

Literacy and Gaidhlig Progression Pathway- Early Level P1/ P2

**WRITING**

**Significant Aspects of Learning:**

* engage with and create a broad range of texts, including listening and reading for cultural appreciation
* use reading and listening strategies to understand, analyse and evaluate texts
* find and use information
* develop critical literacy skills, including evaluating sources
* write with increasing accuracy, making effective use of spelling, grammar and punctuation
* create texts of increasing complexity using more sophisticated language
* develop and use higher‐order thinking skills

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| **Aspect of Progression Framework:** | **CFE Organiser and**  **Associated E’s and O’s** | **Learning and Teaching Focus and Associated resources:** | **Possible Real life and Imaginary contexts** | **Success criteria (Assessment)** |
| Learners explore writing through play, through a range of simulated and real opportunities.  Learners begin to confidently form letters and use sounds and letters to construct words.  Learners express ideas, feelings and experiences through markings, pictures imaginative play and simple text.  Learners begin to use sounds, letters and words to read and write simple sentences.  Learners understand that writing conveys meaning | **Tools for writing**  *As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information.*  ***LIT 0-21b***  *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.*  **GAI 0-12a / *LIT 0-13a /***  ***LIT 0-21a***  **Enjoyment and choice**  *I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.*  ***LIT 0-01a / LIT 0-11a / LIT 0-20a***  **Organising and using information**  *Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.*  ***LIT 0-26a***  **Creating texts**  *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.*  ***LIT 0-09b / LIT 0-31a*** | Pupils should:  make marks  explore writing patterns  explore letter-like symbols using a variety of materials e.g. glitter pens, runny glue, word processing, wax candles  convey experiences through role play and real contexts  convey information through role play and real contexts  express thoughts and feelings through role play and real contexts  communicate imaginatively through role play and real contexts  Through play, be aware that there is a need to write for a variety of different purposes  Pupils should be:  aware of letter names  aware of letter sounds  familiar with the formation of letters  aware that letters can be blended to make different sounds  aware that letters can be placed together to make words  aware that words can be grouped and ordered to create sentences  Big Writing Early Level Criteria E2 1-25  Pupils should:  be aware of text in the environment  understand that letters represent a sound  discuss familiar sounds  discuss familiar letters  discuss familiar words  experiment with rhyming words i.e. ceann, peann, donn, bonn etc  explore a range of pre-writing patterns to strengthen pencil control  explore the formation of letters  explore the formation of simple words  hold a pencil correctly  recognise and write own name  construct simple words using knowledge of phonics  develop and build on vocabulary they recognise by sight  Pupils should:  be aware that the same information can be communicated in different ways (for example: drawings, moving images, poems, letters, instructions, talking)  be aware that their writing can be kept and read by other people  be aware that presentation and layout of text is important for audience understanding  ‘*Support for Writing across the Curriculum’* materials from Linnvale PS in Clydebank provide a helpful structure for personal and functional pieces of work.  Children should:  experience and discuss a wide range of texts such as stories, poems, comics, films, TV programmes  identify and discuss main characters in texts  identify and discuss main events in texts  experiment with making up characters  experiment with making up stories  be able to order events, chronologically, to form a narrative sequence  communicate thoughts, feelings and ideas in a variety of imaginative ways such as art work, role-play, games, stories, poems, photographs  be aware that their writing can be kept and read by other people | Role Play area  Mark Making Area  Group times  Games  Play  Group Time  Music  Story Time  Play  Phonics Time  IDL  Role Play Area  Mark Making Area  Circle Time  Role Play area  Group Time  Retelling of Traditional Tales  IDL  PATHs  Reading books from Heinemann Storyworlds  Story Time | I can copy signs, labels, names, and words (environmental print).  I can show my understanding of letter/sound relationship.  I can print with upper and/or lower case letters.  I can match letters to sounds.  I can make CVC words  I can write about my drawings.  I can sit my writing on the correct place on the line.  I know writing goes from top to bottom and from left to right on a page.  I can use finger spaces between words.  I can play with sounds and use these to write words.  I can access the writing area and use a range of materials.  I can record experiences in different written forms.  I see myself as a writer.  I can write new things and spell words on my own.  I can build and use a word bank.  I can share my ideas with others.  I can use pictures and print to convey meaning.  I can write about personal experiences.  I can write about imaginary situations.  I am beginning to write for different purposes.  I can write words to describe or support pictures of events/characters in stories/ texts.  I can use common words to make a simple sentence.  I can share feelings and ideas using pictures and print. |