

Literacy Mats

Success Criteria Posters

Levels 2-4

Writing:

(Levels 2-4)

Poster

News Article

Report

Formal Letter

Talking:

(Level 3 – *to be completed*)

Individual Presentation

Group Presentation

Group Discussion

Creating a Poster



I/We can ...

- Logically *organise* the poster
- Ensure no *important information* is left out or repeated
- Use a *balance* of written words and images
- Use my/our *own words* as often as possible
- Choose language suitable to the *purpose and audience*
- Make the poster *eye-catching* by using a variety of fonts, colours, shapes and images

- *Spell* all words accurately, including more sophisticated vocabulary, using a dictionary or thesaurus when necessary
- Use a variety of *linking* words
- *Punctuate* sentences accurately
- Present work *neatly and accurately* at all times

Creating a Poster



I/We can ...

- Logically *organise and present* the poster
- Ensure no *important information* is left out
- Only include information that is *relevant* to the topic
- Effectively *balance* written words and images
- Use my/our *own words* as often as possible, including *summarising* and *paraphrasing* researched information
- Choose language suitable to the *purpose and audience*
- Make the poster *eye-catching* by using a variety of fonts, colours, shapes and images

- *Spell* almost all words accurately, including more sophisticated vocabulary
- Use good *topic sentences* along with *linking* words and phrases
- *Punctuate* sentences accurately
- Mark *paragraphs* successfully
- Present work *neatly and accurately* at all times

4th
level

Creating a Poster



I/We can ...

- Logically *organise and present* the poster for particular effect
- Only include *important information relevant* to the topic
- Highlight the **most important and relevant information**
- Skilfully *balance* written words and images
- Use my/our *own words*, including *summarising* and *paraphrasing* researched information
- Choose language suitable to the *purpose and audience*
- Make the poster *eye-catching* by using a variety of fonts, colours, shapes and images

- *Spell* almost all words accurately, including more sophisticated and less familiar vocabulary.
- Use effective *topic sentences*, *linking words* and *expressions*, in an appropriate way.
- Use *punctuation* accurately, to support structure and meaning
- Mark *paragraphs* successfully
- Present work *neatly and accurately* at all times

2nd
level

Writing a News Article



I can ...

- *Organise* my newspaper report logically
- Ensure no *important information* is left out
- Only include information that is relevant to the report;
- Use the correct *terminology* and *tone, appropriate to the task and audience*
- Use and acknowledge *quotations/sources*
- Use my *own words* as often as I can in my newspaper report

- *Spell* all words accurately, including more sophisticated vocabulary, using a dictionary or thesaurus when necessary
- Use a variety of *linking* words
- *Punctuate* sentences accurately
- Mark *paragraphs* accurately
- Present work *neatly and accurately* at all times

Writing a News Article



I can ...

- Logically *organise* my newspaper report
- Ensure no *important information* is left out or repeated
- Use the correct *layout*, *terminology* and *tone* for the task
- Attempt to explain *processes* and *ideas* which help in the understanding of my report (*who/what/where/why/how* etc.)
- Use and acknowledge *quotations/sources*, using *direct and reported speech* as appropriate
- Use my *own words* as often as I can in my report.

- *Spell* almost all words accurately, including more sophisticated vocabulary
- Use good *topic sentences* along with *linking* words and phrases
- *Punctuate* sentences accurately
- Mark *paragraphs* successfully
- Present work *neatly and accurately* at all times

4th
level

Writing a News Article



I can ...

- Logically *organise* my newspaper report, highlighting the **most important information**
- Ensure no *important information* is left out or repeated
- Effectively adopt the correct *layout, terminology* and *tone* as appropriate to the task
- Use and explain *processes* and *ideas* which help in the understanding of my report (who/what/where/why/ how etc.)
- Use *quotations/sources*, *skilfully* employing *own words*, *direct* and *reported speech* as appropriate

- *Spell* almost all words accurately, including more sophisticated and less familiar vocabulary.
- Use effective *topic sentences*, *linking words* and *expressions*, in an appropriate way.
- Use *punctuation* accurately, to support structure and meaning
- Mark *paragraphs* successfully
- Present work *neatly and accurately* at all times

2nd
level

Writing a Report



I can ...

- Logically *organise* my report
- Ensure no *important information* is left out or repeated
- Use the correct *terminology* and *tone* for the task
- Use my *own words* as often as I can in my report.

- *Spell* all words accurately, including more sophisticated vocabulary, using a dictionary or thesaurus when necessary
- Use a variety of *linking* words
- *Punctuate* sentences accurately
- Mark *paragraphs* accurately
- Present work *neatly and accurately* at all times

Writing a Report



I can ...

- Logically *organise* my report
- Ensure no *important information* is left out or repeated
- Use the correct *terminology* and *tone* for this task;
- Attempt to explain *processes* and *ideas* which help in the understanding of my report
- Use and acknowledge primary and secondary *quotations/sources*
- Use my *own words* as often as I can in my report

- *Spell* almost all words accurately, including more sophisticated vocabulary
- Use good *topic sentences* along with *linking* words and phrases
- *Punctuate* sentences accurately
- Mark *paragraphs* successfully
- Present work *neatly and accurately* at all times

4th
level

Writing a Report



I can ...

- Logically *organise* my report, highlighting the **most important information**
- Ensure no *important information* is left out or repeated
- Effectively adopt the correct *layout, terminology* and *tone* as appropriate to the task
- Use and explain *processes* and *ideas* which help in the understanding of my report
- Use *quotations/sources*, *skilfully* employing *own words, direct and reported speech* as appropriate

- *Spell* almost all words accurately, including more sophisticated and less familiar vocabulary.
- Use effective *topic sentences, linking words* and *expressions*, in an appropriate way.
- Use *punctuation* accurately, to support structure and meaning
- Mark *paragraphs* successfully
- Present work *neatly and accurately* at all times

Writing a Formal Letter



I can ...

- Logically *organise* my letter
- Ensure no *important information* is left out or repeated
- Use the correct *language* and *tone* for the task
- Use *language* which will engage and persuade the recipient

- *Spell* all words accurately, including more sophisticated vocabulary, using a dictionary or thesaurus when necessary
- Use a variety of *linking* words
- *Punctuate* sentences accurately
- Mark *paragraphs* accurately
- Present work *neatly and accurately* at all times

Writing a Formal Letter



I can ...

- Clearly *present* and logically *organise* my letter
- Ensure no *important information* is left out
- Avoid repetition and irrelevant detail
- Confidently use the appropriate *layout, language* and *tone* for the task
- Effectively employ *language* which will engage and persuade the recipient

- *Spell* almost all words accurately, including more sophisticated vocabulary
- Use good *topic sentences* along with *linking* words and phrases
- *Punctuate* sentences accurately
- Mark *paragraphs* successfully
- Present work *neatly and accurately* at all times

4th
level

Writing a Formal Letter



I can ...

- Effectively *present* and *organise* my letter, highlighting the **most important information**
 - Ensure no *important information* is left out or repeated
 - Effectively adopt the correct *layout, terminology* and *tone* as appropriate to the task
 - Skilfully employ *language* which will engage and persuade the recipient
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- *Spell* almost all words accurately, including more sophisticated and less familiar vocabulary.
 - Use effective *topic sentences, linking words* and *expressions*, in an appropriate way.
 - Use *punctuation* accurately, to support structure and meaning
 - Mark *paragraphs* successfully
 - Present work *neatly and accurately* at all times

3rd
level

Individual Presentation



I can ...

- *Select* several relevant pieces of information or ideas and *organise* logically
- Use effective *openings* and *conclusions* to presentations
- Use *aids* effectively (visual aids, notes, PowerPoint presentations)

Presentation
Skills

- Consistently use *suitable vocabulary*
- Talk *clearly* and *confidently* at the appropriate *volume*
- Talk at a steady *pace* and can vary my *tone* when I need to
- Make regular *eye contact* with my audience

Group Presentation



We can ...

- *Select* several relevant pieces of information or ideas and *organise* logically
- Use effective *openings* and *conclusions* to presentations
- Use *aids* effectively (visual aids, notes, PowerPoint presentations)

Group Skills

- Talk readily to others in group and contribute some ideas
- Show I am listening to others by asking questions, answering questions or referring to their
- Behave considerately in the group and work as part of a
- Take an active role in delivering the presentation

Presentation Skills

- Consistently use *suitable vocabulary*
- Talk *clearly* and *confidently* at the appropriate *volume*
- Talk at a steady *pace* and can vary my *tone* when I need to
- Make regular *eye contact* with my audience

3rd
level

Group Discussion



I can ...

- *talk readily* to others in the group, offering some *ideas/responses/opinions* as appropriate to the task
- show I am *listening* to others by *asking questions, answering questions* or *referring to their ideas*
- *allow/encourage* others to have their say
- speak *readily* but not excessively
- use language suited to my listener(s)

- Talk *readily, clearly* and *audibly*, with increasing *confidence* and *expression*, and display some *fluency*
- Talk at a suitable *pace* and varied my *tone* when I need to
- Use *gesture, facial expression* and regular *eye contact* for effect

4th
level

Group Discussion



I can ...

- *talk readily* to others in the group, offering a number of (sustained) relevant *ideas/responses/opinions* as appropriate to the task
- show some signs of *taking account* of what others have to say, in several of the following ways: by *summarising/using/expanding/supporting/challenging* their contributions.
- *allow/encourage* others to have their say
- speak *readily* but not excessively
- use language suited to my listener(s)

- Talk *confidently, expressively, clearly, audibly* and *fluently*
- Effectively vary *pace* and *tone*
- Effectively use *gesture, facial expression* and regular *eye contact* for effect