

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 candlesconvey experiences through role play and real contextsconvey information through role play and real contextsexpress thoughts and feelings through role play and real contextscommunicate imaginatively through role play and real contextsThrough play, be aware that there is a need to write for a variety of different purposesPupils should be:aware of letter namesaware of letter soundsfamiliar with the formation of lettersaware that letters can be blended to make different soundsaware that letters can be placed together to make wordsaware that words can be grouped and ordered to create sentencesBig Writing Early Level Criteria E2 1-25Pupils should:be aware of text in the environmentunderstand that letters represent a sounddiscuss familiar soundsdiscuss familiar lettersdiscuss familiar wordsexperiment with rhyming words i.e. ceann, peann, donn, bonn etcexplore a range of pre-writing patterns to strengthen pencil controlexplore the formation of lettersexplore the formation of simple wordshold a pencil correctlyrecognise and write own nameconstruct simple words using knowledge of phonicsdevelop and build on vocabulary they recognise by sightPupils 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 peoplebe 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 programmesidentify and discuss main characters in textsidentify and discuss main events in textsexperiment with making up charactersexperiment with making up storiesbe able to order events, chronologically, to form a narrative sequencecommunicate thoughts, feelings and ideas in a variety of imaginative ways such as art work, role-play, games, stories, poems, photographsbe aware that their writing can be kept and read by other people | Role Play areaMark Making AreaGroup timesGamesPlayGroup TimeMusicStory TimePlayPhonics TimeIDLRole Play AreaMark Making AreaCircle TimeRole Play areaGroup TimeRetelling of Traditional TalesIDLPATHsReading books from Heinemann StoryworldsStory 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 wordsI 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. |