

Literacy / English Literature



Level 1

- Name items, real or pictures, for example, 'What's this?'
- Find named items, for example, 'Show me the...'
- Find matching items, for example, 'Find another...like this'
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Level 2

- Answer 'Who?' 'What?', 'Where?' questions about information that has just been given, shown or read. This requires recall.
- Identify properties or attributes, for example, 'Who is kind, mean, generous, ugly, beautiful?', or a plot that is exciting, boring etc.
- Categorise examples, for example, 'Name another character in the story or scene', or show a picture of groceries, 'What fruits can you see?', or ask what settings are used
- Give another example, for example, 'Yes, X is a character. What other characters are in the film or book?'

Level 3

- Summarise information for example, 'What happened to X?'
- Choose a suitable title or name for a story, for example, 'What can you call your story?'
- Retell a short sequence of events or a story, for example, 'Tell me what happened' – it is much easier for the young person to give a recount immediately after hearing it. Gradually increase the time lag between hearing and recounting the events.

- Identify what a character might think or say about a situation in the story, for example, 'What was the boy thinking?' and 'What did his Mum say?'
- Identify how a character might feel in a situation, for example, 'How was the boy feeling?'
- Make a simple prediction about what might happen next. For some young people this will be extremely hard so support them by:
 - o Retelling the sequence of events so far for them
 - o Highlighting the critical elements of the events
 - o Linking the event in the story to the young person's personal experience
- Define words, for example, 'What does suspicious mean?'

Level 4

- Inference – 'How can we tell...?', 'How can we tell that this character is feeling angry or happy, is poor, has committed this crime etc?' Again the young person may need support in identifying critical information in order for an inference to be made.
- Justify a prediction made at Level 3, for example, 'Why do you think that X will happen?'
- Justify the action of a character, for example, 'Why did a character behave in that way?'
- Solve a problem. 'If X happens or doesn't happen, what should the character do? For example, 'If the dog doesn't come home before bedtime, what should the boy do?' Apply the situation to the young person's own personal experience.