

Literacy and Gaidhlig Progression Pathway- Early Level Sgoil Àraich

**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*** | Use and develop familiar words to create sentences about their stories (drawings)  Use a variety of media to stimulate children: handwriting/felt-tipped/roller pens, crayons, pencils, coloured pencils, chalk, dabbers in mark making area  Provide a variety of media to write on:- black/ white/ lined/unlined paper; white/black/gel boards; sand trays; shaving foam; ’gloop’  Big Writing Early Level Criteria E2 1-15  Spontaneous and planned discussion of environmental print within and beyond the nursery/classroom setting  Create and sing nonsense rhymes  Learn traditional Gaelic nursery rhymes and stories  Children create wavy and zigzag lines using a variety of media (for example; finger paints, crayons, pencils, pens)  Children should be encouraged to write their name correctly should they show a readiness  Involve the children when creating labels for the around the nursery/classroom and new wall displays  Children should be aware that the same information can be communicated in different ways (for example: drawings, moving images, poems, letters, instructions, talking)  Use role play areas to stimulate ideas / vocabulary needed to contribute to tasks in Gaelic  Adults to scribe child’s ‘story’ underneath their picture  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 when retelling traditional tales  (see Sparklebox and Twinkl resources)  communicate thoughts, feelings and ideas in a variety of imaginative ways such as art work, role-play, games, stories, poems, photographs | Role Play area  Mark Making Area  Group times  Games  Play  Group Time  Music  Story Time  Play  Role Play Area  Mark Making Area  Circle Time  Role Play area  Group Time  Retelling of Traditional Tales | I can copy signs, labels, names, and words (environmental print).  I can write about my drawings with support from an adult  I know writing goes from top to bottom and from left to right on a page.  I can access the writing area and use a range of materials.  I can hold a mark making tool correctly  I can copy environmental print and recognise its purpose.  I see myself as a writer.  I can share my ideas with others.  I draw pictures to tell my stories.  I am beginning to label and add “words” to my pictures.  I can write my first name.  I know people write for different reasons.  I can identify and draw/represent events/characters from stories/ texts. |
| Learners begin to spell some common words, for example ann, baga, aig, agus, mi. | **Tools for writing**  *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*** | Children should be:  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 | Sand Trays  Zip Lock Bags – paint / jelly  Shaving Foam  Whiteboards  Chalk on tarmac | I can make marks other than drawing on paper.  I can write random recognisable letters to represent words.  I know that letters are used to make words and stories.  I use a range of materials to make marks.  I can begin to recognise symbols in the environment and try to copy them.  I can talk about my own pictures and writing. |