

## Using the Collins *Read On* series in Scotland

**Read On** is a series of fiction and non-fiction texts designed to support students in S1 who find reading difficult. The books have been written on high-interest topics and themes suitable for the S1 age group, with a reading level which will help them learn and develop confidence and fluency in their reading. The **Read On** texts and activities will be suitable for students who need to consolidate their reading skills at Second Level and will help with a sound transition into Third Level understanding.

The accompanying *Teacher Guide* provides lesson plans and activities which help focus on specific reading skills. Further activities also provide ideas for writing and for talking and listening.

The matching charts supplied here show the most appropriate Experiences and Outcomes for the selected learning targets for each book. All the books have a primary learning target which focuses on the key skills of reading a text aloud and using different ways to learn new and challenging words. Other learning targets address finding and interpreting information, text structure and organisation, language use, the aims and views of the writer, and wider cultural relationships.

The **Read On** books are banded in level of difficulty, ranked from Green (easiest) to Yellow (more complex) to Blue (most advanced). These bandings are shown by the logos on the top-right of each page in the matching chart. Six books are available for each level, with three fiction titles and three non-fiction titles. Ranking books in order of difficulty is an imprecise science and you should take care to make your own assessments based on observations.

Some of the more advanced books have learning targets which start the transition into Third Level Experiences and Outcomes. These are shown in the matching charts in blue.

The matching charts show both the English and Literacy Experiences and Outcomes. The Literacy Experiences and Outcomes are the responsibility of all teachers and are shown in italics.



**THIS BOY**

**FICTION**

<b>LEARNING TARGET</b>	<b>OUTCOMES AND EXPERIENCES</b>
Read a text aloud and use at least two different ways to work out tricky words <b>Session 1, 2, 3 AF1</b>	<i>Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.</i>  <i>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.</i>  <b>ENG 2-12a/3-12a</b>  <b>LIT 2-13a</b>
Find information in a non-fiction text <b>Session 3 AF2</b>	<i>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</i>  <b>LIT 2-14a</b>
Understand how a character in a story is feeling <b>Session 1 AF3</b>	I can: <ul style="list-style-type: none"> <li>• discuss structure, characterisation and/or setting</li> <li>• recognise the relevance of the writer's theme and how this relates to my own and others' experiences</li> <li>• discuss the writer's style and other features appropriate to genre</li> </ul> <b>ENG 2-19a</b>
Use a clue in the text to read between the lines <b>Session 1, 2 AF3</b>	I can: <ul style="list-style-type: none"> <li>• discuss structure, characterisation and/or setting</li> <li>• recognise the relevance of the writer's theme and how this relates to my own and others' experiences</li> <li>• discuss the writer's style and other features appropriate to genre</li> </ul> <b>ENG 2-19a</b>
Identify the differences between fiction and non-fiction texts <b>Session 3 AF4</b>	<i>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</i>  <b>LIT 2-14a</b>
Understand how the author uses words and phrases to show a character is from a different time <b>Session 2 AF7</b>	<i>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</i>  <b>LIT 2-16a</b>



THE NAME IS KADE

FICTION

LEARNING TARGET	OUTCOMES AND EXPERIENCES
Read a text aloud and use at least two different ways to work out tricky words <b>Session 1, 2, 3 AF1</b>	Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.  <i>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.</i>  <b>ENG 2-12a/3-12a</b>  <b>LIT 2-13a</b>
Predict how a story will end <b>Session 2 AF3</b>	<i>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.</i>  <b>LIT 2-16a</b>
Give reasons for the actions of the main character <b>Session 3 AF3</b>	<i>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.</i>  <b>LIT 2-16a</b>
Understand how authors start a story <b>Session 1 AF4</b>	I can: <ul style="list-style-type: none"> <li>• discuss structure, characterisation and/or setting</li> <li>• recognise the relevance of the writer's theme and how this relates to my own and others' experiences</li> <li>• discuss the writer's style and other features appropriate to genre</li> </ul> <b>ENG 2-19a</b>
Describe the features of a science fiction story <b>Session 1 AF4</b>	I can: <ul style="list-style-type: none"> <li>• discuss structure, characterisation and/or setting</li> <li>• recognise the relevance of the writer's theme and how this relates to my own and others' experiences</li> <li>• discuss the writer's style and other features appropriate to genre</li> </ul> <b>ENG 2-19a</b>
Understand how author use words and phrases for description <b>Session 2 AF5</b>	I can: <ul style="list-style-type: none"> <li>• discuss structure, characterisation and/or setting</li> <li>• recognise the relevance of the writer's theme and how this relates to my own and others' experiences</li> <li>• discuss the writer's style and other features appropriate to genre</li> </ul> <b>ENG 2-19a</b>
Discuss what I like and dislike about a text <b>Session 3 AF6</b>	<i>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.</i>  I can: <ul style="list-style-type: none"> <li>• discuss structure, characterisation and/or setting</li> <li>• recognise the relevance of the writer's theme and how this relates to my own and others' experiences</li> <li>• discuss the writer's style and other features appropriate to genre</li> </ul> <b>LIT 2-11a</b>  <b>ENG 2-19a</b>



**TUNNEL OF TERROR**

**FICTION**

<b>LEARNING TARGET</b>	<b>OUTCOMES AND EXPERIENCES</b>
Read a text aloud and use at least two different ways to work out tricky words <b>Session 1, 2, 3 AF1</b>	Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.  <i>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.</i>  <b>ENG 2-12a/3-12a</b>  <b>LIT 2-13a</b>
Predict what will happen next in a story <b>Session 1 AF3</b>	<i>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</i>  <b>LIT 2-14a</b>
Describe the features and structure of a horror story <b>Session 2 AF4</b>	I can: <ul style="list-style-type: none"> <li>• discuss structure, characterisation and/or setting</li> <li>• recognise the relevance of the writer's theme and how this relates to my own and others' experiences</li> <li>• discuss the writer's style and other features appropriate to genre</li> </ul> <b>ENG 2-19a</b>
Understand why authors choose to end stories in different ways <b>Session 3 AF4</b>	I can: <ul style="list-style-type: none"> <li>• discuss structure, characterisation and/or setting</li> <li>• recognise the relevance of the writer's theme and how this relates to my own and others' experiences</li> <li>• discuss the writer's style and other features appropriate to genre</li> </ul> <b>ENG 2-19a</b>
Understand how tension is built up in a story <b>Session 3 AF5</b>	I can: <ul style="list-style-type: none"> <li>• discuss structure, characterisation and/or setting</li> <li>• recognise the relevance of the writer's theme and how this relates to my own and others' experiences</li> <li>• discuss the writer's style and other features appropriate to genre</li> </ul> <b>ENG 2-19a</b>
Understand how a character in a story is feeling <b>Session 1 AF6</b>	I can: <ul style="list-style-type: none"> <li>• discuss structure, characterisation and/or setting</li> <li>• recognise the relevance of the writer's theme and how this relates to my own and others' experiences</li> <li>• discuss the writer's style and other features appropriate to genre</li> </ul> <b>ENG 2-19a</b>
Discuss what you like and dislike about a text <b>Session 2 AF6</b>	<i>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.</i>  I can: <ul style="list-style-type: none"> <li>• discuss structure, characterisation and/or setting</li> <li>• recognise the relevance of the writer's theme and how this relates to my own and others' experiences</li> </ul> <b>LIT 2-11a</b>

- discuss the writer's style and other features appropriate to genre

**ENG 2-19a**



**ZOMBIE WASPS**

**NON-FICTION**

<b>LEARNING TARGET</b>	<b>OUTCOMES AND EXPERIENCES</b>
Read a text aloud and use at least two different ways to work out tricky words <b>Session 1, 2, 3 AF1</b>	Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.  <i>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.</i>  <b>ENG 2-12a/3-12a</b>  <b>LIT 2-13a</b>
Find information in a non-fiction text <b>Session 1, 3 AF2</b>	<i>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</i>  <b>LIT 2-14a</b>
Use the main features to find information in a text <b>Session 2 AF2</b>	<i>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</i>  <i>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.</i>  <b>LIT 2-14a</b>  <b>LIT 2-16a</b>
Identify the main features of non-fiction texts <b>Session 1 AF4</b>	<i>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</i>  <b>LIT 2-14a</b>
Understand how writers make readers react in different ways to texts <b>Session 2 AF6</b>	I can: <ul style="list-style-type: none"> <li>• discuss structure, characterisation and/or setting</li> <li>• recognise the relevance of the writer’s theme and how this relates to my own and others’ experiences</li> <li>• discuss the writer’s style and other features appropriate to genre</li> </ul> <b>ENG 2-19a</b>
Identify the main topic of a book and explain why the author chose it <b>Session 3 AF6</b>	<i>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.</i>  I can: <ul style="list-style-type: none"> <li>• discuss structure, characterisation and/or setting</li> <li>• recognise the relevance of the writer’s theme and how this relates to my own and others’ experiences</li> <li>• discuss the writer’s style and other features appropriate to genre</li> </ul> <b>ENG 2-19a</b>



**FAST CARS**

**NON-FICTION**

<b>LEARNING TARGET</b>	<b>OUTCOMES AND EXPERIENCES</b>
<p>Read a text aloud and use at least two different ways to work out tricky words <b>Session 1, 2, 3 AF1</b></p>	<p>Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.</p> <p><i>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</i></p> <p style="text-align: right;"><b>ENG 2-12a/3-12a</b> <b>LIT 2-13a</b></p>
<p>Identify key words and phrases when answering questions <b>Session 1 AF2</b></p>	<p><i>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</i></p> <p style="text-align: right;"><b>LIT 2-16a</b></p>
<p>Use the main features to find information in a text <b>Session 2 AF2</b></p>	<p><i>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</i></p> <p><i>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</i></p> <p style="text-align: right;"><b>LIT 2-14a</b> <b>LIT 2-16a</b></p>
<p>Find information in a non-fiction text <b>Session 3 AF2</b></p>	<p><i>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</i></p> <p style="text-align: right;"><b>LIT 2-14a</b></p>
<p>Identify the main features of non-fiction texts <b>Session 1, 2 AF4</b></p>	<p><i>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</i></p> <p style="text-align: right;"><b>LIT 2-14a</b></p>
<p>Identify the main topic of a book and explain why the author chose it <b>Session 3 AF6</b></p>	<p><i>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</i></p> <p style="text-align: right;"><b>LIT 2-14a</b></p> <p>I can:</p> <ul style="list-style-type: none"> <li>• discuss structure, characterisation and/or setting</li> <li>• recognise the relevance of the writer’s theme and how this relates to my own and others’ experiences</li> <li>• discuss the writer’s style and other features appropriate to genre</li> </ul> <p style="text-align: right;"><b>ENG 2-19a</b></p>



**MAKING IT MOVE!**

**NON-FICTION**

<b>LEARNING TARGET</b>	<b>OUTCOMES AND EXPERIENCES</b>
Read a text aloud and use at least two different ways to work out tricky words <b>Session 1, 2, 3 AF1</b>	Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.  <i>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.</i>  <b>ENG 2-12a/3-12a</b>  <b>LIT 2-13a</b>
Find information in a non-fiction text <b>Session 1 AF2</b>	<i>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</i>  <b>LIT 2-14a</b>
Use the features of non-fiction texts to find information <b>Session 2 AF2</b>	<i>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</i>  <i>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.</i>  <b>LIT 2-14a</b>  <b>LIT 2-16a</b>
Read between the lines using a clue in the text <b>Session 2 AF3</b>	I can: <ul style="list-style-type: none"> <li>• discuss structure, characterisation and/or setting</li> <li>• recognise the relevance of the writer’s theme and how this relates to my own and others’ experiences</li> <li>• discuss the writer’s style and other features appropriate to genre</li> </ul> <b>ENG 2-19a</b>
Identify the features of non-fiction texts <b>Session 1 AF4</b>	<i>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</i>  <b>LIT 2-14a</b>
Find words the author uses to add description to the text <b>Session 3 AF5</b>	I can: <ul style="list-style-type: none"> <li>• discuss structure, characterisation and/or setting</li> <li>• recognise the relevance of the writer’s theme and how this relates to my own and others’ experiences</li> <li>• discuss the writer’s style and other features appropriate to genre</li> </ul> <b>ENG 2-19a</b>
Discuss what you like and dislike about a text <b>Session 3 AF6</b>	<i>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.</i>  I can: <ul style="list-style-type: none"> <li>• discuss structure, characterisation and/or setting</li> <li>• recognise the relevance of the writer’s theme and how this relates to my own and others’ experiences</li> <li>• discuss the writer’s style and other features appropriate to genre</li> </ul> <b>LIT 2-11a</b>  <b>ENG 2-19a</b>





**THE PASSENGER**

**FICTION**

<b>LEARNING TARGET</b>	<b>OUTCOMES AND EXPERIENCES</b>
Read a text aloud and use at least three different ways to work out tricky words <b>Session 1, 2, 3 AF1</b>	Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. <p style="text-align: right;"><b>ENG 2-12a/3-12a</b></p> <i>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.</i> <p style="text-align: right;"><b>LIT 2-13a</b></p>
Read between the lines using several clues in the text <b>Session 1 AF3</b>	I can: <ul style="list-style-type: none"> <li>• discuss structure, characterisation and/or setting</li> <li>• recognise the relevance of the writer’s theme and how this relates to my own and others’ experiences</li> <li>• discuss the writer’s style and other features appropriate to genre</li> </ul> <p style="text-align: right;"><b>ENG 2-19a</b></p>
Predict how a character will behave <b>Session 1 AF3</b>	I can: <ul style="list-style-type: none"> <li>• discuss structure, characterisation and/or setting</li> <li>• recognise the relevance of the writer’s theme and how this relates to my own and others’ experiences</li> <li>• discuss the writer’s style and other features appropriate to genre</li> </ul> <p style="text-align: right;"><b>ENG 2-19a</b></p>
Understand how a character’s feelings develop during the story <b>Session 3 AF3</b>	I can: <ul style="list-style-type: none"> <li>• discuss structure, characterisation and/or setting</li> <li>• recognise the relevance of the writer’s theme and how this relates to my own and others’ experiences</li> <li>• discuss the writer’s style and other features appropriate to genre</li> </ul> <p style="text-align: right;"><b>ENG 2-19a</b></p>
Understand why an author uses paragraphs – for what purpose/effect <b>Session 2 AF4</b>	I can: <ul style="list-style-type: none"> <li>• discuss structure, characterisation and/or setting</li> <li>• recognise the relevance of the writer’s theme and how this relates to my own and others’ experiences</li> <li>• discuss the writer’s style and other features appropriate to genre</li> </ul> <p style="text-align: right;"><b>ENG 2-19a</b></p>
Identify key themes and issues in stories <b>Session 2 AF6</b>	<i>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.</i> <p style="text-align: right;"><b>LIT 2-16a</b></p>
Understand why the author has chosen to write the story <b>Session 3 AF6</b>	I can: <ul style="list-style-type: none"> <li>• discuss structure, characterisation and/or setting</li> <li>• recognise the relevance of the writer’s theme and how this relates to my own and others’ experiences</li> <li>• discuss the writer’s style and other features appropriate to genre</li> </ul> <p style="text-align: right;"><b>ENG 2-19a</b></p>



**GLADIATOR**

**FICTION**

<b>LEARNING TARGET</b>	<b>OUTCOMES AND EXPERIENCES</b>
Read a text aloud and use at least three different ways to work out tricky words <b>Session 1, 2, 3 AF1</b>	Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. <p style="text-align: right;"><b>ENG 2-12a/3-12a</b></p> <i>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.</i> <p style="text-align: right;"><b>LIT 2-13a</b></p>
Find and retrieve key information from a non-fiction text <b>Session 3 AF2</b>	<i>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</i> <p style="text-align: right;"><b>LIT 2-14a</b></p>
Predict how a character will behave <b>Session 1 AF3</b>	I can: <ul style="list-style-type: none"> <li>• discuss structure, characterisation and/or setting</li> <li>• recognise the relevance of the writer's theme and how this relates to my own and others' experiences</li> <li>• discuss the writer's style and other features appropriate to genre</li> </ul> <p style="text-align: right;"><b>ENG 2-19a</b></p>
Understand some of the differences between fiction and non-fiction texts <b>Session 3 AF4</b>	<i>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</i> <p style="text-align: right;"><b>LIT 2-14a</b></p> <i>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.</i> <p style="text-align: right;"><b>LIT 2-18a</b></p>
Understand how an author uses words and phrases to build up tension <b>Session 2 AF5</b>	I can: <ul style="list-style-type: none"> <li>• discuss structure, characterisation and/or setting</li> <li>• recognise the relevance of the writer's theme and how this relates to my own and others' experiences</li> <li>• discuss the writer's style and other features appropriate to genre</li> </ul> <p style="text-align: right;"><b>ENG 2-19a</b></p>
Discuss personal views about the story <b>Session 1 AF6</b>	<i>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.</i> <p style="text-align: right;"><b>LIT 2-11a</b></p> I can: <ul style="list-style-type: none"> <li>• discuss structure, characterisation and/or setting</li> <li>• recognise the relevance of the writer's theme and how this relates to my own and others' experiences</li> <li>• discuss the writer's style and other features appropriate to genre</li> </ul> <p style="text-align: right;"><b>ENG 2-19a</b></p>

<p>Identify the historical features of the story <b>Session 2 AF7</b></p>	<p><i>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</i></p> <p><i>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.</i></p> <p><b>LIT 2-14a</b></p> <p><b>LIT 2-16a</b></p>
---	--



**POINT DANGER**

**FICTION**

LEARNING TARGET	OUTCOMES AND EXPERIENCES
Read a text aloud and use at least three different ways to work out tricky words <b>Session 1, 2, 3 AF1</b>	Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. <p style="text-align: right;"><b>ENG 2-12a/3-12a</b></p> <i>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.</i> <p style="text-align: right;"><b>LIT 2-13a</b></p>
Identify key problems in stories <b>Session 2 AF2</b>	<i>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.</i> <p style="text-align: right;"><b>LIT 2-16a</b></p>
Compare the main characters in a story <b>Session 1 AF3</b>	I can: <ul style="list-style-type: none"> <li>• discuss structure, characterisation and/or setting</li> <li>• recognise the relevance of the writer’s theme and how this relates to my own and others’ experiences</li> <li>• discuss the writer’s style and other features appropriate to genre</li> </ul> <p style="text-align: right;"><b>ENG 2-19a</b></p>
Understand how characters can change within a story <b>Session 3 AF3</b>	I can: <ul style="list-style-type: none"> <li>• discuss structure, characterisation and/or setting</li> <li>• recognise the relevance of the writer’s theme and how this relates to my own and others’ experiences</li> <li>• discuss the writer’s style and other features appropriate to genre</li> </ul> <p style="text-align: right;"><b>ENG 2-19a</b></p>
Understand how an author uses words and phrases to create humour <b>Session 1, 3 AF5</b>	I can: <ul style="list-style-type: none"> <li>• discuss structure, characterisation and/or setting</li> <li>• recognise the relevance of the writer’s theme and how this relates to my own and others’ experiences</li> <li>• discuss the writer’s style and other features appropriate to genre</li> </ul> <p style="text-align: right;"><b>ENG 2-19a</b></p>
Understand how an author uses words and phrases to describe a setting <b>Session 2 AF5</b>	I can: <ul style="list-style-type: none"> <li>• discuss structure, characterisation and/or setting</li> <li>• recognise the relevance of the writer’s theme and how this relates to my own and others’ experiences</li> <li>• discuss the writer’s style and other features appropriate to genre</li> </ul> <p style="text-align: right;"><b>ENG 2-19a</b></p>



**UNSOLVED MYSTERIES**

**NON-FICTION**

<b>LEARNING TARGET</b>	<b>OUTCOMES AND EXPERIENCES</b>
Read a text aloud and use at least three different ways to work out tricky words <b>Session 1, 2, 3 AF1</b>	Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. <p style="text-align: right;"><b>ENG 2-12a/3-12a</b></p> <i>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.</i> <p style="text-align: right;"><b>LIT 2-13a</b></p>
Find information in a non-fiction text <b>Session 1 AF2</b>	<i>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</i> <p style="text-align: right;"><b>LIT 2-14a</b></p>
Read between the lines using clues in the text <b>Session 1, 2 AF3</b>	I can: <ul style="list-style-type: none"> <li>• discuss structure, characterisation and/or setting</li> <li>• recognise the relevance of the writer's theme and how this relates to my own and others' experiences</li> <li>• discuss the writer's style and other features appropriate to genre</li> </ul> <p style="text-align: right;"><b>ENG 2-19a</b></p>
Explain why events have happened using evidence in the text <b>Session 2 AF3</b>	<i>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.</i> <p style="text-align: right;"><b>LIT 2-16a</b></p>
Understand how an author shows different points of view <b>Session 3 AF6</b>	I can: <ul style="list-style-type: none"> <li>• discuss structure, characterisation and/or setting</li> <li>• recognise the relevance of the writer's theme and how this relates to my own and others' experiences</li> <li>• discuss the writer's style and other features appropriate to genre</li> </ul> <p style="text-align: right;"><b>ENG 2-19a</b></p>
Give your opinion of the text <b>Session 3 AF6</b>	<i>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.</i> <p style="text-align: right;"><b>LIT 2-11a</b></p> I can: <ul style="list-style-type: none"> <li>• discuss structure, characterisation and/or setting</li> <li>• recognise the relevance of the writer's theme and how this relates to my own and others' experiences</li> <li>• discuss the writer's style and other features appropriate to genre</li> </ul> <p style="text-align: right;"><b>ENG 2-19a</b></p>



**RACE TO THE POLE**

**NON-FICTION**

<b>LEARNING TARGET</b>	<b>OUTCOMES AND EXPERIENCES</b>
Read a text aloud and use at least three different ways to work out tricky words <b>Session 1, 2, 3 AF1</b>	Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. <p style="text-align: right;"><b>ENG 2-12a/3-12a</b></p> <i>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.</i> <p style="text-align: right;"><b>LIT 2-13a</b></p>
Use a text to plan and answer your own questions <b>Session 3 AF2</b>	To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. <p style="text-align: right;"><b>ENG 2-17a</b></p>
Use clues in the text to explain why people behave in certain ways <b>Session 1 AF3</b>	<i>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.</i> <p style="text-align: right;"><b>LIT 2-16a</b></p>
Read between the lines using clues in the text <b>Session 2 AF3</b>	I can: <ul style="list-style-type: none"> <li>• discuss structure, characterisation and/or setting</li> <li>• recognise the relevance of the writer’s theme and how this relates to my own and others’ experiences</li> <li>• discuss the writer’s style and other features appropriate to genre</li> </ul> <p style="text-align: right;"><b>ENG 2-19a</b></p>
Use features of non-fiction text to answer questions <b>Session 1 AF4</b>	<i>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</i> <p style="text-align: right;"><b>LIT 2-14a</b></p>
Find the meaning of words related to the subject of the text <b>Session 2 AF5</b>	Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. <p style="text-align: right;"><b>ENG 2-12a</b></p>
Understand why the author wrote the text <b>Session 3 AF6</b>	I can: <ul style="list-style-type: none"> <li>• discuss structure, characterisation and/or setting</li> <li>• recognise the relevance of the writer’s theme and how this relates to my own and others’ experiences</li> <li>• discuss the writer’s style and other features appropriate to genre</li> </ul> <p style="text-align: right;"><b>ENG 2-19a</b></p>



**BOUND FOR JAMAICA**

**NON-FICTION**

<b>LEARNING TARGET</b>	<b>OUTCOMES AND EXPERIENCES</b>
Read a text aloud and use at least three different ways to work out tricky words <b>Session 1, 2, 3 AF1</b>	Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. <p style="text-align: right;"><b>ENG 2-12a/3-12a</b></p> <i>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.</i> <p style="text-align: right;"><b>LIT 2-13a</b></p>
Read between the lines using clues in the text <b>Session 2 AF3</b>	I can: <ul style="list-style-type: none"> <li>• discuss structure, characterisation and/or setting</li> <li>• recognise the relevance of the writer’s theme and how this relates to my own and others’ experiences</li> <li>• discuss the writer’s style and other features appropriate to genre</li> </ul> <p style="text-align: right;"><b>ENG 2-19a</b></p>
Find the differences between fiction and non-fiction texts <b>Session 1 AF4</b>	<i>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</i> <p style="text-align: right;"><b>LIT 2-14a</b></p> <i>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.</i> <p style="text-align: right;"><b>LIT 2-18a</b></p>
Understand how an author uses words and phrases to create a mood <b>Session 2 AF5</b>	I can: <ul style="list-style-type: none"> <li>• discuss structure, characterisation and/or setting</li> <li>• recognise the relevance of the writer’s theme and how this relates to my own and others’ experiences</li> <li>• discuss the writer’s style and other features appropriate to genre</li> </ul> <p style="text-align: right;"><b>ENG 2-19a</b></p>
Identify key themes and issues in stories <b>Session 3 AF6</b>	<i>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.</i> <p style="text-align: right;"><b>LIT 2-16a</b></p>
Understand how an author shares their views in a story <b>Session 3 AF6</b>	I can: <ul style="list-style-type: none"> <li>• discuss structure, characterisation and/or setting</li> <li>• recognise the relevance of the writer’s theme and how this relates to my own and others’ experiences</li> <li>• discuss the writer’s style and other features appropriate to genre</li> </ul> <p style="text-align: right;"><b>ENG 2-19a</b></p>
Identify words and phrases that link to the history and culture of the story setting <b>Session 1 AF7</b>	<i>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.</i> <p style="text-align: right;"><b>LIT 2-16a</b></p> I can: <ul style="list-style-type: none"> <li>• discuss structure, characterisation and/or setting</li> </ul>

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• recognise the relevance of the writer's theme and how this relates to my own and others' experiences</li><li>• discuss the writer's style and other features appropriate to genre</li></ul> |
|--|---|

**ENG 2-19a**





**LIAM**

**FICTION**

<b>LEARNING TARGET</b>	<b>OUTCOMES AND EXPERIENCES</b>
<p>Read aloud and silently with increasing confidence, using a variety of strategies to decode unknown words and taking account of punctuation and grammatical features <b>Session 1, 2, 3 AF1</b></p>	<p>Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. <b>ENG 2-12a/3-12a</b></p> <p><i>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.</i> <b>LIT 2-13a</b></p> <p><i>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</i> <b>LIT 3-13a</b></p>
<p>Select some words and phrases to support comments <b>Session 1, 2, 3 AF2</b></p>	<p><i>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.</i> <b>LIT 3-15a</b></p>
<p>Begin to explain how evidence from the text supports a response <b>Session 2, 3 AF3</b></p>	<p><i>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.</i> <b>LIT 2-15a</b></p> <p><i>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.</i> <b>LIT 3-15a</b></p>
<p>Explain why a writer has used particular words and phrases to create character and atmosphere <b>Session 1, 2, 3 AF5</b></p>	<p>I can:</p> <ul style="list-style-type: none"> <li>• discuss structure, characterisation and/or setting</li> <li>• recognise the relevance of the writer’s theme and how this relates to my own and others’ experiences</li> <li>• discuss the writer’s style and other features appropriate to genre</li> </ul> <p><b>ENG 2-19a</b></p> <p>I can:</p> <ul style="list-style-type: none"> <li>• discuss and evaluate the structure, characterisation and/or setting using some supporting evidence</li> <li>• identify the main theme of the text and recognise the relevance this has to my own and others’ experiences</li> <li>• identify and comment on aspects of the writer’s style and other features appropriate to genre using some relevant evidence.</li> </ul> <p><b>ENG 3-19a</b></p>
<p>Comment on the story’s setting or background <b>Session 1 AF7</b></p>	<p><i>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.</i> <b>LIT 2-15a</b></p> <p><i>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.</i></p>

	<p style="text-align: right;"><b>LIT 2-16a</b></p> <p><i>To show my understanding across different areas of learning, I can:</i></p> <ul style="list-style-type: none"> <li>• <i>identify and consider the purpose, main concerns or concepts and use supporting detail</i></li> <li>• <i>make inferences from key statements</i></li> <li>• <i>identify and discuss similarities and differences between different types of text.</i></li> </ul> <p style="text-align: right;"><b>LIT 3-16a</b></p>
<p>Understand the writer's use of point of view <b>Session 2, 3 AF6</b></p>	<p>I can:</p> <ul style="list-style-type: none"> <li>• discuss structure, characterisation and/or setting</li> <li>• recognise the relevance of the writer's theme and how this relates to my own and others' experiences</li> <li>• discuss the writer's style and other features appropriate to genre</li> </ul> <p style="text-align: right;"><b>ENG 2-19a</b></p> <p>I can:</p> <ul style="list-style-type: none"> <li>• discuss and evaluate the structure, characterisation and/or setting using some supporting evidence</li> <li>• identify the main theme of the text and recognise the relevance this has to my own and others' experiences</li> <li>• identify and comment on aspects of the writer's style and other features appropriate to genre using some relevant evidence.</li> </ul> <p style="text-align: right;"><b>ENG 3-19a</b></p>



**LONE WOLF**

**FICTION**

LEARNING TARGET	OUTCOMES AND EXPERIENCES
<p>Read aloud and silently with increasing confidence, using various strategies to decode unknown words <b>Session 1, 2, 3 AF1</b></p>	<p>Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. <b>ENG 2-12a/3-12a</b></p> <p><i>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.</i> <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>Select some words and phrases to support comments <b>Session 1, 2, 3 AF2</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. <b>LIT 3-15a</b></p>
<p>Comment on what clues in the text suggest about character and setting <b>Session 1, 2, 3 AF3</b></p>	<p><i>To show my understanding across different areas of learning, I can:</i></p> <ul style="list-style-type: none"> <li>• <i>identify and consider the purpose, main concerns or concepts and use supporting detail</i></li> <li>• <i>make inferences from key statements</i></li> <li>• <i>identify and discuss similarities and differences between different types of text.</i></li> </ul> <p><b>LIT 3-16a</b></p> <p>I can:</p> <ul style="list-style-type: none"> <li>• discuss and evaluate the structure, characterisation and/or setting using some supporting evidence</li> <li>• identify the main theme of the text and recognise the relevance this has to my own and others' experiences</li> <li>• identify and comment on aspects of the writer's style and other features appropriate to genre using some relevant evidence.</li> </ul> <p><b>ENG 3-19a</b></p>
<p>Identify the words or phrases the writer chooses to create character, mood and atmosphere <b>Session 1, 2, 3 AF5</b></p>	<p>I can:</p> <ul style="list-style-type: none"> <li>• discuss structure, characterisation and/or setting</li> <li>• recognise the relevance of the writer's theme and how this relates to my own and others' experiences</li> <li>• discuss the writer's style and other features appropriate to genre</li> </ul> <p><b>ENG 2-19a</b></p> <p>I can:</p> <ul style="list-style-type: none"> <li>• discuss and evaluate the structure, characterisation and/or setting using some supporting evidence</li> <li>• identify the main theme of the text and recognise the relevance this has to my own and others' experiences</li> <li>• identify and comment on aspects of the writer's style and other features appropriate to genre using some relevant evidence.</li> </ul> <p><b>ENG 3-19a</b></p>



**THE TRICK**

**FICTION**

LEARNING TARGET	OUTCOMES AND EXPERIENCES
<p>Read aloud and silently with increasing confidence, using a variety of strategies to decode unknown words and taking account of punctuation <b>Session 1, 2, 3 AF1</b></p>	<p>Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. <b>ENG 2-12a/3-12a</b></p> <p><i>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.</i> <b>LIT 2-13a</b></p> <p><i>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</i> <b>LIT 3-13a</b></p>
<p>Select some words and phrases that support comments <b>Session 3 AF2</b></p>	<p><i>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.</i> <b>LIT 3-15a</b></p>
<p>Comment on what clues in the text suggest about character and setting <b>Session 1, 2 AF3</b></p>	<p><i>To show my understanding across different areas of learning, I can:</i></p> <ul style="list-style-type: none"> <li>• <i>identify and consider the purpose, main concerns or concepts and use supporting detail</i></li> <li>• <i>make inferences from key statements</i></li> <li>• <i>identify and discuss similarities and differences between different types of text.</i></li> </ul> <p><b>LIT 3-16a</b></p> <p><i>I can:</i></p> <ul style="list-style-type: none"> <li>• <i>discuss and evaluate the structure, characterisation and/or setting using some supporting evidence</i></li> <li>• <i>identify the main theme of the text and recognise the relevance this has to my own and others' experiences</i></li> <li>• <i>identify and comment on aspects of the writer's style and other features appropriate to genre using some relevant evidence.</i></li> </ul> <p><b>ENG 3-19a</b></p>
<p>Begin to explain how evidence from the text supports a response <b>Session 3 AF3</b></p>	<p><i>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.</i> <b>LIT 2-15a</b></p> <p><i>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.</i> <b>LIT 3-15a</b></p>
<p>Explain why a writer has used particular words and phrases to create character and atmosphere <b>Session 1, 2 AF5</b></p>	<p><i>I can:</i></p> <ul style="list-style-type: none"> <li>• <i>discuss structure, characterisation and/or setting</i></li> <li>• <i>recognise the relevance of the writer's theme and how this relates to my own and others' experiences</i></li> <li>• <i>discuss the writer's style and other features appropriate to genre</i></li> </ul> <p><b>ENG 2-19a</b></p>

I can:

- discuss and evaluate the structure, characterisation and/or setting using some supporting evidence
- identify the main theme of the text and recognise the relevance this has to my own and others' experiences
- identify and comment on aspects of the writer's style and other features appropriate to genre using some relevant evidence.

**ENG 3-19a**



**HERE COME THE GIRLS!**

**NON-FICTION**

LEARNING TARGET	OUTCOMES AND EXPERIENCES
<p>Read aloud and silently with more confidence and use different strategies to read words that you do not know. <b>Session 1, 2, 3 AF1</b></p>	<p>Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. <b>ENG 2-12a/3-12a</b></p> <p><i>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.</i> <b>LIT 2-13a</b></p> <p><i>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</i> <b>LIT 3-13a</b></p>
<p>Read quickly (skim) and to find important information quickly (scan) <b>Session 1, 2, 3 AF2</b></p>	<p><i>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</i> <b>LIT 2-14a</b></p> <p><i>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.</i> <b>LIT 3-14a</b></p>
<p>Choose the right information to answer questions <b>Session 1, 2, 3 AF2</b></p>	<p><i>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</i> <b>LIT 2-14a</b></p> <p><i>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.</i> <b>LIT 3-14a</b></p>
<p>Talk about what the writer wants you to think and feel <b>Session 1, 2 AF6</b></p>	<p>I can:</p> <ul style="list-style-type: none"> <li>• discuss structure, characterisation and/or setting</li> <li>• recognise the relevance of the writer’s theme and how this relates to my own and others’ experiences</li> <li>• discuss the writer’s style and other features appropriate to genre</li> </ul> <p><b>ENG 2-19a</b></p> <p>I can:</p> <ul style="list-style-type: none"> <li>• discuss and evaluate the structure, characterisation and/or setting using some supporting evidence</li> <li>• identify the main theme of the text and recognise the relevance this has to my own and others’ experiences</li> <li>• identify and comment on aspects of the writer’s style and other features appropriate to genre using some relevant evidence.</li> </ul> <p><b>ENG 3-19a</b></p>
<p>Find most of the main points in a text <b>Session 3 AF3</b></p>	<p><i>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.</i> <b>LIT 2-16a</b></p>



**THE ICE MAN**

**NON-FICTION**

LEARNING TARGET	OUTCOMES AND EXPERIENCES
<p>Read aloud and silently with more confidence and use different strategies to read words that you do not know. <b>Session 1, 2, 3 AF1</b></p>	<p>Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. <b>ENG 2-12a/3-12a</b></p> <p><i>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.</i> <b>LIT 2-13a</b></p> <p><i>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</i> <b>LIT 3-13a</b></p>
<p>Choose the right information to answer questions <b>Session 1, 2, 3 AF2</b></p>	<p><i>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</i> <b>LIT 2-14a</b></p> <p><i>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.</i> <b>LIT 3-14a</b></p>
<p>Read quickly (skim) and to find important information quickly (scan) <b>Session 3 AF2</b></p>	<p><i>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.</i> <b>LIT 2-14a</b></p> <p><i>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.</i> <b>LIT 3-14a</b></p>
<p>Tell the difference between what can be proved (fact) and what someone thinks may have happened (opinion) <b>Session 1, 2 AF3</b></p>	<p><i>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.</i> <b>LIT 2-18a</b></p> <p><i>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.</i> <b>LIT 3-18a</b></p>
<p>Talk about how the pages are laid out <b>Session 1 AF4</b></p>	<p><i>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.</i> <b>LIT 3-14a</b></p>
<p>Talk about the words the writer has used to give you details about the information <b>Session 3 AF5</b></p>	<p>I can:</p> <ul style="list-style-type: none"> <li>• discuss structure, characterisation and/or setting</li> <li>• recognise the relevance of the writer’s theme and how this relates to my own and others’ experiences</li> <li>• discuss the writer’s style and other features appropriate to genre</li> </ul> <p><b>ENG 2-19a</b></p>

	<p>I can:</p> <ul style="list-style-type: none"> <li>• discuss and evaluate the structure, characterisation and/or setting using some supporting evidence</li> <li>• identify the main theme of the text and recognise the relevance this has to my own and others' experiences</li> <li>• identify and comment on aspects of the writer's style and other features appropriate to genre using some relevant evidence.</li> </ul> <p style="text-align: right;"><b>ENG 3-19a</b></p>
<p>Comment on the text's setting or background <b>Session 2 AF7</b></p>	<p><i>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.</i></p> <p style="text-align: right;"><b>LIT 2-16a</b></p> <p><i>To show my understanding across different areas of learning, I can:</i></p> <ul style="list-style-type: none"> <li>• <i>identify and consider the purpose, main concerns or concepts and use supporting detail</i></li> <li>• <i>make inferences from key statements</i></li> <li>• <i>identify and discuss similarities and differences between different types of text.</i></li> </ul> <p style="text-align: right;"><b>LIT 3-16a</b></p>





**SPIES**

**NON-FICTION**

<b>LEARNING TARGET</b>	<b>OUTCOMES AND EXPERIENCES</b>
<p>Read aloud and silently with more confidence and use different strategies to read words that you do not know. <b>Session 1, 2, 3 AF1</b></p>	<p>Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. <b>ENG 2-12a/3-12a</b></p> <p><i>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.</i> <b>LIT 2-13a</b></p> <p><i>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</i> <b>LIT 3-13a</b></p>
<p>Read quickly (skim) and to find important information quickly (scan) <b>Session 1, 2, 3 AF2</b></p>	<p><i>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</i> <b>LIT 2-14a</b></p> <p><i>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.</i> <b>LIT 3-14a</b></p>
<p>Choose the right information to answer questions <b>Session 1, 2 AF2</b></p>	<p><i>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</i> <b>LIT 2-14a</b></p> <p><i>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.</i> <b>LIT 3-14a</b></p>
<p>Find information from different pages to use in an answer <b>Session 3 AF3</b></p>	<p><i>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</i> <b>LIT 2-14a</b></p> <p><i>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.</i> <b>LIT 3-14a</b></p>
<p>Talk about how the pages are laid out <b>Session 1 AF4</b></p>	<p><i>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.</i> <b>LIT 3-14a</b></p>