

Sub-set of 22 Learning Outcomes for First Year

Strand: Oral Language

Element: Communicating as a listener, speaker, reader, writer

Engaging with oral language students should be able to

1. Know and use the conventions of oral language interaction, in a variety of contexts, including class groups, for a range of purposes, such as asking for information, stating an opinion, listening to others, informing, explaining, arguing, persuading, criticising, commentating, narrating, imagining, speculating
2. Engage actively and responsively within class groups in order to listen to or recount experiences and to express feelings and ideas
4. Listen actively in order to get the gist of an account or presentation noting its main points and purpose
5. Deliver a short oral text, alone and/or in collaboration with others, using appropriate language, style and visual content for specific audiences and chosen purposes
7. Choose appropriate language, style and visual content for specific audiences and chosen purposes: persuading, informing, narrating, describing a process

Element: Exploring and using language

8. Listen actively in order to interpret meaning, compare, evaluate effectiveness of, and respond to drama, poetry, media broadcasts, digital media, noting key ideas, style, tone, content and overall impact in a systematic way
10. Collaborate with others in order to explore and discuss understandings of spoken texts by recording, analysing, interpreting and comparing their opinions
11. Engage with the world of oral language use as a pleasurable and purposeful activity

Strand: Reading

Element: Communicating as a listener, speaker, reader, writer

Engaging in reading students should be able to

1. Read texts with fluency, understanding and competence, decoding groups of words/phrases and not just single words
3. Use a wide range of reading comprehension strategies appropriate to texts, including digital texts: to retrieve information; to link to previous knowledge, follow a process or argument, summarise, link main ideas; to monitor their own understanding; to question, analyse, synthesise and evaluate

Element: Exploring and using language

5. Engage in sustained private reading as a pleasurable and purposeful activity, applying what they have learned about the effectiveness of spoken and written texts to their own experience of reading
6. Read their texts for understanding and appreciation of character, setting, story and action: to explore how and why characters develop, and to recognise the importance of setting and plot structure
8. Read their texts to understand and appreciate language enrichment by examining an author's choice of words, the use and effect of simple figurative language, vocabulary and language patterns, and images, as appropriate to the text

Element: Understanding the content and structure of language

10. Know how to use language resources (e.g. dictionary, thesaurus and online resources) in order to assist their vocabulary development
13. Appreciate a variety of registers and understand their use in the written context

Strand: Writing

Element: Communicating as a listener, speaker, reader, writer

Engaging in writing students should be able to

1. Demonstrate their understanding that there is a clear purpose for all writing activities and be able to plan, draft, and edit their own writing as appropriate
3. Write for a variety of purposes, for example to analyse, evaluate, imagine, explore, engage, amuse, narrate, inform, explain, argue, persuade, criticise, comment on what they have heard, viewed and read
4. Write competently in a range of text forms, for example letter, report, multi-modal text, review, blog, using appropriate vocabulary, tone and a variety of styles to achieve a chosen purpose for different audiences

Element: Exploring and using language

5. Engage with and learn from models of oral and written language use to enrich their own written work
6. Use editing skills continuously during the writing process to enhance meaning and impact: select vocabulary, reorder words, phrases and clauses, correct punctuation and spelling, reorder paragraphs, remodel, manage content
9. Engage in the writing process as a private, pleasurable and purposeful activity and using a personal voice as their individual style is thoughtfully developed over the years

Element: Understanding the content and structure of language

11. Use language conventions appropriately, especially punctuation and spelling, to aid meaning and presentation and to enhance the reader's experience