced through the individual support and pastoral care which they receive through having an identified member of staff who knows and understands them and can support them in facing changes and challenges and in making choices. Members of staff are often best placed to identify even minor changes of mood in a child or young person which could reflect an important emotional, social or mental health issue with which that child or young person needs help or support. It is important that children and young people feel that they can share their anxieties with an appropriate individual who has the skills, rapport, responsibility and the time to listen and to help, or can identify appropriate sources of support.

## What factors need to be taken into account in planning for health and wellbeing?

Children's capacities to learn are shaped by their background and home circumstances as well as by their individual development. Exposure to different social and environmental influences contributes to the way that attitudes, values and behaviours are formed. These in turn affect their ability to make and take decisions.

Progression and development in many aspects of health and wellbeing will depend upon the stage of growth, development and maturity of the individual, upon social issues and upon the community context. Teachers and other practitioners in planning together will take account of these factors, ensuring that experiences are relevant and realistic for the child or young person in his or her circumstances. Particularly within experiences and outcomes which span more than one level, careful planning will be required to ensure appropriate pace and coverage, and teachers and other practitioners will need to decide when and how the experiences and outcomes are introduced. The planning arrangements within which local authorities,

schools and teachers work must ensure that these decisions are taken in the best interests of each child and young person and take account of his or her social and personal circumstances as necessary.

## **What are features of effective learning and teaching in health and wellbeing?**

Effective learning and teaching in health and wellbeing:

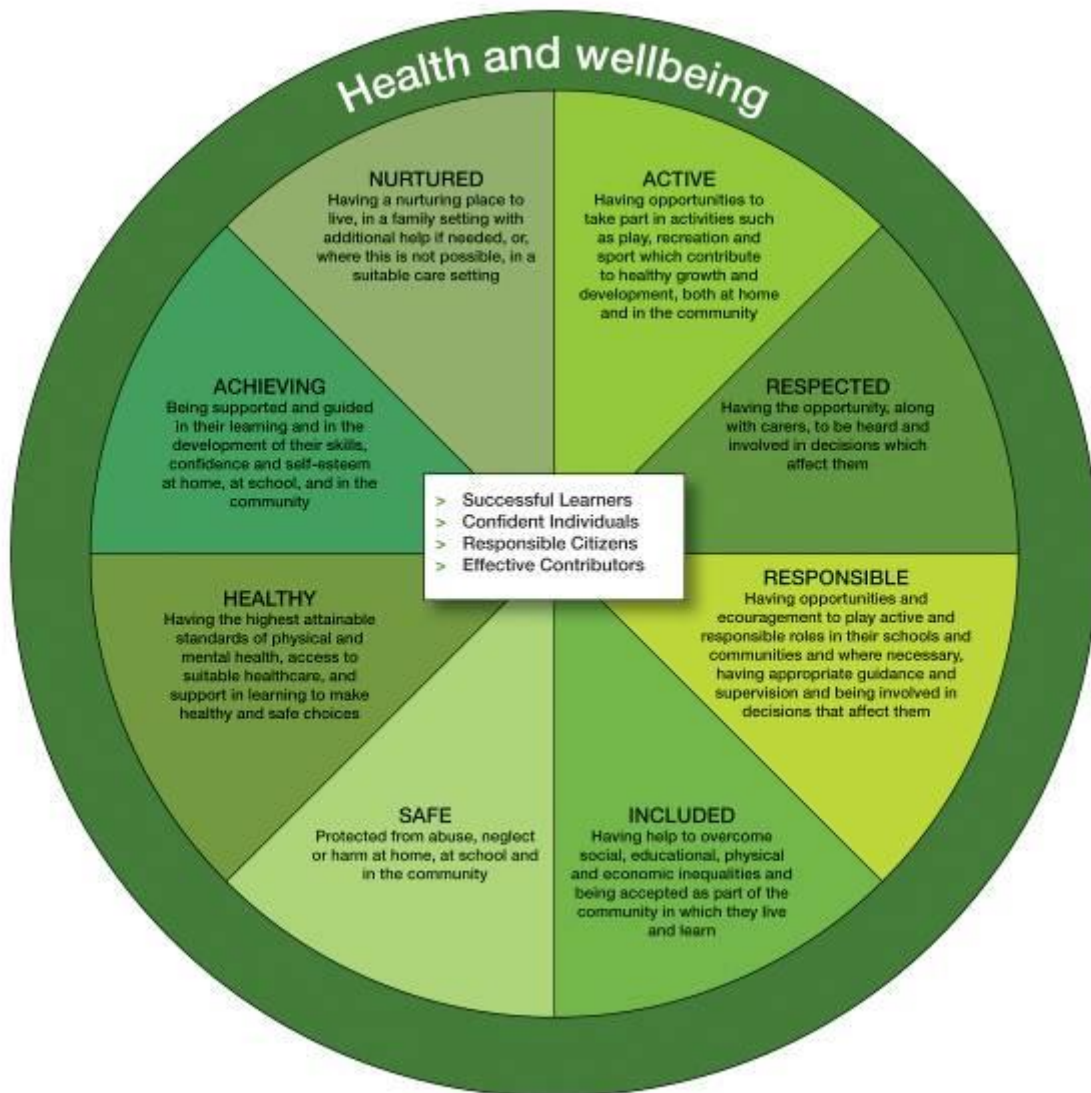
- engages children and young people and takes account of their views and experiences, particularly where decisions are to be made that may impact on life choices
- takes account of research and successful practice in supporting the learning and development of children and young people, particularly in sensitive areas such as substance misuse
- uses a variety of approaches including active, cooperative and peer learning and effective use of technology
- encourages and capitalises on the potential to experience learning and new challenges in the outdoor environment
- encourages children and young people to act as positive role models for others within the educational community
- leads to a lasting commitment in children and young people to follow a healthy lifestyle by participation in experiences which are varied, relevant, realistic and enjoyable
- helps to foster health in families and communities through work with a range of professions, parents and carers, and children and young people, and enables them to understand the responsibilities of citizenship
- harnesses the experience and expertise of different professions to make specialist contributions, including developing enterprise and employability skills.

## **How can I make connections within and beyond health and wellbeing?**

Whatever their contributions to the curriculum as a whole, all practitioners can make connections between the health and wellbeing experiences and outcomes and their learning and teaching in other areas of the curriculum.

Within health and wellbeing, physical education can build learners' physical competences, improve aspects of fitness, and develop personal and interpersonal skills and attributes in preparation for leading a fulfilling, active and healthy lifestyle. The Scottish Government expects schools to continue to work towards the provision of at least two hours of good quality physical education for every child, every week.

The diagram below illustrates the shared vision and common goal



# Health and wellbeing across learning: responsibilities of all<sup>1</sup>

## Experiences and outcomes

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this, it is the responsibility of every teacher to contribute to learning and development in this area.

*Building the Curriculum 1*

Each establishment, working with partners, should take a holistic approach to promoting health and wellbeing, one that takes account of the stage of growth, development and maturity of each individual, and the social and community context.

I can expect my learning environment to support me to:

- develop my self-awareness, self-worth and respect for others
- meet challenges, manage change and build relationships
- experience personal achievement and build my resilience and confidence
- understand and develop my physical, mental and spiritual wellbeing and social skills
- understand how what I eat, how active I am and how decisions I make about my behaviour and relationships affect my physical and mental wellbeing
- participate in a wide range of activities which promote a healthy lifestyle
- understand that adults in my school community have a responsibility to look after me, listen to my concerns and involve others where necessary
- learn about where to find help and resources to inform choices
- assess and manage risk and understand the impact of risk-taking behaviour
- reflect on my strengths and skills to help me make informed choices when planning my next steps
- acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.

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<sup>1</sup> Because of the nature of development and learning in health and wellbeing, many of the experiences and outcomes are written to span two or more levels. They should be regularly revisited through a wide range of relevant and realistic learning experiences to ensure that every child and young person is progressing in his or her development and learning.

## Mental, emotional, social and physical wellbeing

Mental, emotional, social and physical wellbeing are essential for successful learning.

The mental, emotional, social and physical wellbeing of everyone within a learning community should be positively developed by fostering a safe, caring, supportive, purposeful environment that enables the development of relationships based on mutual respect. The four aspects of wellbeing are inextricably linked and are only separated here for practical purposes.

	Early	First	Second	Third	Fourth
<b>Mental and emotional wellbeing</b>	I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 0-01a / HWB 1-01a / HWB 2-01a / HWB 3-01a / HWB 4-01a				
	I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 0-02a / HWB 1-02a / HWB 2-02a / HWB 3-02a / HWB 4-02a				
	I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. HWB 0-03a / HWB 1-03a / HWB 2-03a / HWB 3-03a / HWB 4-03a				
	I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. HWB 0-04a / HWB 1-04a / HWB 2-04a / HWB 3-04a / HWB 4-04a				
	I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a				
	I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. HWB 0-06a / HWB 1-06a / HWB 2-06a / HWB 3-06a / HWB 4-06a				
	I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. HWB 0-07a / HWB 1-07a / HWB 2-07a / HWB 3-07a / HWB 4-07a				
	I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a				



## Mental, emotional, social and physical wellbeing (continued)

	Early	First	Second	Third	Fourth
<b>Social wellbeing</b>	As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.				
	HWB 0-09a / HWB 1-09a / HWB 2-09a / HWB 3-09a / HWB 4-09a				
	I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.				
	HWB 0-10a / HWB 1-10a / HWB 2-10a / HWB 3-10a / HWB 4-10a				
	I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.				
	HWB 0-11a / HWB 1-11a / HWB 2-11a / HWB 3-11a / HWB 4-11a				
Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.					
HWB 0-12a / HWB 1-12a / HWB 2-12a / HWB 3-12a / HWB 4-12a					
Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.					
HWB 0-13a / HWB 1-13a / HWB 2-13a / HWB 3-13a / HWB 4-13a					
I value the opportunities I am given to make friends and be part of a group in a range of situations.					
HWB 0-14a / HWB 1-14a / HWB 2-14a / HWB 3-14a / HWB 4-14a					
<b>Physical wellbeing</b>	I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.				
	HWB 0-15a / HWB 1-15a / HWB 2-15a / HWB 3-15a / HWB 4-15a				
	I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.				
	HWB 0-16a / HWB 1-16a / HWB 2-16a / HWB 3-16a / HWB 4-16a				
I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.					
HWB 0-17a / HWB 1-17a / HWB 2-17a / HWB 3-17a / HWB 4-17a					
I know and can demonstrate how to travel safely.					
HWB 0-18a / HWB 1-18a / HWB 2-18a / HWB 3-18a / HWB 4-18a					

## Planning for choices and changes

Learners need to experience opportunities which are designed not only to raise their awareness of future choices but also raise their expectations and aspirations. They develop the skills for personal planning and making decisions in the context of curriculum, learning and achievement which will prepare them for next stages in life.

Learners should experience activities which enable them to develop the skills and attributes they will need if they are to achieve and sustain positive destinations beyond school. Demands and employment patterns are changing, so it is particularly important for all young people to develop high levels of skill and also an understanding of the world of work, training and lifelong learning so that they can embrace opportunities.

	Early	First	Second	Third	Fourth
	In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences. <b>HWB 0-19a</b>	Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others. <b>HWB 1-19a</b>	Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning. <b>HWB 2-19a</b>	I am developing the skills and attributes which I will need for learning, life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning. <b>HWB 3-19a</b>	Based on my interests, skills, strengths and preferences, I am supported to make suitable, realistic and informed choices, set manageable goals and plan for my further transitions. <b>HWB 4-19a</b>

## Physical activity and sport

In addition to planned physical education sessions, physical activity and sport take place in the classroom, in the school, during travel such as walking and cycling, in the outdoor environment and in the community. Learning in, through and about physical activity and sport is enhanced by participating in a wide range of purposeful and enjoyable physical pursuits at break times, lunchtimes, within and beyond the place of learning.

The experiences and outcomes are intended to establish a pattern of daily physical activity which, research has shown, is most likely to lead to sustained physical activity in adult life. Experiences and outcomes should also open up opportunities for learners to participate and perform at their highest level in sport and, if interested, pursue careers in the health and leisure industries.

	Early	First	Second	Third	Fourth
	<p>I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors.</p> <p><b>HWB 0-25a</b></p>	<p>Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities and sport, making use of available indoor and outdoor space.</p> <p><b>HWB 1-25a</b></p>			

## Relationships

Learners develop an understanding of how to maintain positive relationships with a variety of people and are aware of how thoughts, feelings, attitudes, values and beliefs can influence decisions about relationships.

	Early	First	Second	Third	Fourth
	<p>I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. <b>HWB 0-44a / HWB 1-44a</b></p> <p>I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. <b>HWB 0-44b / HWB 1-44b</b></p>	<p>I am aware that positive friendships and relationships can promote health and the health and wellbeing of others. <b>HWB 2-44b</b></p>	<p>I understand and can demonstrate the qualities and skills required to sustain different types of relationships. <b>HWB 3-44b / HWB 4-44b</b></p>		
	<p>I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. <b>HWB 0-45b / HWB 1-45b / HWB 2-45b / HWB 3-45b / HWB 4-45b</b></p>				

## Appendix – Explanations

These provide definitions of terms or advice on particular experiences and outcomes.

### Introductory statements

#### Resilience

The development of resilience or coping skills is particularly important to young people as increasing numbers are struggling through school and life with social and emotional needs that greatly challenge schools and welfare agencies.

A resilient child can resist adversity, cope with uncertainty and recover more successfully from traumatic events or episodes.

### Mental, emotional, social and physical wellbeing

#### Mental wellbeing

Mental wellbeing refers to the health of the mind, the way we think, perceive, reflect on and make sense of the world.

#### Mental health

The World Health Organisation describes mental health as:

‘a state of wellbeing in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.’

#### Emotional wellbeing

Emotional wellbeing refers to recognising, understanding and effectively managing our feelings and emotions.

#### Social wellbeing

Social wellbeing refers to being and feeling secure in relationships with family, friends and community, having a sense of belonging and recognising and understanding our contribution in society.

#### Social wellbeing – HWB 0-12a, etc

This will be developed by raising the young person’s awareness, understanding and experience of participation in consultation, citizenship and volunteering activities within the formal and informal curriculum.

#### Self-esteem/Self worth

Self-esteem is a self rating of how well the self is doing. It means:

- the way we feel about ourselves
- the way we feel about our abilities
- the value we place on ourselves as human beings.

#### Physical wellbeing

Physical wellbeing refers to the knowledge, skills and attitudes that we need to understand how physical factors affect our health.

#### Physical wellbeing – HWB 0-18a, etc

This applies to all kinds of travel – whether on foot, bicycle, motor vehicle or public transport. To support the reduction of road accidents, it is the responsibility of all adults to teach and encourage good road safety practice and to reinforce this by modelling appropriate behaviour.

Particular attention should be paid at times of transition, especially during the transition from primary to secondary school, where there is a significant increase in road traffic accidents.

# curriculum for excellence: literacy across learning

# Literacy across learning

## Principles and practice

Language and literacy are of personal, social and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity. Language is itself a key aspect of our culture. Through language, children and young people can gain access to the literary heritage of humanity and develop their appreciation of the richness and breadth of Scotland's literary heritage. Children and young people encounter, enjoy and learn from the diversity of language used in their homes, their communities, by the media and by their peers.

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of *Curriculum for Excellence*.

Competence and confidence in literacy, including competence in grammar, spelling and the spoken word, are essential for progress in all areas of the curriculum. Because of this, all teachers have responsibility for promoting language and literacy development. Every teacher in each area of the curriculum needs to find opportunities to encourage young people to explain their thinking, debate their ideas and read and write at a level which will help them to develop their language skills further.

*Building the Curriculum 1*

The literacy experiences and outcomes promote the development of critical and creative thinking as well as competence in listening and talking, reading, writing and the personal, interpersonal and team-working skills which are so important in life and in the world of work. The framework provides, for learners, parents and teachers, broad descriptions of the range of learning opportunities which will contribute to the development of literacy, including critical literacy.

### What is meant by literacy?

In defining literacy for the 21st century we must consider the changing forms of language which our children and young people will experience and use. Accordingly, our definition takes account of factors such as the speed with which information is shared and the ways it is shared. The breadth of our definition is intended to 'future proof' it. Within *Curriculum for Excellence*, therefore, literacy is defined as:

*the set of skills which allows an individual to engage fully in society and in learning, through the different forms of language, and the range of texts, which society values and finds useful.*

The literacy experiences and outcomes promote the development of skills in using language, particularly those that are used regularly by everyone in their everyday lives. These include the ability to apply knowledge about language. They reflect the need for young people to be able to communicate effectively both face-to-face and in writing through an increasing range of media. They take account of national and international research and of other skills frameworks. They recognise the importance of listening and talking and of effective collaborative working in the development of thinking and in learning.

In particular, the experiences and outcomes address the important skills of critical literacy. Children and young people not only need to be able to read for information: they also need to be able to work out what trust they should place on the information and to identify when and how people are aiming to persuade or influence them.

### How is the literacy framework structured?

The framework opens with a set of statements that describe the kinds of activity which all children and young people should experience throughout their learning to nurture their skills and knowledge in literacy and language. Teachers will use them, alongside the more detailed experiences and outcomes, in planning for learning and teaching.

The three organisers within the literacy framework are the same as those used in the literacy and English, literacy and Gàidhlig, Gaelic (learners) and modern languages frameworks:

- listening and talking
- reading
- writing.

Within these organisers there are a number of subdivisions.

*Enjoyment and choice* experiences and outcomes highlight the importance of providing opportunities for young people to make increasingly sophisticated choices.

The *tools* sections include important skills and knowledge: for example, in reading it includes such important matters as reading strategies and spelling.

The sections on *finding and using information* include, in reading, critical literacy skills; while the *understanding, analysing and evaluating* statements encourage progression in understanding of texts, developing not only literal understanding but also the higher order skills.

Finally, the *creating texts* experiences and outcomes describe the kind of opportunities which will help children and young people to develop their ability to communicate effectively, for example, by writing clear, well-structured explanations.

The statements of experiences and outcomes emphasise that learning is an *active* process: for example, the outcomes stress *making* notes, rather than the passive activity implied by *taking* notes. Experiences represent important continuing aspects of learning such as exploring and enjoying text, and outcomes describe stages in the development of skills and understanding.

The experiences and outcomes have been written in an inclusive way which will allow teachers to interpret them for the needs of individual children and young people who use Braille, sign language and other forms of communication. This is exemplified in the words ‘engaging with others’ and ‘interacting’ within the listening and talking outcomes.

The level of achievement at the fourth level has been designed to approximate to that associated with SCQF level 4.

## **Why are the literacy experiences and outcomes also published separately from the literacy and English and from the literacy and Gàidhlig frameworks?**

The importance of the development of literacy skills across all areas of the curriculum is stressed in *Building the Curriculum 1*. All practitioners – from the early years, through primary and secondary education, in youth work settings and in colleges – are in a position to make important contributions to developing and reinforcing the literacy skills of children and young people, both through the learning activities which they plan and through their interaction with children and young people. Schools and their partners need to ensure a shared understanding of these responsibilities and that the approaches to learning and teaching will enable each child and young person to make good progress in developing their literacy skills. It is expected that the literacy experiences and outcomes, and this accompanying paper, will be read by a range of practitioners, including those who work in school library resource centres, who make an enormous contribution to the development of the literacy skills of children and young people.

## **What does this mean for learning and teaching?**

For teachers and other practitioners, it means asking the question, ‘How am I meeting the literacy needs of the learners in front of me?’ It means thinking about the kinds of literacy experiences provided for young people. It doesn’t mean that every practitioner will teach everything that a secondary English teacher does. These experiences will sometimes be provided through collaborative working with other departments; but the greatest impact for learners will come from all practitioners, in all learning environments, including rich literacy experiences as part of their day-to-day learning and teaching programmes.



## What are broad features of assessment in literacy?

(This section complements the advice for literacy and English.)

As literacy is the responsibility of all staff, and because of the importance of literacy across all aspects of a young person's learning, all staff should be clear about their responsibilities and their roles in the assessment of literacy. Assessment in literacy will focus on children and young people's progress in developing and applying essential skills in listening and talking, reading and writing. From the early years to the senior stages, and particularly at times of transition, it is vital to have a clear picture of the progress each child and young person is making across all aspects of literacy so that further learning can be planned and action can be taken if any ground has been lost.

Within the overall approach to assessing literacy, evidence of progress in developing and applying skills in day-to-day learning across the curriculum will complement evidence gathered from language lessons. Specific assessment tasks will also have an important part to play. Practitioners and learners need a common understanding of expectations in literacy across all curriculum areas, and discussion and sharing examples of work will help to achieve this.

Approaches to assessment should identify the extent to which children and young people can apply their literacy skills across their learning. For example:

- How well do they contribute to discussions and openly explain their thinking?
- Are they increasingly able to distil key ideas from texts?
- Can they apply their literacy skills successfully in different areas of their learning and their daily lives?

Children will demonstrate their progress in *reading* through their growing fluency and understanding, and their increasing confidence in reading to learn as well as learning to read.

Literacy experiences and outcomes emphasise the development of *critical literacy*. Progress here can be seen as children move from dealing with straightforward information towards analysing, evaluating and being aware of the trust that they should place on evidence.

Children and young people will demonstrate their progress in *writing* through the degree of independence they show, the organisation and quality of their ideas, their skills in spelling, punctuation and grammar, the match of their writing to audience and the effectiveness of their use of language.

Progress in *listening and talking* can be assessed through their interactions in social and learning contexts and through using individual talks, presentations and group discussions. This range of sources will provide evidence about their confidence, their increasing awareness of others in sustaining interactions, the clarity of their ideas and expression and their skills in listening to others and taking turns.

Learners' enthusiasm and motivation for using language will show in their growing use of different media and texts, their preferences in reading, their confidence in sharing experiences through talk and writing and in the ways they apply their skills in their learning and communicating. These aspects will be indicators of their long-term success in using literacy in learning in their lives as citizens and in preparing for the world of work.

## Where do I begin?

You might begin by asking yourself to what extent you already provide literacy experiences for learners. As a first step, you might want to consider the ways in which you use listening, talking, reading and writing for learning day to day in your teaching programmes. For example, do you provide learners with opportunities to:

### Listening and talking for learning

- engage with others in group and class discussions of appropriate complexity?
- learn collaboratively – for example, when problem-solving?
- explain their thinking to others?
- explore factors which influence them and persuade them in order to help them think about the reliability of information?

### Reading for learning

- find, select, sort, summarise and link information from a variety of sources?
- consider the purpose and main concerns in texts, and understand the differences between fact and opinion?
- discuss similarities and differences between texts?

### Writing for learning

- make notes, develop ideas and acknowledge sources in written work?
- develop and use effective vocabulary?
- create texts – for example, presentations – which allow learners to persuade/argue/explore ideas?

Where you answer 'yes' to these questions, you are contributing to the development of the literacy of the learners for whom you are responsible.

You will see that literacy is already reflected within the experiences and outcomes of the other curriculum area frameworks. It is important to use the literacy experiences and outcomes alongside those of the other curriculum areas when planning for learning.

## What is meant by 'texts'?

It follows that the definition of 'texts' also needs to be broad and future proof. Therefore, within *Curriculum for Excellence*:

*a text is the medium through which ideas, experiences, opinions and information can be communicated.*

Reading and responding to literature and other texts play a central role in the development of learners' knowledge and understanding. Texts not only include those presented in traditional written or print form, but also orally, electronically or on film. Texts can be in continuous form, including traditional formal prose, or non-continuous, for example charts and graphs. The literacy framework reflects the increased use of multimodal texts, digital communication, social networking and the other forms of electronic communication encountered by children and young people in their daily lives. It recognises that the skills which children and young people need to learn to read these texts differ from the skills they need for reading continuous prose. Examples are given below.

Examples of texts
novels, short stories, plays, poems reference texts the spoken word charts, maps, graphs and timetables advertisements, promotional leaflets comics, newspapers and magazines CVs, letters and emails films, games and TV programmes labels, signs and posters recipes, manuals and instructions reports and reviews text messages, blogs and social networking sites web pages, catalogues and directories

In planning for learning in any curriculum area it is important for practitioners to ensure that children and young people encounter a wide range of different types of text in different media. As they progress in their learning, children and young people will encounter texts of increasing complexity in terms of length, structure, vocabulary, ideas and concepts.

# Literacy

## Experiences and outcomes

The development of literacy skills plays an important role in all learning.

I develop and extend my literacy skills when I have opportunities to:

- communicate, collaborate and build relationships
- reflect on and explain my literacy and thinking skills, using feedback to help me improve and sensitively provide useful feedback for others
- engage with and create a wide range of texts<sup>1</sup> in different media, taking advantage of the opportunities offered by ICT
- develop my understanding of what is special, vibrant and valuable about my own and other cultures and their languages
- explore the richness and diversity of language<sup>2</sup>, how it can affect me, and the wide range of ways in which I and others can be creative
- extend and enrich my vocabulary through listening, talking, watching and reading.

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<sup>1</sup> Texts are defined in the principles and practice paper. They will include texts which are relevant to all areas of learning, and examples of writing by Scottish authors which relate to the history, heritage and culture of Scotland. They may also include writing in Scots, and Gaelic in translation.

<sup>2</sup> The languages of Scotland will include the languages which children and young people bring to the classroom and other settings.

## Listening and talking

	Early	First	Second	Third	Fourth
<p><b>Enjoyment and choice</b></p> <p>– within a motivating and challenging environment, developing an awareness of the relevance of texts in my life</p>	<p>I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn. <b>LIT 0-01a / LIT 0-11a / LIT 0-20a</b></p> <p>I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. <b>LIT 0-01b / LIT 0-11b</b></p> <p>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. <b>LIT 0-01c</b></p>	<p>I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources.</p> <p>I regularly select subject, purpose, format and resources to create texts of my choice.</p>	<p><b>LIT 1-01a / LIT 2-01a</b></p>	<p>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.</p> <p>I can regularly select subject, purpose, format and resources to create texts of my choice, and am developing my own style.</p>	<p><b>LIT 3-01a / LIT 4-01a</b></p>

<b>Listening and talking (continued)</b>					
	<b>Early</b>	<b>First</b>	<b>Second</b>	<b>Third</b>	<b>Fourth</b>
<p><b>Tools for listening and talking</b></p> <p>– to help me when interacting or presenting within and beyond my place of learning</p>	<p>As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.</p> <p><b>LIT 0-02a / ENG 0-03a</b></p>	<p>When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect.</p> <p><b>LIT 1-02a</b></p>	<p>When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.</p> <p><b>LIT 2-02a</b></p>	<p>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.</p> <p>I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.</p> <p><b>LIT 3-02a</b></p>	<p>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.</p> <p>I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking.</p> <p><b>LIT 4-02a</b></p>

## Listening and talking (continued)

	Early	First	Second	Third	Fourth
<p><b>Finding and using information</b></p> <p>– when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary</p>	<p>I listen or watch for useful or interesting information and I use this to make choices or learn new things.</p> <p><b>LIT 0-04a</b></p>	<p>As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose.</p> <p><b>LIT 1-04a</b></p>	<p>As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.</p> <p><b>LIT 2-04a</b></p>	<p>As I listen or watch, I can:</p> <ul style="list-style-type: none"> <li>• identify and give an accurate account of the purpose and main concerns of the text, and can make inferences from key statements</li> <li>• identify and discuss similarities and differences between different types of text</li> <li>• use this information for different purposes.</li> </ul> <p><b>LIT 3-04a</b></p>	<p>As I listen or watch, I can:</p> <ul style="list-style-type: none"> <li>• clearly state the purpose and main concerns of a text and make inferences from key statements</li> <li>• compare and contrast different types of text</li> <li>• gather, link and use information from different sources and use this for different purposes.</li> </ul> <p><b>LIT 4-04a</b></p>
		<p>As I listen or watch, I am learning to make notes under given headings and use these to understand what I have listened to or watched and create new texts.</p> <p><b>LIT 1-05a</b></p>	<p>As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate.</p> <p><b>LIT 2-05a</b></p>	<p>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><b>LIT 3-05a / LIT 4-05a</b></p>	
		<p>I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others.</p> <p><b>LIT 1-06a</b></p>	<p>I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.</p> <p><b>LIT 2-06a</b></p>	<p>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><b>LIT 3-06a / LIT 4-06a</b></p>	

## Listening and talking (continued)

	Early	First	Second	Third	Fourth
<p><b>Understanding, analysing and evaluating</b></p> <p>– investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes</p>	<p>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.</p> <p><b>LIT 0-07a / LIT 0-16a / ENG 0-17a</b></p>	<p>I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.</p> <p><b>LIT 1-07a</b></p>	<p>I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own.</p> <p><b>LIT 2-07a</b></p>	<p>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><b>LIT 3-07a</b></p>	<p>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> <p><b>LIT 4-07a</b></p>
		<p>To help me develop an informed view, I am learning to recognise the difference between fact and opinion.</p> <p><b>LIT 1-08a</b></p>	<p>To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are.</p> <p><b>LIT 2-08a</b></p>	<p>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><b>LIT 3-08a</b></p>	<p>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><b>LIT 4-08a</b></p>

## Listening and talking (continued)

	Early	First	Second	Third	Fourth
<p><b>Creating texts</b></p> <p>– applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary</p>	<p>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.</p> <p style="text-align: right;"><b>LIT 0-09a</b></p> <p>I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.</p> <p style="text-align: right;"><b>LIT 0-09b / LIT 0-31a</b></p>	<p>When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more.</p> <p style="text-align: right;"><b>LIT 1-09a</b></p>	<p>When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none"> <li>• share information, experiences and opinions</li> <li>• explain processes and ideas</li> <li>• identify issues raised and summarise main points or findings</li> <li>• clarify points by asking questions or by asking others to say more.</li> </ul> <p style="text-align: right;"><b>LIT 2-09a</b></p>	<p>When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none"> <li>• communicate information, ideas or opinions</li> <li>• explain processes, concepts or ideas</li> <li>• identify issues raised, summarise findings or draw conclusions.</li> </ul> <p style="text-align: right;"><b>LIT 3-09a</b></p>	<p>When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none"> <li>• communicate detailed information, ideas or opinions</li> <li>• explain processes, concepts or ideas with some relevant supporting detail</li> <li>• sum up ideas, issues, findings or conclusions.</li> </ul> <p style="text-align: right;"><b>LIT 4-09a</b></p>
	<p>As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings.</p> <p style="text-align: right;"><b>LIT 0-10a</b></p>	<p>I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources<sup>3</sup> as required.</p> <p style="text-align: right;"><b>LIT 1-10a</b></p>	<p>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 style="text-align: right;"><b>LIT 2-10a / LIT 3-10a</b></p>	<p>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 style="text-align: right;"><b>LIT 4-10a</b></p>	

<sup>3</sup> This may include images, objects, audio, visual or digital resources.



Reading					
	Early	First	Second	Third	Fourth
<p><b>Enjoyment and choice</b></p> <p>– within a motivating and challenging environment, developing an awareness of the relevance of texts in my life</p>	<p>I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. <b>LIT 0-01a / LIT 0-11a / LIT 0-20a</b></p> <p>I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. <b>LIT 0-01b / LIT 0-11b</b></p>	<p>I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. <b>LIT 1-11a / LIT 2-11a</b></p>		<p>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>I can identify sources<sup>4</sup> to develop the range of my reading. <b>LIT 3-11a</b></p>	<p>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>I can independently identify sources to develop the range of my reading. <b>LIT 4-11a</b></p>
<p><b>Tools for reading</b></p> <p>– to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning</p>	<p>I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. <b>ENG 0-12a / LIT 0-13a / LIT 0-21a</b></p>	<p>I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear. <b>LIT 1-13a</b></p>	<p>I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection. <b>LIT 2-13a</b></p>	<p>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. <b>LIT 3-13a</b></p>	<p>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. <b>LIT 4-13a</b></p>

<sup>4</sup> Sources should be interpreted in the broadest sense, for example, traditional sources such as libraries and also the full range of digital and interpersonal opportunities to learn about texts.

## Reading (continued)

	Early	First	Second	Third	Fourth
<p><b>Finding and using information</b></p> <p>– when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary</p>	<p>I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things.</p> <p><b>LIT 0-14a</b></p>	<p>Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.</p> <p><b>LIT 1-14a</b></p>	<p>Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes.</p> <p><b>LIT 2-14a</b></p>	<p>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><b>LIT 3-14a / LIT 4-14a</b></p>	
		<p>I am learning to make notes under given headings and use them to understand information, explore ideas and problems and create new texts.</p> <p><b>LIT 1-15a</b></p>	<p>I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate.</p> <p><b>LIT 2-15a</b></p>	<p>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><b>LIT 3-15a / LIT 4-15a</b></p>	
<p><b>Understanding, analysing and evaluating</b></p> <p>– investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes</p>	<p>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.</p> <p><b>LIT 0-07a / LIT 0-16a / ENG 0-17a</b></p>	<p>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text.</p> <p><b>LIT 1-16a</b></p>	<p>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.</p> <p><b>LIT 2-16a</b></p>	<p>To show my understanding across different areas of learning, I can:</p> <ul style="list-style-type: none"> <li>• identify and consider the purpose, main concerns or concepts and use supporting detail</li> <li>• make inferences from key statements</li> <li>• identify and discuss similarities and differences between different types of text.</li> </ul> <p><b>LIT 3-16a</b></p>	<p>To show my understanding across different areas of learning, I can:</p> <ul style="list-style-type: none"> <li>• clearly state the purpose, main concerns, concepts or arguments and use supporting detail</li> <li>• make inferences from key statements and state these accurately in my own words</li> <li>• compare and contrast different types of text.</li> </ul> <p><b>LIT 4-16a</b></p>

<b>Reading (continued)</b>					
	<b>Early</b>	<b>First</b>	<b>Second</b>	<b>Third</b>	<b>Fourth</b>
<p><b>Understanding, analysing and evaluating (continued)</b></p> <p>– investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes</p>		<p>To help me develop an informed view, I can recognise the difference between fact and opinion.</p> <p><b>LIT 1-18a</b></p>	<p>To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are.</p> <p><b>LIT 2-18a</b></p>	<p>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><b>LIT 3-18a</b></p>	<p>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><b>LIT 4-18a</b></p>
	<p>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.</p> <p><b>LIT 0-19a</b></p>				

<b>Writing</b>					
	<b>Early</b>	<b>First</b>	<b>Second</b>	<b>Third</b>	<b>Fourth</b>
<p><b>Enjoyment and choice</b></p> <p>– within a motivating and challenging environment, developing an awareness of the relevance of texts in my life</p>	<p>I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.</p> <p><b>LIT 0-01a / LIT 0-11a / LIT 0-20a</b></p>	<p>I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.</p>	<p><b>LIT 1-20a / LIT 2-20a</b></p>	<p>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><b>LIT 3-20a / LIT 4-20a</b></p>

## Writing (continued)

	Early	First	Second	Third	Fourth
<p><b>Tools for writing</b></p> <p>– using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning</p>	<p>I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write.</p> <p><b>ENG 0-12a / LIT 0-13a / LIT 0-21a</b></p>	<p>I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words.</p> <p><b>LIT 1-21a</b></p>	<p>I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources.</p> <p><b>LIT 2-21a</b></p>	<p>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><b>LIT 3-21a</b></p>	<p>I can use a range of strategies and resources independently and ensure that my spelling, including specialist vocabulary, is accurate.</p> <p><b>LIT 4-21a</b></p>
	<p>As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information.</p> <p><b>LIT 0-21b</b></p>	<p>I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense.</p> <p><b>LIT 1-22a</b></p>	<p>In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader.</p> <p><b>LIT 2-22a</b></p>	<p>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><b>LIT 3-22a / LIT 4-22a</b></p>	
		<p>Throughout the writing process, I can check that my writing makes sense.</p> <p><b>LIT 1-23a</b></p>	<p>Throughout the writing process, I can check that my writing makes sense and meets its purpose.</p> <p><b>LIT 2-23a</b></p>	<p>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><b>LIT 3-23a</b></p>	<p>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><b>LIT 4-23a</b></p>

<b>Writing (continued)</b>					
	<b>Early</b>	<b>First</b>	<b>Second</b>	<b>Third</b>	<b>Fourth</b>
<b>Tools for writing (continued)</b>		<p>I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features.</p> <p><b>LIT 1-24a</b></p>	<p>I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.</p> <p><b>LIT 2-24a</b></p>	<p>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><b>LIT 3-24a</b></p>	<p>I can justify my choice and use of layout and presentation in terms of the intended impact on my reader.</p> <p><b>LIT 4-24a</b></p>

<b>Writing (continued)</b>					
	<b>Early</b>	<b>First</b>	<b>Second</b>	<b>Third</b>	<b>Fourth</b>
<p><b>Organising and using information</b></p> <p>– considering texts to help create short and extended texts for different purposes</p>		<p>I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text.</p> <p><b>LIT 1-25a</b></p>	<p>I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text.</p> <p>I recognise the need to acknowledge my sources and can do this appropriately.</p> <p><b>LIT 2-25a</b></p>	<p>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><b>LIT 3-25a</b></p>	<p>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.</p> <p>I can make appropriate and responsible use of sources and acknowledge these appropriately.</p> <p><b>LIT 4-25a</b></p>
	<p>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.</p> <p><b>LIT 0-26a</b></p>	<p>By considering the type of text I am creating,<sup>5</sup> I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others.</p> <p><b>LIT 1-26a</b></p>	<p>By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.</p> <p><b>LIT 2-26a</b></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><b>LIT 3-26a / LIT 4-26a</b></p>	

<sup>5</sup> These will include the range of texts and media described in the principles and practice paper.

<b>Writing (continued)</b>					
	<b>Early</b>	<b>First</b>	<b>Second</b>	<b>Third</b>	<b>Fourth</b>
<p><b>Creating texts</b></p> <p>– applying the elements which writers use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary</p>		<p>I can convey information, describe events or processes, share my opinions or persuade my reader in different ways.</p> <p><b>LIT 1-28a / LIT 1-29a</b></p>	<p>I can convey information, describe events, explain processes or combine ideas in different ways.</p> <p><b>LIT 2-28a</b></p>	<p>I can convey information, describe events, explain processes or concepts, and combine ideas in different ways.</p> <p><b>LIT 3-28a</b></p>	<p>I can convey information and describe events, explain processes or concepts, providing substantiating evidence, and synthesise ideas or opinions in different ways.</p> <p><b>LIT 4-28a</b></p>
			<p>I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence.</p> <p><b>LIT 2-29a</b></p>	<p>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><b>LIT 3-29a</b></p>	<p>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><b>LIT 4-29a</b></p>
	<p>I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.</p> <p><b>LIT 0-09b / LIT 0-31a</b></p>				



# curriculum for excellence: numeracy across learning

# Numeracy across learning

## Principles and practice

All teachers have responsibility for promoting the development of numeracy. With an increased emphasis upon numeracy for all young people, teachers will need to plan to revisit and consolidate numeracy skills throughout schooling.

*Building the Curriculum 1*

All schools, working with their partners, need to have strategies to ensure that all children and young people develop high levels of numeracy skills through their learning across the curriculum. These strategies will be built upon a shared understanding amongst staff of how children and young people progress in numeracy and of good learning and teaching in numeracy. Collaborative working with colleagues within their own early years setting, school, youth work setting or college and across sectors will support staff in identifying opportunities to develop and reinforce numeracy skills within their own teaching activities.

### What does it mean to be numerate?

Being numerate helps us to function responsibly in everyday life and contribute effectively to society. It increases our opportunities within the world of work and establishes foundations which can be built upon through lifelong learning. Numeracy is not only a subset of mathematics; it is also a life skill which permeates and supports all areas of learning, allowing young people access to the wider curriculum.

We are numerate if we have developed:

*the confidence and competence in using number which will allow individuals to solve problems, analyse information and make informed decisions based on calculations.*

A numerate person will have acquired and developed fundamental skills and be able to carry out number processes but, beyond this, being numerate also allows us to access and interpret information, identify possibilities, weigh up different options and decide on which option is most appropriate.

Numeracy is a skill for life, learning and work. Having well-developed numeracy skills allows young people to be more confident in social settings and enhances enjoyment in a large number of leisure activities. For these and many other reasons, all teachers have important parts to play in enhancing the numeracy skills of all children and young people.

Numerate people rely on the accumulation of knowledge, concepts and skills they have developed, and continually revisit and add to these. All practitioners, as they make use of the statements of experiences and outcomes to plan learning, will ensure that the numeracy skills developed from early levels and beyond are revisited and refreshed throughout schooling and into lifelong learning.

### How are the numeracy experiences and outcomes structured?

The numeracy experiences and outcomes have been structured using eight organisers:

- Estimation and rounding
- Number and number processes
- Fractions, decimal fractions and percentages
- Money
- Time
- Measurement
- Data and analysis
- Ideas of chance and uncertainty.

All of these areas of numeracy will be familiar and all teachers will recognise how they impact on their own lives. Reflecting on this will help teachers to identify where opportunities may exist to develop numeracy for children and young people.

## Mathematics is not my specialism. How will I contribute to the development of numeracy skills?

For individual teachers in secondary schools and other practitioners, it means asking the question, 'How am I meeting the numeracy needs of the learners in front of me?'. This does not mean that you will teach everything that a mathematics teacher develops but that you think of the numeracy experiences you can provide for young people. The greatest impact for learners will come where all practitioners, in all learning environments, include rich numeracy experiences as part of their day-to-day learning and teaching programmes.

You might begin by asking to what extent you already provide numeracy experiences for learners. As a first step, you may want to consider where numeracy plays a part in the aspects you contribute to the curriculum. Does your programme involve estimating, measuring, using and managing time, carrying out money calculations? Does it involve reading information from charts and tables or explaining consequences of actions? If it does, and you highlight this and build upon it in the learning activities, you are making a valuable contribution to developing numeracy in all learners.

## What are the features of effective learning and teaching in numeracy?

The experiences and outcomes promote and support effective learning and teaching methodologies which will stimulate the interest of children and young people and promote creativity and ingenuity.

A rich and supportive learning environment will support a skilful mix of a variety of approaches, including:

- active learning and planned, purposeful play
- development of problem-solving capabilities
- developing mental agility
- frequently asking children to explain their thinking
- use of relevant contexts and experiences, familiar to children and young people
- using technology in appropriate and effective ways
- building on the principles of Assessment is for Learning, including understanding the purpose and relevance of the activities
- both collaborative and independent learning
- making frequent links across the curriculum, so that concepts and skills are developed further by being applied in different, relevant contexts
- promoting an interest and enthusiasm for numeracy.

Teachers will plan to establish and consolidate children's fundamental numeracy skills using imaginative, interactive approaches, so that young people develop a sound understanding of number. Through such approaches they will grow in confidence in recall and use of number bonds and multiplication facts, in their understanding of place-value, and in the application of mental strategies. Teachers will reinforce these skills continually throughout the education of each child and young person.

## How can I promote progression in children and young people's development of numeracy skills? How do I know which numerical skills I should develop and that they are at an appropriate level?

Children and young people will most effectively develop their numeracy through cumulative growth in their understanding of key concepts and the application of their skills in new contexts. There are fundamental points of learning along these 'pathways of progression': these allow teachers to identify the progression within a child or young person's understanding and what his or her next steps in development will be. It is essential for teachers to work together to extend their shared understanding of progression.

The statements of experiences and outcomes do not have ceilings, so that all children and young people can be challenged at an appropriate level. Collaboration with colleagues in relation to pathways of progression will encourage a shared understanding of expectations of standards as well as effective learning and teaching within numeracy.

Shared planning for the contexts in which children and young people learn and apply numeracy skills is also crucial. Children and young people need opportunities to bring together different combinations of numeracy skills from the various lines of progression. High quality learning depends upon achieving a suitable balance between developing key facts and integrating and applying them in relevant and imaginative contexts.

## Have we raised the bar in the expectations for numeracy?

Our expectations for numeracy are indeed higher than previously. This is because of the increasing recognition that we must raise levels of performance in numeracy and sustain them throughout lifelong learning. Many other countries are raising the numeracy performance of their children, young people and wider population. Scotland needs to perform at the highest level, so raising the bar in numeracy is important for each individual and also for the prosperity of the nation.

To support this, experiences and outcomes without ceilings should ensure young people are challenged at an appropriate level and are given the opportunity to progress at a suitably aspirational pace. The level of achievement at the fourth level has been designed to approximate to that associated with SCQF level 4.

This paper and the experiences and outcomes in numeracy provide a clear statement of the expectations that will support all practitioners in contributing confidently to the important responsibility which we all share for developing the numeracy skills of our children and young people.

## What are broad features of assessment in numeracy?

*(This section complements the advice for mathematics and numeracy.)*

As numeracy is the responsibility of all staff, and because of the importance of numeracy across all aspects of a young person's learning, all staff should be clear about their responsibilities and their roles in the assessment of numeracy. Assessment will focus on how well children and young people can work with numbers and data and how well they can use them in their learning and lives, including preparation for future work. From the early years to the senior stages, and particularly at times of transition, it is vital to have a clear picture of the progress each child and young person is making across all aspects of numeracy so that further learning can be planned and action can be taken if any ground has been lost.

Teachers can gather evidence of progress as part of day-to-day learning both in mathematics classes and across the curriculum. The use of specific assessment tasks will be important in assessing progress at key points of learning. Children and young people's progress will be seen in their skills in using number to solve problems, in analysing information and in making informed decisions based on calculations. Approaches to assessment should identify the extent to which children and young people can apply these skills in their learning in and beyond the classroom, in their daily lives and in preparing for the world of work.

As children and young people gradually build up the concepts and skills contained in the experiences and outcomes, they will demonstrate their competence and confidence in applying them in a number of ways. For example:

- Can they explain their thinking to show their understanding of number processes and concepts?
- Are they developing securely the full range of the skills and attributes set out within the experiences and outcomes? As they apply these to problems, can they draw on skills and concepts learned previously?
- As they tackle problems in unfamiliar contexts, can they confidently identify which skills and concepts are relevant to the problem? Can they then apply their skills accurately when working independently and with others, and can they then evaluate their solutions?
- Are they developing their understanding of personal finance?
- Can they evaluate data to make informed decisions?
- Are they developing the capacity to engage with and complete tasks and assignments?

Assessment of numeracy across learning, within and outside the classroom, offers children and young people opportunities to practise and extend their skills, for example within enterprise activities, social studies, technologies and science.

# Numeracy

## Experiences and outcomes

My learning in numeracy enables me to:

- develop essential numeracy skills which will allow me to participate fully in society
- understand that successful independent living requires financial awareness, effective money management, using schedules and other related skills
- interpret numerical information appropriately and use it to draw conclusions, assess risk, make reasoned evaluations and informed decisions
- apply skills and understanding creatively and logically to solve problems, within a variety of contexts
- appreciate how the imaginative and effective use of technologies can enhance the development of skills and concepts.

## Number, money and measure

	Early	First	Second	Third	Fourth
<b>Estimation and rounding</b>	<p>I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me.</p> <p><b>MNU 0-01a</b></p>	<p>I can share ideas with others to develop ways of estimating the answer to a calculation or problem, work out the actual answer, then check my solution by comparing it with the estimate.</p> <p><b>MNU 1-01a</b></p>	<p>I can use my knowledge of rounding to routinely estimate the answer to a problem, then after calculating, decide if my answer is reasonable, sharing my solution with others.</p> <p><b>MNU 2-01a</b></p>	<p>I can round a number using an appropriate degree of accuracy, having taken into account the context of the problem.</p> <p><b>MNU 3-01a</b></p>	<p>Having investigated the practical impact of inaccuracy and error, I can use my knowledge of tolerance when choosing the required degree of accuracy to make real-life calculations.</p> <p><b>MNU 4-01a</b></p>
<b>Number and number processes</b> including addition, subtraction, multiplication, division and negative numbers	<p>I have explored numbers, understanding that they represent quantities and I can use them to count, create sequences and describe order.</p> <p><b>MNU 0-02a</b></p>	<p>I have investigated how whole numbers are constructed, can understand the importance of zero within the system and can use my knowledge to explain the link between a digit, its place and its value.</p> <p><b>MNU 1-02a</b></p>	<p>I have extended the range of whole numbers I can work with and having explored how decimal fractions are constructed, can explain the link between a digit, its place and its value.</p> <p><b>MNU 2-02a</b></p>		

## Number, money and measure (continued)

	Early	First	Second	Third	Fourth
<b>Number and number processes</b> including addition, subtraction, multiplication, division and negative numbers (continued)	I use practical materials and can 'count on and back' to help me to understand addition and subtraction, recording my ideas and solutions in different ways. <b>MNU 0-03a</b>	I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. <b>MNU 1-03a</b>	Having determined which calculations are needed, I can solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others. <b>MNU 2-03a</b>  I have explored the contexts in which problems involving decimal fractions occur and can solve related problems using a variety of methods. <b>MNU 2-03b</b>	I can use a variety of methods to solve number problems in familiar contexts, clearly communicating my processes and solutions. <b>MNU 3-03a</b>  I can continue to recall number facts quickly and use them accurately when making calculations. <b>MNU 3-03b</b>	Having recognised similarities between new problems and problems I have solved before, I can carry out the necessary calculations to solve problems set in unfamiliar contexts. <b>MNU 4-03a</b>
			I can show my understanding of how the number line extends to include numbers less than zero and have investigated how these numbers occur and are used. <b>MNU 2-04a</b>	I can use my understanding of numbers less than zero to solve simple problems in context. <b>MNU 3-04a</b>	



## Number, money and measure (continued)

	Early	First	Second	Third	Fourth
<b>Fractions, decimal fractions and percentages</b> including ratio and proportion	I can share out a group of items by making smaller groups and can split a whole object into smaller parts. MNU 0-07a	Having explored fractions by taking part in practical activities, I can show my understanding of: <ul style="list-style-type: none"> <li>• how a single item can be shared equally</li> <li>• the notation and vocabulary associated with fractions</li> <li>• where simple fractions lie on the number line.</li> </ul> MNU 1-07a  Through exploring how groups of items can be shared equally, I can find a fraction of an amount by applying my knowledge of division. MNU 1-07b	I have investigated the everyday contexts in which simple fractions, percentages or decimal fractions are used and can carry out the necessary calculations to solve related problems. MNU 2-07a  I can show the equivalent forms of simple fractions, decimal fractions and percentages and can choose my preferred form when solving a problem, explaining my choice of method. MNU 2-07b	I can solve problems by carrying out calculations with a wide range of fractions, decimal fractions and percentages, using my answers to make comparisons and informed choices for real-life situations. MNU 3-07a  I can show how quantities that are related can be increased or decreased proportionally and apply this to solve problems in everyday contexts. MNU 3-08a	I can choose the most appropriate form of fractions, decimal fractions and percentages to use when making calculations mentally, in written form or using technology, then use my solutions to make comparisons, decisions and choices. MNU 4-07a  Using proportion, I can calculate the change in one quantity caused by a change in a related quantity and solve real-life problems. MNU 4-08a

## Number, money and measure (continued)

	Early	First	Second	Third	Fourth
<b>Money</b>	<p>I am developing my awareness of how money is used and can recognise and use a range of coins. <b>MNU 0-09a</b></p>	<p>I can use money to pay for items and can work out how much change I should receive. <b>MNU 1-09a</b></p> <p>I have investigated how different combinations of coins and notes can be used to pay for goods or be given in change. <b>MNU 1-09b</b></p>	<p>I can manage money, compare costs from different retailers, and determine what I can afford to buy. <b>MNU 2-09a</b></p> <p>I understand the costs, benefits and risks of using bank cards to purchase goods or obtain cash and realise that budgeting is important. <b>MNU 2-09b</b></p> <p>I can use the terms profit and loss in buying and selling activities and can make simple calculations for this. <b>MNU 2-09c</b></p>	<p>When considering how to spend my money, I can source, compare and contrast different contracts and services, discuss their advantages and disadvantages, and explain which offer best value to me. <b>MNU 3-09a</b></p> <p>I can budget effectively, making use of technology and other methods, to manage money and plan for future expenses. <b>MNU 3-09b</b></p>	<p>I can discuss and illustrate the facts I need to consider when determining what I can afford, in order to manage credit and debt and lead a responsible lifestyle. <b>MNU 4-09a</b></p> <p>I can source information on earnings and deductions and use it when making calculations to determine net income. <b>MNU 4-09b</b></p> <p>I can research, compare and contrast a range of personal finance products and, after making calculations, explain my preferred choices. <b>MNU 4-09c</b></p>

## Number, money and measure (continued)

	Early	First	Second	Third	Fourth
<b>Time</b>	<p>I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods.</p> <p><b>MNU 0-10a</b></p>	<p>I can tell the time using 12 hour clocks, realising there is a link with 24 hour notation, explain how it impacts on my daily routine and ensure that I am organised and ready for events throughout my day.</p> <p><b>MNU 1-10a</b></p> <p>I can use a calendar to plan and be organised for key events for myself and my class throughout the year.</p> <p><b>MNU 1-10b</b></p> <p>I have begun to develop a sense of how long tasks take by measuring the time taken to complete a range of activities using a variety of timers.</p> <p><b>MNU 1-10c</b></p>	<p>I can use and interpret electronic and paper-based timetables and schedules to plan events and activities, and make time calculations as part of my planning.</p> <p><b>MNU 2-10a</b></p> <p>I can carry out practical tasks and investigations involving timed events and can explain which unit of time would be most appropriate to use.</p> <p><b>MNU 2-10b</b></p> <p>Using simple time periods, I can give a good estimate of how long a journey should take, based on my knowledge of the link between time, speed and distance.</p> <p><b>MNU 2-10c</b></p>	<p>Using simple time periods, I can work out how long a journey will take, the speed travelled at or distance covered, using my knowledge of the link between time, speed and distance.</p> <p><b>MNU 3-10a</b></p>	<p>I can research, compare and contrast aspects of time and time management as they impact on me.</p> <p><b>MNU 4-10a</b></p> <p>I can use the link between time, speed and distance to carry out related calculations.</p> <p><b>MNU 4-10b</b></p>

## Number, money and measure (continued)

	Early	First	Second	Third	Fourth
<b>Measurement</b>	<p>I have experimented with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing my findings with others.</p> <p><b>MNU 0-11a</b></p>	<p>I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units.</p> <p><b>MNU 1-11a</b></p> <p>I can estimate the area of a shape by counting squares or other methods.</p> <p><b>MNU 1-11b</b></p>	<p>I can use my knowledge of the sizes of familiar objects or places to assist me when making an estimate of measure.</p> <p><b>MNU 2-11a</b></p> <p>I can use the common units of measure, convert between related units of the metric system and carry out calculations when solving problems.</p> <p><b>MNU 2-11b</b></p> <p>I can explain how different methods can be used to find the perimeter and area of a simple 2D shape or volume of a simple 3D object.</p> <p><b>MNU 2-11c</b></p>	<p>I can solve practical problems by applying my knowledge of measure, choosing the appropriate units and degree of accuracy for the task and using a formula to calculate area or volume when required.</p> <p><b>MNU 3-11a</b></p>	<p>I can apply my knowledge and understanding of measure to everyday problems and tasks and appreciate the practical importance of accuracy when making calculations.</p> <p><b>MNU 4-11a</b></p>

## Information handling

	Early	First	Second	Third	Fourth
<b>Data and analysis</b>	<p>I can collect objects and ask questions to gather information, organising and displaying my findings in different ways. <b>MNU 0-20a</b></p> <p>I can match objects, and sort using my own and others' criteria, sharing my ideas with others. <b>MNU 0-20b</b></p> <p>I can use the signs and charts around me for information, helping me plan and make choices and decisions in my daily life. <b>MNU 0-20c</b></p>	<p>I have explored a variety of ways in which data is presented and can ask and answer questions about the information it contains. <b>MNU 1-20a</b></p> <p>I have used a range of ways to collect information and can sort it in a logical, organised and imaginative way using my own and others' criteria. <b>MNU 1-20b</b></p>	<p>Having discussed the variety of ways and range of media used to present data, I can interpret and draw conclusions from the information displayed, recognising that the presentation may be misleading. <b>MNU 2-20a</b></p> <p>I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way. <b>MNU 2-20b</b></p>	<p>I can work collaboratively, making appropriate use of technology, to source information presented in a range of ways, interpret what it conveys and discuss whether I believe the information to be robust, vague or misleading. <b>MNU 3-20a</b></p>	<p>I can evaluate and interpret raw and graphical data using a variety of methods, comment on relationships I observe within the data and communicate my findings to others. <b>MNU 4-20a</b></p>

**Information handling (continued)**

	Early	First	Second	Third	Fourth
<b>Ideas of chance and uncertainty</b>		<p>I can use appropriate vocabulary to describe the likelihood of events occurring, using the knowledge and experiences of myself and others to guide me.</p> <p style="text-align: right;"><b>MNU 1-22a</b></p>	<p>I can conduct simple experiments involving chance and communicate my predictions and findings using the vocabulary of probability.</p> <p style="text-align: right;"><b>MNU 2-22a</b></p>	<p>I can find the probability of a simple event happening and explain why the consequences of the event, as well as its probability, should be considered when making choices.</p> <p style="text-align: right;"><b>MNU 3-22a</b></p>	<p>By applying my understanding of probability, I can determine how many times I expect an event to occur, and use this information to make predictions, risk assessment, informed choices and decisions.</p> <p style="text-align: right;"><b>MNU 4-22a</b></p>

## Appendix – Explanations

### MNU 1-10a

Developing a child's understanding of 12 hour time in depth takes place through first level. Young learners will become familiar with 24 hour notation in their surroundings through TV listings, computers, cookers, DVD players and videos. They will naturally make links with 24 hour notation and the routines in their day. The next stage of development, the formal manipulation of 24 hour time, is included in MNU 2-10a – understanding and using timetables.

### MNU 4-03a

The ability to apply and transfer familiar concepts to solve problems is fundamental for mathematical developments. As one example, young people will be familiar with the fact that 2.5 is a quarter of 10 and will know how to find 10% of a quantity. When asked to consider a less familiar calculation e.g. 2.5% of £840 the combination of these previously-acquired skills could lead them to suggest  $\frac{1}{4}$  of £84 to be a possible solution.

### MNU 3-07a, MNU 4-07a

MNU 3-07a develops skills that allow learners to carry out calculations involving fractions, decimal fractions and percentages and then make decisions and choices. For example: which is the better buy, 3 for the price of 2 or a 30% discount?

MNU 4-07a develops the skills that allow learners to use their knowledge of interrelationships between fractions, decimal fractions and percentages to choose an elegant route to the solution. As an example, when asked to evaluate a discount of 12.5% on an item costing £800, an elegant solution would involve the understanding that 12.5% is  $\frac{1}{8}$ , and that calculating  $\frac{1}{8}$  of £800 will provide the answer to the size of the discount.

### MNU 4-10a

Using time efficiently is necessary in the workplace, in lifelong learning, leisure time and all other aspects of daily life. The ability to estimate how long different tasks take and then build a programme of sequential tasks is a critical numeracy skill which is fundamental to effective time management.

### MNU 4-01a, MNU 4-11a

MNU 4-01a and MNU 4-11a are closely related. MNU 4-01a develops the concept of tolerance within estimating and rounding whereas MNU 4-11a is the practical application within measurement. The ability to work to the appropriate degree of accuracy is an essential numeracy skill. The degree of accuracy demanded varies of course according to the task. For example, the degrees of accuracy needed for measuring the dimensions of a room before buying a new carpet, measuring the opening when fitting a new door or machining a moving part within a combustion engine will be quite different. Or again, when a 4 metre length of wood is cut into 7 equal pieces, should each length be 0.57142 metres or will 0.57 metres be acceptable? The ability to handle spurious precision and report using an appropriate degree of accuracy should always be encouraged.

### MNU 4-20a

This experience and outcome relates to a learner's developing skills in interpreting a data set or the information contained in, for example, box plots, stem and leaf diagrams, line graphs, bar graphs, histograms and pie charts. Having considered this information it is important for learners to understand key features of these different ways of presenting information in order to be able to select appropriate forms and communicate findings to others.

### MNU 4-22a

MNU 4-22a is intended to develop the link between simple probability and expected frequency. Having gained an understanding of these two concepts, the ability to assess the impact of a particular course of action based on risks and benefits is a very important skill for life.