Macintosh HD:Users:erindonnelly:Desktop:SCOTTISH GOVERNMENT LOGO GUIDELINES:World to Learn.pdf

**Literacy Progression Pathways**

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| **First Listening and Talking** | Curriculum Organisers | Experiences and Outcomes | **First Level Listening and Talking**  Learning Steps Progression | | | |
|  | | **First 1** | **First 2** | **First 3** | |
| **Enjoyment and choice** | ***I regularly select and listen to or watch texts, which I enjoy and find interesting, and I can explain why I prefer certain sources.*** | * **Share a short personal response** * **With support, state a preference between spoken texts with an explanation.** | * **Share a personal response with more than one point** * **State a preference between spoken texts with an explanation.** | * **Share a personal response with more than two points which are connected** * **Give a clear explanation for a preference between spoken texts.** | |
| ***I regularly select subject, purpose, format and resources to create texts of my choice.***  ***LIT 1-01a / 2-02a*** | * Use learning from listening/watching to make up own stories. | * Begin to use learning from listening/watching to create a their own spoken text i.e. presentation, story, speech. | * Use learning from listening/watching to create a their own spoken text i.e. presentation, story, speech. | |
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| **Tools for listening and talking** | ***When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. LIT 1-02a*** | * **Make eye contact and use positive body language when listening and talking in a group.** * **Participate in short and extended conversations with a partner or adult, taking turns and contributing at appropriate times.** * **Listen to views of others and ask questions using question words why, who, when etc.** | * **Recognise in others and demonstrate positive body language in groups, i.e. eye contact, facing speaker etc.** * **With prompting, participate in group discussions, taking turns and contributing at appropriate times.** * **Listen to views of others and respond by asking and answering relevant questions, with support.** | * **Demonstrate positive body language in a variety of contexts when listening and interacting i.e. eye contact, facing speaker etc.** * **Contribute independently to group discussions, taking turns and contributing at appropriate times.** * **Listen to views of others and respond by asking and answering relevant questions** | |
| ***I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn. ENG 1-03a*** | * Begin to speak with pace and expression when reading aloud/reciting sections from texts i.e. in school performances * Begin to make use of gestures. | * Begin to use appropriate pace and expression in different situations and change tone of voice accordingly * Use gestures when listening and talking in a small group or presenting | * Use appropriate pace and expression in different situations and change tone of voice accordingly * Use gestures confidently to enhance communication. | |
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| **Finding and using information** | ***As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose.***  ***LIT 1-04a*** | * **Listen and focus on hearing specific information that has been identified prior to the task (task and information set at a level suitable for ability).** * **Talk about purpose, why it was said.** * **Talk about what the key ideas are with support.** | * **Listen and focus on hearing specific information that has been identified prior to the task (task and information set at a level suitable for ability).** * **Identify what the purpose is with support.** * **Summarise key ideas and use information gathered for a specific purpose, with limited support.** | * **Listen and focus on hearing specific information that has been identified prior to the task (task and information set at a level suitable for ability).** * **Articulate a reason why something was said, purpose.** * **Summarise key ideas and use information gathered for a specific purpose.** | |
| **First Listening and Talking** | **Finding and using information (cont.)** | ***As I listen or watch, I am learning to make notes under given headings and use these to understand what I have listened to or watched and create new texts. LIT 1-05a*** | * **Listen and remember what has been said with support of the teacher in a class context.** | * **Listen and remember what has been said by recording key words.** | * **Listen and record short notes to under different headings.** | |
| ***I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others.***  ***LIT 1-06a*** | * **With support, sequence notes taken to create a new text.** | * **With limited support, sequence notes taken to create a new text.** | * **Sequence notes taken to create a new text independently.** | |
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| **Understanding, analysing and evaluating** | ***I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.***  ***LIT 1-07a*** | * **Begin to experiment with asking and responding to different types of questions to show understanding of the main ideas of a spoken text.** | * **Experiment with asking and responding to different types of questions to show understanding of the main ideas of a spoken text.** | * **Ask and respond to different types of questions with confidence, to show understanding of the main ideas of a spoken text.** | |
| ***To help me develop an informed view, I am learning to recognise the difference between fact and opinion. LIT 1-08a*** | * **Know the difference between fact and opinion.** | * **Compare facts and opinions in a set text.** | * **Demonstrate awareness of differing opinions.** | |
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| **Creating texts** | ***When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more.***  ***LIT 1-09a*** | * **Create and share information (spoken texts) or a story to deliver in a small group of peers.** * **Use appropriate vocabulary for task.** * **Begin to offer relevant contributions to group/class discussions.** | * **Plan and share information (spoken texts) to deliver to a class.** * **Use appropriate vocabulary for task in an order that is somewhat logical.** * **Offer some relevant contributions to a group/class discussion.** | * **Plan and deliver information (spoken texts) to a less familiar audience.**   **e.g. at an assembly, to a different class, for a visitor etc.**   * **Use appropriate vocabulary for task, delivered in a logical order.** * **Contribute fully to a group/class discussion.** | |
| ***I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required.***  ***LIT 1-10a*** | * **With support, *use* at least one resource to enhance communication when giving a talk i.e. objects, pictures, photos.** | * **With support, *select* *and then use* at least one appropriate resource to enhance communication when giving a talk i.e. objects, pictures, photos.** | * ***Select and use* a number of appropriate resources *independently*, to enhance communication, when giving a talk i.e. objects, pictures, photos.** | |