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**Literacy Progression Pathways**

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| **Early Reading** | Curriculum Organisers | Experiences and Outcomes | **Early Level Reading**  Learning Steps Progression | | |
|  | | **Early 1** | **Early 2** | |
| **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*** | * **Participate in group reading sessions by listening and responding positively to books, rhymes, poems, and songs.** | * **Participates in story telling and using pictures, repetitive parts of the story or rhyme to make word-level predictions.** | |
| ***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*** | * **Choose reading materials (e.g. books, magazines and charts) by making use of title and cover, with help.** * **Share likes and dislikes in different ways e.g. drawing, role play, talking.** * Know there are different types of text that can be read. * Access the reading area. * Share favourite books. * Talk about the illustrations in books. * Know what the author does. * Demonstrate an eagerness to read. | * **Select a book/text for enjoyment by making use of title, cover, author and/or illustrator.** * **Talk about texts they like and dislike and say why.** * Recognise the differences between types of text with help. * Know what the author and illustrator do. * Demonstrate that they are enjoying learning to read | |
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| **Tools for Reading** | ***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*** | * **Hold a book and turn the pages correctly.** * Know some letter sounds/names. * Know the difference between texts and pictures. * **Know the difference between letters and words.** * Enjoy playing with letters and sounds (e.g. in creative activities). * Know that words give meaning. * Join in with rhymes. * Remember/retell rhymes. | * **Read top to bottom, left to right, and front to back with help.** * Know most letter sounds and letter names. * **Recognise and understand basic use of capital letters.** * **Use knowledge of sounds, letters and patterns to help to read and build words.** * **Read non-phonetic words using knowledge of sight vocabulary.** * Use some word attack strategies e.g. tapping out learned sounds, breaking into syllables etc. * **Read aloud familiar texts with attention to simple punctuation.** * Use context clues to support understanding of different texts. * Mostly able to read own writing. * Suggest words that rhyme with a given word, for both real and nonsense words. * Suggest 2 or more words that rhyme. | |
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| **Finding and using information** | ***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*** | * Read own name. * Begin to read signs and labels supported by pictures. * Recognise print in the environment (school setting, outdoors). * **Know that books have different purposes (i.e. for stories, to help us to learn new things about the world)** | * Memorise parts of short poems, texts and familiar books. * Read signs, labels, and logos (environmental print). * **Read simple texts for information.** * **Demonstrate awareness of simple features of fiction and non-fiction texts, and use this to help choose a book for a purpose.** | |
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| **Early Reading** | **Understanding, analysing and evaluating** | ***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** | * Show the beginning and end of a book or story. * Listen and respond to books read aloud. * **With support, make predictions on the plot of the story.** * Begin to ask and answer questions about the text/story. * **Listen to and respond to texts that have links to learning and to own life.** * **Respond to texts in different ways, for example by drawing a picture or acting it out, with support.** * **Retell familiar in different ways, with support.** | | * Recognise the beginning/middle/end of a story. * **Engage with reading familiar texts.** * **Make meaningful predictions on the plot, during the story and predict the end.** * Ask and answer literal questions about the text/story. * **Connect books read aloud to own interests and experiences by commenting or answering a question.** * **Respond to texts in different ways, for example by drawing a picture or acting it out.** * **Retell familiar stories in different ways.** |
| ***I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.***  ***LIT 0-19*** | * Talk about a character in a story, using pictures for support. * Talk about an event in a story, using pictures for support. | | * Talk about events, characters and ideas from a story that they like/dislike. |
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