

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.



Guidelines for completing this tool

- This tool should be completed by practitioners over the course of a child's time in their ELC setting.
- As a guide, children's progress should be updated in the June of the first year of ELC and in the December and June of the child's second year of ELC. However, it is up to each individual unit to decide how often they track individual children's progress
- The tracker will be passed onto the receiving primary school as part of the transition process.
- Information should be gathered over time generally through observation, although sometimes practitioners may need to set up a specific small group or individual activity to fully assess a child's progress.
- An overview of the child's progress in each area should be given in the 'date' boxes. Practitioners should ensure that the boxes in all areas are completed prior to the child moving to primary one.
- It is important to involve parents in this process and share the information with them. This could be done through sharing progress within each child's PLP.
- Practitioners should be mindful of a child's additional support needs when completing the tool and ensure they fully capture the skills a child shows. Any activities to measure a child's skills should be adapted in line with their particular needs e.g. allowing a child to indicate a response by pointing or gesture if their language skills are delayed.
- A key for indicating a child's progress within the skill could be used as follows:

Level of Skill	Coding
Has engaged in some experience of the skill	1
Skill is shown sometimes but is not consistent yet	2
Skill is shown regularly and spontaneously	3



Next steps and using this tool in your practice

- Practitioners should use the information collected using this tool to plan the next steps in a child's learning and to monitor their progress on an ongoing basis. The tool should also be used to plan focused learning experiences based on the experiences and outcomes to provide progression, depth and challenge.
- By completing the tool on several occasions practitioners should be able to gain a picture of the child's progress over time.
- Moderate assessment judgements through discussing standards and the progression of individual children. This can be done at weekly team meetings and from time to time with colleagues from other establishments to ensure a shared understanding across settings
- If a child is showing early development in a lot of areas, but is not making progress over time or practitioners have other concerns about their development, consider involving relevant support services such as Health Visitor, Speech and Language Therapy Service, Area Principal Teacher, Educational Psychology Service.

It is very important that this tool is used appropriately to track each child's progress and plan effective and meaningful next steps. It should not be used to 'tick off' all of the Experiences and Outcomes (Es and Os) separately – as stated in Educations Scotland's 'Curriculum for Excellence – A Statement for Practitioners' from HM Chief Inspector of Education (August 2016)

- The tool has been designed to track progress within the 'Curriculum Organisers' for Literacy and English' to ensure practitioners are not 'tracking and recording progress against individual Es and Os':

Listening and Talking

- Enjoyment and choice
- Tools for listening and talking
- Finding and using information
- Understanding, analysing and evaluating
- Creating texts

Reading

- Enjoyment and choice
- Tools for reading
- Finding and using information
- Understanding, analysing and evaluating

Writing

- Enjoyment and choice
- Tools for writing
- Organising and using information
- Creating texts

ELC Literacy overviews should be included in each child's PLP as a summary of progress and achievement and to identify next steps in learning. The tool should also be used to support transition. The tool should be used as part of the Learning and Development Framework 0-5 Years (incorporating the Developmental Milestone Tool).

Guidance notes on assessing and teaching early literacy skills

Rhyme

- Teach traditional nursery rhymes.
- Ask the children to act out the rhymes, illustrate them and use puppets to enact them.
- Ask children to recite rhymes in groups and as individuals.
- Make recordings of the children reciting rhymes.
- Provide CDs / audio files for children to follow nursery rhymes in books and big books.
- Recite rhymes but miss out the rhyming word and ask the children to supply it.
- Play spot the deliberate mistake by putting in non-rhyming words, for examples 'Humpty Dumpty sat on the fence'
- Make classroom displays of nursery rhymes. These can be related to project and topic work. Write the words in large letters.
- Make class books of favourite rhymes.
- Teach playground and skipping rhymes and games.
- Teach traditional question and answer rhyming games.
- Play dancing and chasing games with changes of direction when rhyming words are chanted.
- Teach number rhymes
- Make up your own variations, for example, Two, Four, Six, Eight, these are the things I really hate'
- Make number rhyme books, friezes and displays.
- Recite, invent and act out count down rhymes, for example, 'Ten green bottles standing on the wall, one fell down and knocked out Paul'.
- Invent new words for songs and rhymes.
- Compare traditional rhymes with children's favourite modern songs
- Make up raps.
- Invent limericks.
- Teach simple rhyming slang.
- Invent families of invented animals and monsters with rhyming names.
- Play a rhyming version of 'I-spy'.
- Play with rhyming riddles, for example, a pet that rhymes with 'fat'.
- Play rhyming snap and rhyming lotto with pictures.
- Play odd one out games with pictures or objects – one of which does not rhyme.
- Play Kim's Game with rhyming objects or toys or pictures.
- Ask the children for words that rhyme with their names, or their friends' name
- Make feely bags and ask children to find rhyming pairs of objects.
- Have a rhyming display with objects and pictures which all rhyme.
- Hold weekly Bookbug sessions with parents



Alliteration

- Have a display of alliterative objects and pictures.
- Teach and make up tongue twisters, for example, 'The ragged rascal ran round the rugged rock'.
- Make up a class alliterative book based on children's names, for example, 'Wayne wears wellies'.
- Have a letter/sound of the week and ask children to bring in objects and pictures starting with the chosen letter.
- Ask children to describe themselves alliteratively – 'big Barry', silly Simon', etc.
- Share alliterative counting with children and make up your own – 'two terrible tigers'.
- Invent alliterative descriptions – 'big bears', wet windows', 'happy hairdressers'.
- Make alliterative alphabet books using names, 'Awful Alex', 'Boring Brian', or animals, 'Active Ants', 'Brave Bears'.
- Make up alliterative advertising slogans like, 'Buster's Bread is best'
- Play listing games, for example, Grandmother Went to Market, with alliterative words.
- Play snap and lotto with alliterative pictures.
- Play odd one out with picture cards – two with alliterative names and one without.
- Make feely bags with objects starting with particular sounds. Ask the children to identify the objects by touch.
- Sort objects into categories according to the initial sounds.
- Look for as many things as possible in a picture or book which start with the same sound.
- Play 'I-spy'.
- Play Kim's Game with alliterative objects.

Rhyme, Alliteration and Learning Letters

- Play snap, lotto and so on using written words.
- Use a big book of rhymes to help children discover that rhyming words have the same group of letters at the end.
- Children can make an alphabet scrapbook and choose pictures to illustrate each letter.
- Children listen to stories from books and pick out the words that start with a particular sound.
- Have a letter of the week table where children put objects or pictures which start with a particular letter.
- Write rhymes and onsets on different cards. Ask children to see how many words they can make using different onsets with the same rime.
- Make onset and rhyme word wheels.
- Encourage children to trace words and to write letters and words in wet sand.
- Play magnetic fishing using rime and onset cards.
- Sing the Alphabet Song and alphabet jingles.
- Display alphabet friezes, commercially produced or made by children or parents.
- Encourage children to play with alphabet tiles and mats. These can be used for simple matching, spelling out words and names and even hop-scotch type spelling games.
- Stack trays in alphabetic order.
- Play alphabet bingo.
- Make sure that nursery and early years classrooms have plenty of alphabet books, jigsaws and games.
- Use computer keyboards and alphabet and rhyme-related software.
- Make posters with a collection of pictures representing a particular letter, for example boy, bus, bat, ball, and bag for b.
- Make personal alphabet dictionaries.
- Make a wall hanging with alphabetically labelled pockets. The children can collect pictures of things beginning with each letter and put them in the pockets. At later stages this can be used as a key words dictionary.

Young children can learn that:

- print has a purpose
- print holds a message
- print is different from other patterns in the environment
- print has a range of uses
- print is powerful
- everyone, including children, can use print for their own ends
- the words we say are mapped onto print
- print tells the story the pictures merely help
- print is made up of letters
- print has a particular directionality
- print has a particular visual appearance
- spaces separate words
- words like, page, letter, word, read and write are part of the technical vocabulary associated with literacy

Extract from: 'Developing Literacy in the Early Years'- City of Edinburgh Council.



Pre-birth to Three Early Literacy Development

Practitioner's role

"Reading and writing float on a sea of talk" James Britton

Babies are born ready to have conversations, they can recognise voices from before they were born and are sensitive and enthusiastic communicators from birth.

- Tune into facial expressions, movements and sounds/noises: 20- cm is the optimum distance for communicating with babies.
- Have turn-taking "conversations" with babies about what's happening
- Share books from the earliest age with simple repetitive words and phrases including rhyme - use repetitive words and phrases including rhyme - use pitch/tone/volume to provide lots of expression.
- Use actions to reinforce words.
- Use comments not questions.
- Model-if they say words that aren't clear , you say it again correctly rather than make them say it again.
- Repeat and expand - build on what they say - eg add in a descriptive word. if they say "bus" you might say "yes,it's a blue bus"
- Play peek-a-boo and turn-taking songs and thymes.
- Wonder aloud and explain what is happneing, talk about what you are doing, what you are going to do next and what you notice about them.

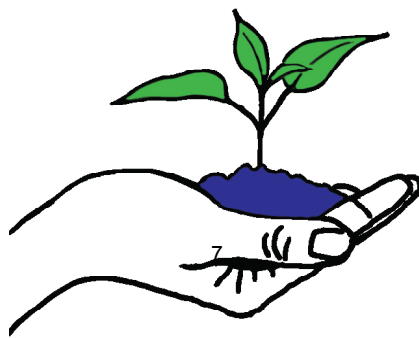
A child needs to hear a word 20 times before it becomes part of their vocabulary. Keep parents informed of new words, songs and rhymes their child has been learning at nursery.

"Talking, singing, cuddles, storytelling is building babies brains" The Scottish Book Trust

The Environment

Ideas for setting the scene:

- Welcome and nurturing, set up for exploring.
- Resources - natural, real-life resources are best providing holistic, sensory experiences with rich language opportunities.
- A well-resourced home corner with familiar and new objects.
- All resources should be accessible, organised and presented in creative and imaginative ways to encourage wonder and curiosity.
- Outdoors - great for listening oportunities, musical instruments, wind chimes, water, sensory experiences.
- Provde lots of oportunities for mark making using a variety of sensory media.
- Value process not product.
- Ensure there is a well-resources comfortable and inviting book corner that will provide an opportunity for some quiet time if needed.
- Rich in environmental print.
- Pictorial cards.
- Tune into schematic play and provide appropriate resources, e.g. bags., envelopes, boxes and containers, wheels to turn and objects to rotate.
- Give tickling games like "roon about, roon about goes the wee moose" all the drama of a story - there's a beginning, excitement and anticipation in the middle, and a happy ending cuddle!



Parental Involvement

All parents or carers should be encouraged to be actively involved in their children's literacy learning, through:

- Home to ELC setting - **All about Me** including favourite songs, rhymes, stories
- **Play Talk Read** - www.playtalkread.scot
- **Bookbug**
 - Universal Bookbug Sessions
 - Assertive Outreach - Bookbug for the Home
 - Bookbug baby pack
 - Bookbug Toddler pack (including Parents' guide to sharing books with your child)
 - www.scottishbooktrust.com/bookbug
- **Play@home** Baby and Toddler books
- **Ready Steady Baby/Toddler**
- **Every day's a learning day** birth to 3 years - Education Scotland

"Children are made readers on the laps o their parents"
Emilie Buchwald



Enjoyment and Choice

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.

In play and games I can recognise initial sounds and find other words beginning with the same sound.

I can clap or tap the correct the number of syllables in my own name

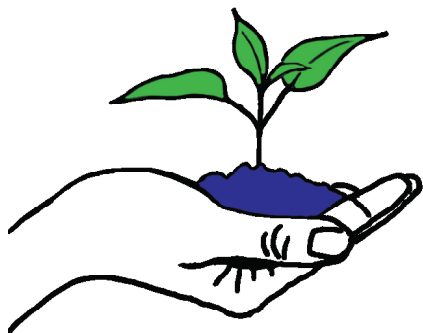
I can use alliteration and make up silly phrases (smelly socks, big bananas).

I can sit and listen to stage appropriate stories.

I can name key 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

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.

Tools for listening and talking

I can take turns in conversations appropriately and confidently.

I can listen and make relevant contributions in conversations.

I can listen to information and use it to make choices and learn new things.

Creating Texts

I can answer who, what, where and why questions when exploring texts.

I can make up my own story and can share this with others in imaginative ways.

I can participate in conversations and discussion with others (floor books, circle time, talking tubs, play contexts) and learn new words and phrases.

I can use new vocabulary appropriately.

I am a good listener and can talk about what I have heard and learned.

I can talk about experiences/ events.

I can share news and other information.

I can observe an activity and recount some details about it.

I can explore events and characters through discussion, props and role play.

Learning At Home

1. Sing and say nursery rhymes together.
2. Play 'I Spy'.
3. Make up a rhyming rap
4. Listen to songs and stories and talk about them
5. Act out your favourite stories or rhymes

Listen and Talk Together!

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.

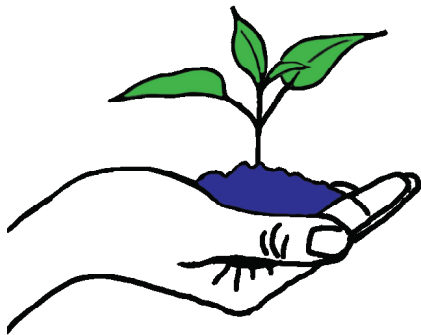
I can recite 3 nursery rhymes.

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 learned 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!

Tools for Writing

I can make my name/words with magnetic letters.
I can write some letters by myself.
I can write my name on my pictures or work.
I can draw a story and share it with others or ask an adult to write my story beside my picture.
I can make stories using puppets, in home corner, small world play or when dressing up and share thoughts, ideas and feelings.
I like to draw my favourite characters and events from stories I have heard.

Creating Texts

I often choose to write and draw using paint, chalk, pencils and pens in a variety of play contexts.
I can draw a picture of myself or of my family.

Organising and Using Information

I can draw or create my stories and share them orally with my friends and adults in the nursery.
I can draw or create a story and ask my key worker to write my ideas for me.

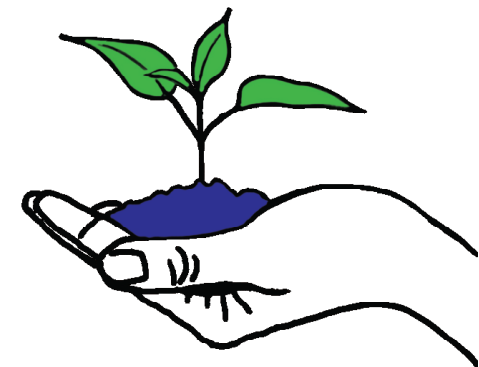
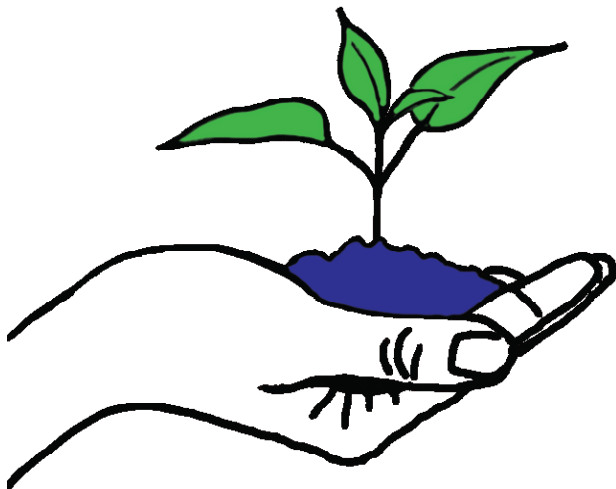
Enjoyment and Choice

I can make marks using paint, chalk pencils, pens, crayons and inks.
I can make marks to convey messages or information during play (menu at café, list for shopping).

Learning At Home

1. Provide opportunities for your child to 'write' at home – shopping lists, labelling objects.
2. Create your own story book.
3. Make play dough and create shapes or letters.
4. Draw pictures of your family or fun times.
5. Make up a story and act it out.

Write Together!



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 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		<i>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>	I can take turns in conversations appropriately and confidently.			
			I can listen and make relevant contributions in conversations.			

ELC Literacy - Listening and Talking Progress Tracker – Name:

Curriculum Organisers	Experiences and Outcomes	Skill	June Progress	Dec/Jan Progress	June Progress	
Finding and Using Information	I listen or watch for useful or interesting information and I use this to make choices or learn new things. LIT 0-04a	I can listen to information and use it to make choices and learn new things.				
Creating texts - applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary	As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings. LIT 0-10a	I can answer who, what, where and why questions when exploring texts.				
		I can make up my own story and can share these with others in imaginative ways.				
		I can explore events and characters through discussion, props and role play.				
		I can participate in conversations and discussion with others (floor books, circle time, talking tubs, play contexts) and learn new words and phrases.				
		I can use new vocabulary appropriately.				
	Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT 0-09a	I am a good listener and can talk about what I have heard and learned.				
		I can talk about experiences/events.				
		I can share news and other information.				
			I can observe an activity and recount some details about it.			
	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	I can explore events and characters through discussion, props and role play.				

ELC Literacy - Reading Progress Tracker – Name:

Curriculum Organiser	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 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 tell an adult or peer what I did and didn't like about 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 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 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	I can recite 3 nursery rhymes.			
		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.			
Tools for reading - to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning	I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. ENG 0-12a / LIT 0-13a / LIT 0-21a	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. (DW)			

ELC Literacy - Reading Progress Tracker – Name:

Curriculum Organiser	Experiences and outcomes	Skill	June Progress	Dec/Jan Progress	June Progress
Finding and using information - when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary	I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things. LIT 0-14a	I can show another person the title, page, cover, blurb (description at the back) words and pictures in the book by pointing and correctly naming them.			
		I can look at and talk about information from a book, computer or other source.			
		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 learned and can remember after doing this kind of activity			
Understanding, analysing and evaluating investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes	I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-19a	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.			
	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 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).			

ELC Literacy - Writing 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 playing with the patterns and sounds of language and can use what I learn. LIT 0-01a / LIT 0-11a / LIT 0-20a	I can make marks using a variety of media in a range of play contexts imaginative and real .			
		I can make marks to convey messages or information during play (menu at café, list for shopping).			
Tools for writing - using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning	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. ENG 0-12a / LIT 0-13a / LIT 0-21a	I can make my name/words with magnetic letters.			
		I can write some letters by myself, and hold a pencil with increasing control and confidence			
		I can write my name on my pictures or work.			
	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 can draw a story and share it with others or ask an adult to write my story beside my picture.			
		I can make stories using puppets, in home corner, small world play or when dressing up and share thoughts, ideas and feelings.			
		I like to draw my favourite characters and events from stories I have heard.			

ELC Literacy - Writing Progress Tracker – Name:

Curriculum Organisers	Experiences and outcomes	Skill	June Progress	Dec/Jan Progress	June Progress
Creating texts – considering texts to help create short and extended texts for different purposes	I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-19a	I often choose to write and draw using paint, chalk, pencils and pens and a variety of different media including digital in a variety of play contexts.			
		I can draw a picture of myself or of my family.			
Organising and using information – considering texts to help create short and extended texts for different purposes	Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT 0-26a	I can draw or create my stories and share them orally with others to convey feelings, experiences, ideas and information.			
		I can draw or create a story and ask my key worker to write my ideas for me.			

