Argyll and Bute Learning and Development Framework Literacy Progression and Tracking

What is Literacy?

- Literacy can be defined as "*the set of skills which allows an individual to engage fully in society and in learning through the different forms of language, and the range of texts which society values and finds useful",* Curriculum for Excellence.

The key literacy skills are listening, talking, reading and writing.

*"Reading & writing
float on a sea of talk"*
James Britton

Why is being Literate important?

The acquisition of literacy skills allows children to be part of their world; it allows them to:

- express their needs, feelings and ideas
- understand others and to be understood
- access the rich world of books and lifelong learning
- access opportunities in adult life and the world of work.

Early Language development
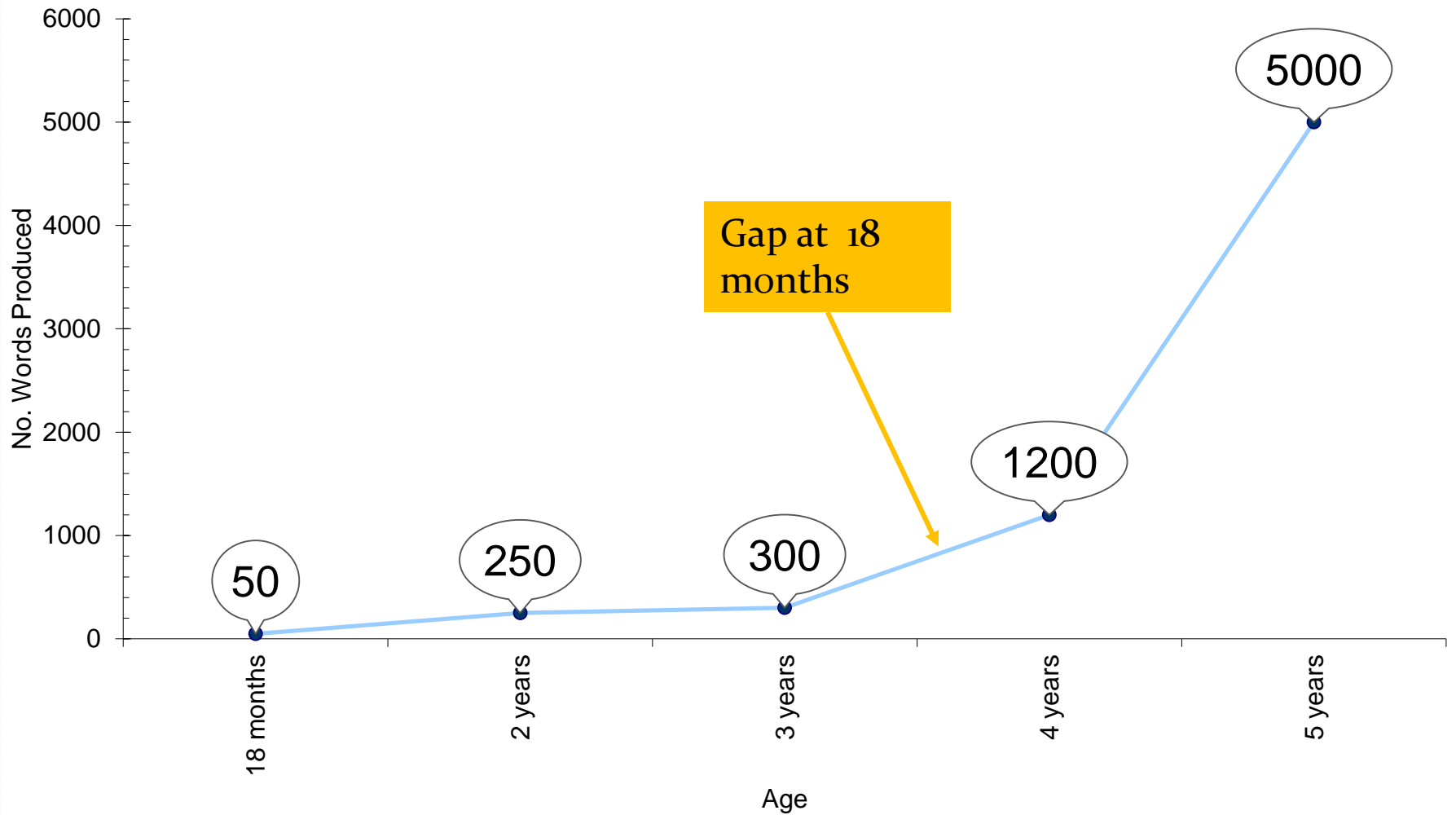
Social Impact of language development

- Child living in social disadvantage hears 600 words per hour, ratio 2:1 negative e.g.'stop that' vs. 2000 words per hour, ratio 6:1 positive

- 16 – 18 month vocabulary gap on starting school

- Vocabulary at age 5 strong predictor of socio-economic outcomes

- Home communication environment significant protective factor e.g. books, nursery rhymes play etc.

The National Improvement Framework

The NIF is supported by four national priorities:

• *Improvement in attainment, particularly in literacy and numeracy*

• *Closing the attainment gap between the most and least disadvantaged children*

• *Improvement in children and young people's health and wellbeing*

• *Improvement in employability skills and sustained, positive school leaver destinations for all young people*
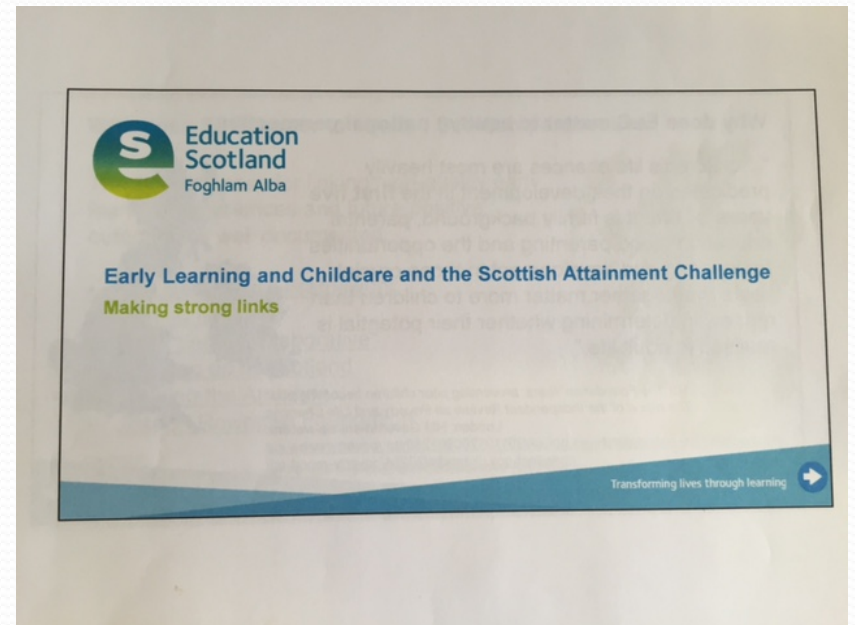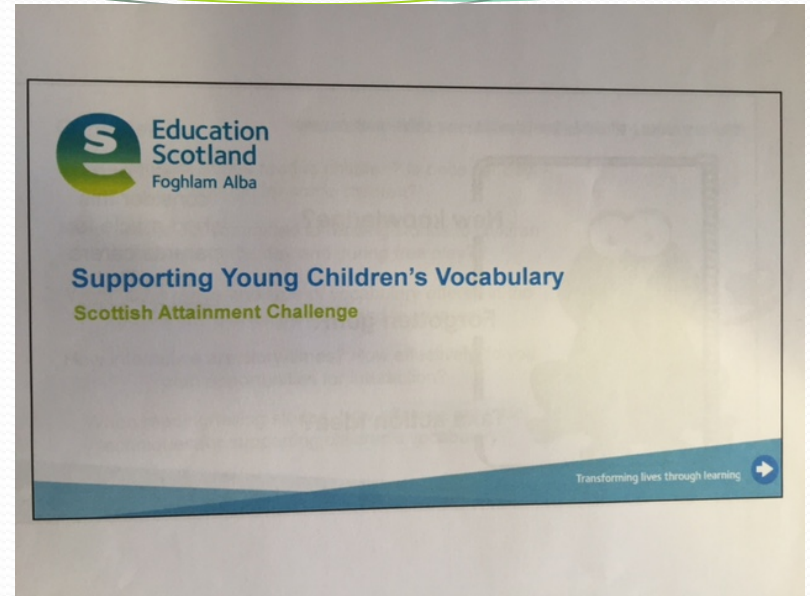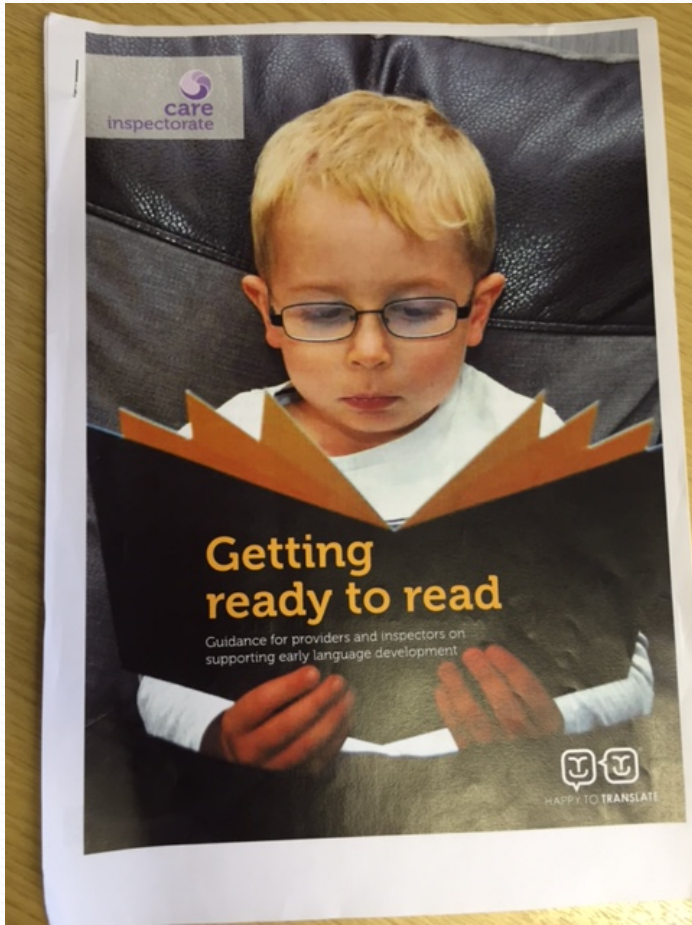
Why is tracking a child's progress so Important? Argyll and Bute's Ambition

- **Raise educational attainment and achievement for all**
- **Use performance information to secure improvement for children and young people**
- **Ensure children have the best start in life and are ready to succeed**
- **Equip young people to sustain positive destinations and achieve success in life**
- **Strengthen partnership working and community engagement**
- **Strengthen leadership at all levels**

Getting ready to read

Guidance for providers and inspectors on supporting early language development

care inspectorate

HAPPY TO TRANSLATE

Education Scotland
Foghlam Alba

Supporting Young Children's Vocabulary
Scottish Attainment Challenge

Transforming lives through learning

Education Scotland
Foghlam Alba

Early Learning and Childcare and the Scottish Attainment Challenge
Making strong links

Transforming lives through learning

Action points for ELC Practitioners

- Involving Parents
- Environment
- Experiences
- Interactions

Reflective question:

How do you develop vocabulary and encourage a strong reading culture within your ELC setting?

Involving Parents

- Every day's a learning day
- Play Talk Read
- Play@home
- DMT Parent's guide
- Bookbug
- Bookbug Explorer Pack
- Lending library
- Song/Rhyme of the week
- Information on adult literacy support
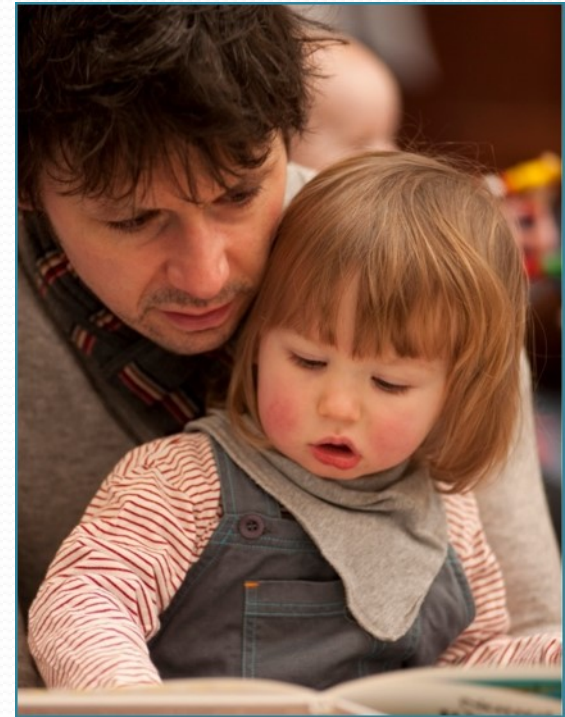
A literacy rich environment

- An irresistible reading corner
- Puppets and props to engage children
- Visuals/objects for retelling/sequencing stories
- Wonderful word wall
- Real and sensory resources provide more opportunity for descriptive language

indoors and outdoors

Experiences

- Songs

- Rhymes

- Stories

- Sparkle Words

Interactions – Role of the Adult

- Actions and facial expressions reinforcing the language
- Talking through what you are doing, problem solving out loud – sustained shared thinking
- 4 comments to a question
- Comment, model, expand
- Feed in language at every opportunity
- Repetition, repetition, repetition

ELC Literacy Progression Tracker

Argyll & Bute COUNCIL

Learning and Development Profile – Young Child
Community Services: Education

Monitoring and Tracking Progress in ELC Literacy and English

Incorporating Education Scotland 'Literacy and English Benchmarks' and the City of Edinburgh Council's 'Literacy Assessment and Planning Tracker'.

UPDATED SEPTEMBER 2017

Context

Education Scotland has placed a greater emphasis on planning for progression and expects ELC settings to have a clear strategy for the development and assessment of children's literacy skills to ensure smooth progression and achievement. This tool will enable you to do this. The skills are based on the 'Literacy and English Benchmarks' – Early Level. This should help you to make clear informed decisions about children's progression and plan appropriate next steps.

ELC Literacy Progression Tracker

ELC Literacy - Listening and Talking Progress Tracker – Name:

Curriculum Organisers	Experiences and Outcomes	Skill	June Progress	Dec/Jan Progress	June Progress
Enjoyment and choice – within a motivating and challenging environment developing an awareness of the relevance of texts in my life	I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. LIT 0-01b / LIT 0-11b	I often choose stories/ texts to look at within the nursery environment (book corner, interest table, home corner)			
		I can explain why I like or dislike a text.			
		I can talk about real and imaginary experiences.			
		I can offer a relevant comment about a text.			
		I can ask appropriate questions about a text.			
	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	In play and games I can hear initial sounds and say other words beginning with the same sound.			
		I can clap or tap the correct number of syllables in my own name			
		I can use alliteration and make up silly phrases (smelly socks, big bananas).			
	I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-01c	I can sit and listen to stage appropriate stories and other texts			
		I can name main characters in a story.			
		I can talk about what happens in a story/ text and retell it using props.			
		I can share some of my experiences or feelings.			
Understanding, analysing, evaluating - investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes	To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. LIT 0-07a / LIT 0-16a /ENG 0-17a	I can distinguish between a story book, poetry/rhyme book and information book.			
		When listening to a text I can link what I am hearing to what I already know.			
		I can make simple predictions about texts			
Tools for listening and talking - to help me when interacting or presenting within and beyond my place of learning	As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen. LIT 0-02a / ENG 0-03a	I can take turns in conversations appropriately and confidently.			
		I can listen and make relevant contributions in conversations.			

ELC Literacy Progression Tracker Insert for PLP's

Early Level Learning and Development: Literacy: Reading

Argyll & Bute Council — Community Services: Education

Enjoyment and Choice

I often choose books to look at in nursery or at home.

I can predict what might happen next in a story.

I can indicate at group story time if I've enjoyed a story.

I can show an adult or a peer the back and front of a book, where the words and pictures are, where you begin reading from with a line of text.

I can recite 3 nursery rhymes.

I can show that I know familiar or repetitive parts of a story or rhyme by filling in the missing part when the adult pauses in reading it.

I can say if two objects/picture cards share the same rhyme when an adult shows them to me.

I can find my own name label and also those for one or two other children in nursery.

When we come across a new word in a story I can have a go at working it out from the pictures or text.

Finding and using information

I can show another person the title, page, cover, words and pictures in the book by pointing and correctly naming them.

When an adult pauses in reading a story I can say what I think will happen next.

I can tell someone else what I've learnt and can remember after doing this kind of activity.

Tools for reading

I can recognise some signs and words in and around nursery or the local environment and tell an adult what they mean.

I know what sound my name and other favourite things begin with.

When I'm shown three picture cards beginning with different letters I can choose the right one to go with a sound that an adult gives me.

Understanding, analysing and evaluating

I can say what might happen next in a story.

I can use props or pictures to help in retelling the main parts of a story

I can take on the role of a character in a story.

I can say what I think about different texts in small group discussions.

I can ask different questions about a book that I've shared with an adult.

At story times I can ask questions about a story we've listened to.

When I have listened to a story I can comment about how it fits with my own experience (e.g. getting lost, first experience of something).

Learning At Home

1. Find a quiet time to read together every day
2. Make books of your favourite rhymes
3. Make up silly tongue twisters
4. Make up stories and act them out
5. Look for familiar letters and words when you are out and about

Read Together!
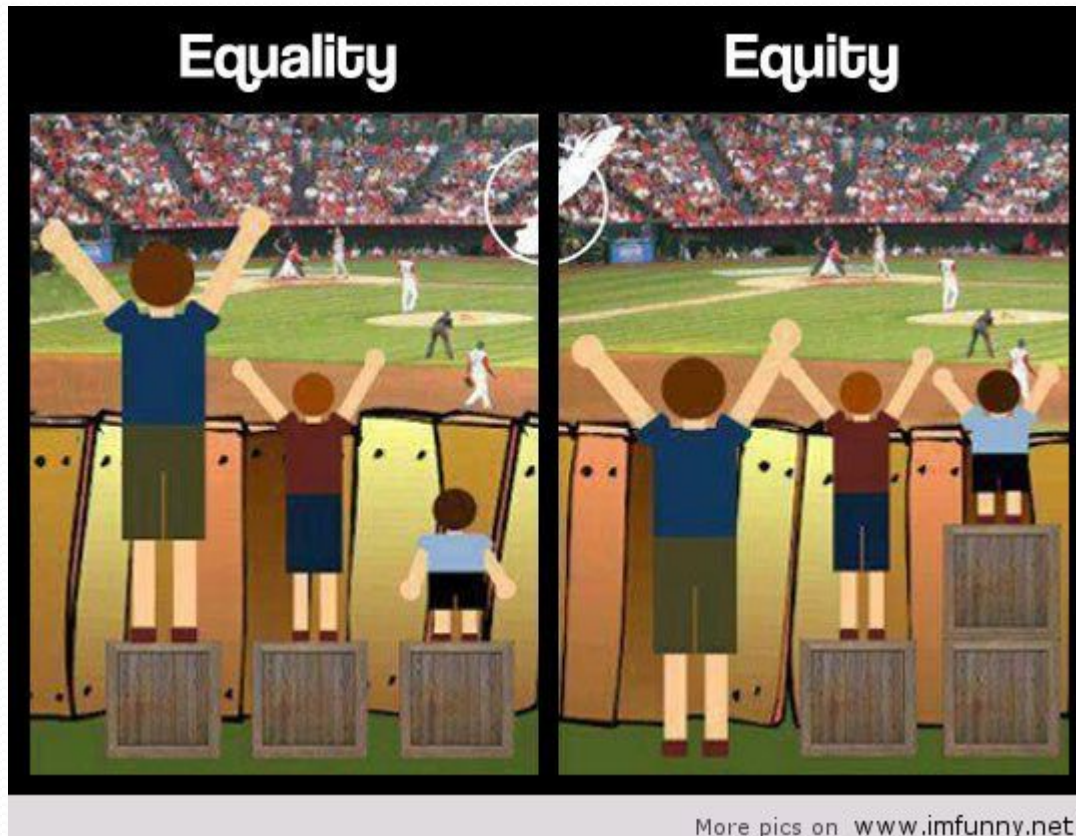
Community Services: Education © 2016

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PARTY

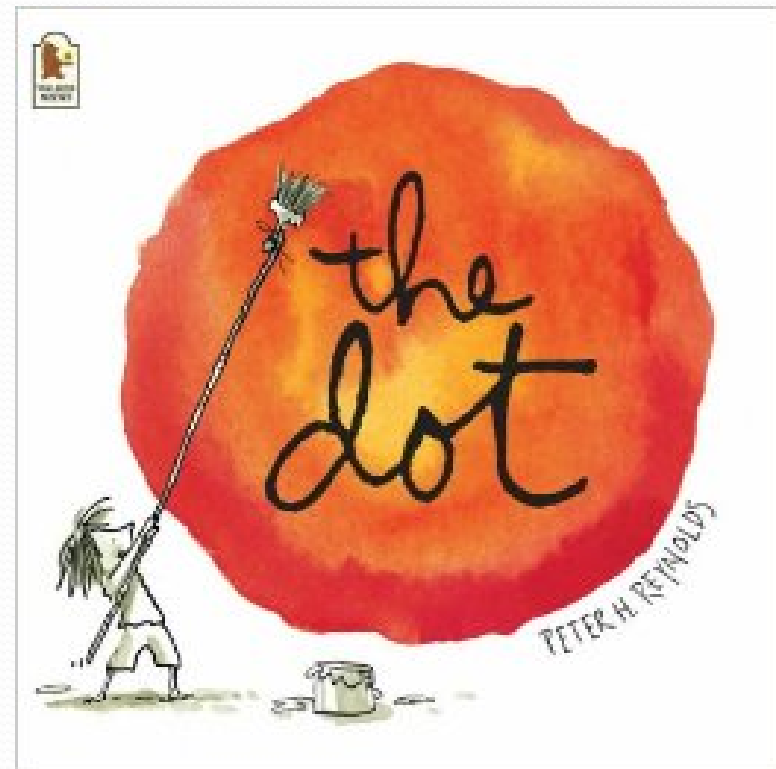# Planning Party

BYOD

Bring your own data

Equality and Equity

While the dot is about art, it really is about the **process.**

It is about ideas, creative thinking, imagination and sharing thoughts and feelings

This simple drawing tells a story. What story does it tell.

Introducing stories to children without them seeing the book, by choosing one illustration can encourage them to think deeply about what **might** be happening.

Using an illustration or a context from a story is an ideal 'invitation to engage in playfulness.'

Every time we introduce the book by its cover, we already suggest what the story journey may be.
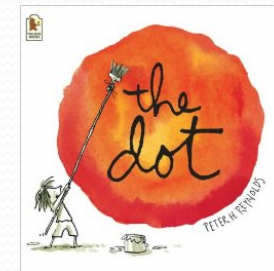
Her teacher smiled.

"Just make a mark and
See where it takes you."

What provocations do we offer to encourage our children to make their mark?!
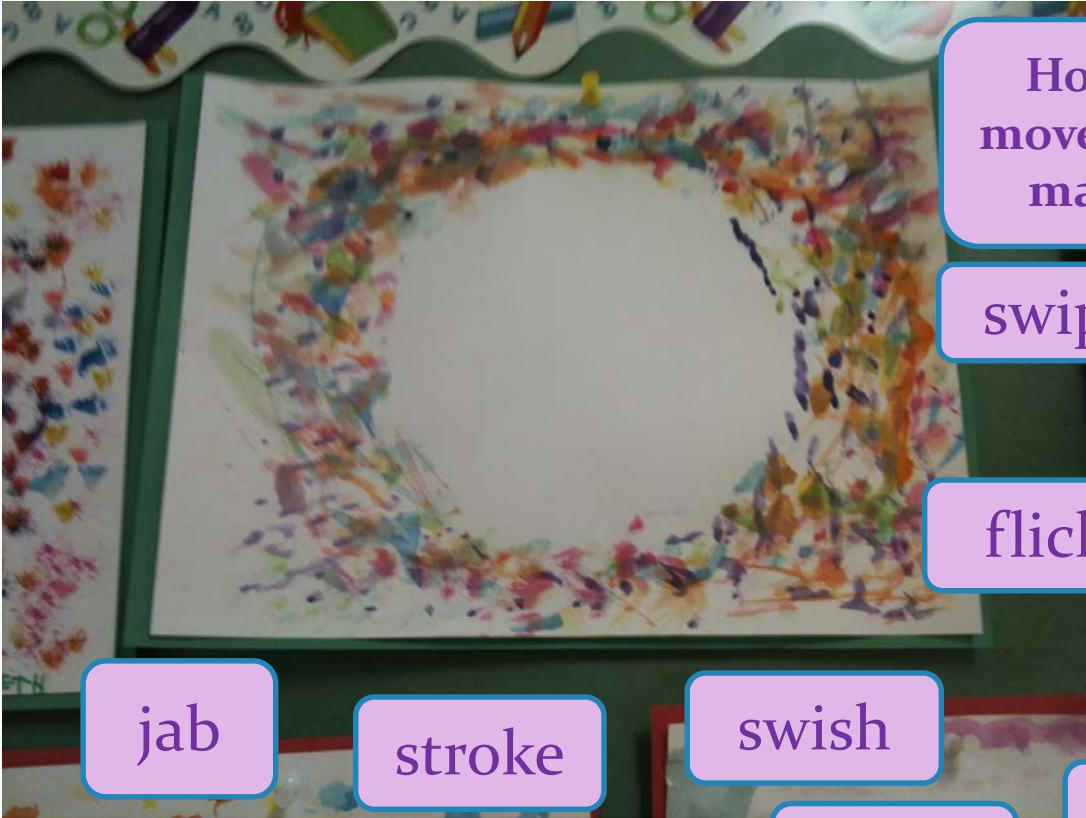
Do we set up situations to allow children's unique creativity to appear and develop. We should never see two similar responses if we allow individual choices to be made.

How do we set up our paint for example.

How might we move our brush to make a mark?

swipe

twitch

flick

dab

swirl

jab

stroke

swish

click

brush

sweep

flip

jerk

turkey basters

pipettes

massagers

scourers

wheeled toys

syringes

What other items can we share to encourage children to explore with mark making?

Offering a wide range or resources, types of books, media and materials will lead to inventiveness and ingenuity.

If we surround our children with open ended resources, loose parts, heuristic materials we will see their enterprise and resourcefulness. We will see them invent new ways to approach and solve a challenge.

Using real art to ignite a spark in children can be useful. We are not looking for them to copy but to use a reference of possibilities.

Their responses may be similar and give us opportunity to discuss and compare and contrast and invite opinions and comments about their response.

How do we celebrate and acknowledge the engagement and achievements of our children? Do we focus enough on their process of thought, development and experimentation or always on their end result and outcome?

Songs, stories and rhymes
Every day as we play!