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**Literacy Progression Pathways**

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| **First Level Reading** | Curriculum Organisers | Experiences and Outcomes | | **First Level Reading**  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 texts and authors.***  **LIT 1-11a / LIT 2-11a** | | * **Decide between a fiction or non-fiction book for a given purpose.** * Choose a book at own level to read for enjoyment, with support. * **Select books using cover and title independently.** * **Explain the terms author and illustrator.** * Read independently for 5-10 minutes. * Name *a few* examples of types of texts other than stories for example emails, a CV or letters. * **Give reasons for preferring texts / genres and authors, with support.** * Show a personal response in a given way. | * **Select an appropriate text for a given purpose.** * Choose a book at own level to read for enjoyment, and be able to talk about it. * **Select books using cover, title, author and/or illustrator independently.** * **Explain the term “blurb”.** * Read independently for 10-15 minutes. * List *various* examples of types of texts other than stories/prose. * **Give reasons for preferring texts / genres and authors.** * Show a personal response in different ways. | * **Select and justify a choice of text.** * Finish most of the books chosen to read for enjoyment, and be able to talk about it. * **Select books using cover, title, blurb, author and/or illustrator independently.** * Read independently for 15-30 minutes. * Identify some features of different types of genre. * **Give opinions on and compare a range of texts.** * Choose a way to show a personal response to a given text. |
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| **Tools for Reading** | ***I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression.***  ***ENG 1-12a*** | | * **Use both the pictures and the words when reading to help understanding.** * **Begin to read aloud with expression by ‘saying it like the character’.** * **Notice and begin to use full stops, commas, question marks and exclamation marks when read aloud.** * Find and show nouns, verbs and adjectives in a piece of text * Find and show joining words in a sentence. * **Know most letter sounds include rhyming words.** * **Use knowledge of phonics to sound out tricky words.** | * **Understand most of what they are reading/have read.** * Demonstrate some fluency in reading. * **Read aloud with expression.** * **Begin to use punctuation marks when reading out loud more frequently e.g. exclamation marks, speech marks, commas and question marks.** * Recognise nouns, verbs, adjectives and connectives in a piece of text. * Identify examples of onomatopoeia and alliteration. * Identify past or present. * **Use knowledge of phonics and spelling patterns to de-code tricky words.** * **Use a range of ways to split unfamiliar words into parts that are known.** | * **Understand what they are reading across most genres.** * Read aloud with fluency. * **Read aloud with expression and pay attention to punctuation and layout.** * **Recognise and understand the effects of bold and italic lettering.** * Recognise pronouns and adverbs in a piece of text. * Begin to identify examples of similes and metaphors. * **Use knowledge about how words are built (prefix, suffix, root words, contractions and word families) to read and understand tricky words.** |
| ***I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear.***  ***LIT 1-13a*** | | * **Make good guesses about what will happen next in a book (predictions).** * **With support, begin to self correct when reading doesn’t make sense.** * Be able to read most of own writing out loud. | * **Use meaning (context) to make sense when reading.** * **Begin to self-correct independently when reading doesn't make sense.** * Be able to read own writing out loud. | * **Use meaning (context) when reading to learn new words and employ word attack strategies when stuck.** * **Self-correct regularly when their reading doesn’t make sense.** * Read own writing aloud with expression and intonation |
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| **First Level Reading** | **Finding and using information** | | ***Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.***  ***LIT 1-14a***  ***I am learning to make notes under given headings and use them to understand information, explore ideas and problems and create new texts.***  ***LIT 1-15a***  ***.*** | * **Identify the contents and index pages in reference books**. * **Identify the differences between fiction and non-fiction texts.** * **Find information when asked in a non-fiction text.** * **Summarise the main idea, in simple terms, of a text/paragraph at their level.** * **Begin to skim and scan for key information.** * **Recall information after reading a text, and draw pictures to show what has been learned.** * Organise and classify ideas and information under given headings, with support. * Use alphabetical order to the first letter. | * **Use contents and index pages in familiar reference books (including dictionaries).** * **List different types of texts (fiction, non-fiction, and poetry).** * **Find information from pictures, diagrams and charts (including ICT contexts).** * **Identify key points in a text and summarise a paragraph, with support.** * **Skim and scan for key information.** * **Record information I have read and begin to take simple notes.** * Note where information has come from (source). * Organise and classify ideas and information under given headings. * Use alphabetical order to the second and third letter. | * **Use contents, index and glossary pages in reference books and other sources.** * **List and discuss different types of text (fiction, non-fiction, and poetry).** * **Use headings, subheadings and diagrams to help locate information** * **Find the chapter titles and table of contents in a book or magazine.** * **Identify key points and summarise the main ideas in a selected piece of text.** * **Use a range of strategies to find information;** * **Arrange information gathered into note form.** * Note the source of information and begin to consider whether it is reliable. * Suggest some simple headings to help create new texts. * Begin to use alphabetical order to find words in a dictionary or thesaurus. |
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| **Understanding, analysing and evaluating** | | ***To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text.***  ***LIT 1-16a*** | * **Answer, open and closed questions about the main ideas and purpose.** * **I can put the events in a text in the right order.** | * **I can retell the beginning, middle, and ending of a story and talk about the main ideas.** * **Begin to make appropriate suggestions on the purpose of a text.** | * **Interpret main ideas by retelling the story in own words.** * **Retell the events from a story in chronological order.** * **Make appropriate suggestions on the purpose of a text.** |
| ***To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own.***  ***ENG 1-17a*** | * **Know the differences between different types of questions e.g. open and closed.** * ***Ask* questions simple comprehension questions - before, during and after**. * Be aware of different comprehension strategies to use before and during reading. * **Talk about the characters, events and setting in a story and make meaningful predictions, with support.** | * **Know the differences between literal, inferential and evaluative questions.** * ***Ask* and *answer* questions to develop knowledge and understand of a topic/theme before, during and after reading.** * Choose a comprehension strategy before and during reading to help understanding. * **Talk about the characters, events and setting in a story and make meaningful predictions in keeping with the story.** | * **Answer literal, inferential and evaluative questions about a text.** * ***Ask, answer* and *construct* relevant questions to extend knowledge and understand of a topic/theme before, during and after reading.** * Choose an appropriate strategy before and during reading, based on the type of text. * **Answers questions about the characters, events and setting in a story to predict what will happen next.** |
| **Understanding, analysing and evaluating (cont.)** | | ***To help me develop an informed view, I can recognise the difference between fact and opinion.***  ***LIT 1-18a*** | * **Know the difference between fact and opinion.** * **Recognise facts and opinions in a text.** | * **Say whether a fact or opinion is important or not.** * **Compare facts and opinions.** | * **Identify the purpose and audience of a text to understand whether it is fact or opinion.** * **Be aware of differing opinions.** * **Say whether a fact or opinion is relevant.** |
| ***I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features.***  ***ENG 1-19a*** | * Identify the characters, and discuss the setting and events in a text. * Comment on the words the author has used and begin to relate these to how it makes them feel and/or the effect it has on the text. * Think about what the writer’s message may be. * **Link the story with own experiences.** | * Compare different characters and story events with those in other stories/texts. * Comment on the words and features the author has used and relate these to how it makes them feel and/or the effect it has on the text. * Suggest what the writer’s message may be. * **Relate aspects of story/text to own experiences.** | * Comment on how successful the author has been in his/her choice of setting, characters and storyline. * Comment on the success of the author’s choice of words, phrases and sentence structure. * Summarise and justify what the writer’s message and relate to own experience. * **Relate facts, structure, character and /or settings in texts/stories to own experiences.** |