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**Literacy Progression Pathways**

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| **First Writing** | Curriculum OrganiserS | Experiences and OutcomeS | **First Level Writing**  Learning Steps Progression | | |
|  | | **First 1** | **First 2** | **First 3** |
| **Enjoyment and choice** | ***I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.***  ***LIT 1-20a / LIT 2-20a*** | * **Write about a subject of their choice.** * Identify self as a writer. * I can share my ideas with others. | * **Pick ideas to write about independently.** * **Begin to select texts to create to suit purpose and audience.** * Identify self as a writer. * Begin to take risks with writing. | * **Make decisions about their writing give explanation and justification for these.** * **Create texts to suit purpose and audience.** * Identify self as a writer. * Be able to take risks with writing. |
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| **Tools for writing** | ***I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules, and use resources to help me spell tricky or unfamiliar words.***  ***LIT 1-21a*** | * **Use phonic strategies to make recognisable attempt at spelling known words.** * **Spell most CVC words accurately.** * **Spell familiar sight vocabulary accurately.** | * **Use phonetically plausible strategies to spell or attempt to spell unknown words.** * **Spell some vocabulary used across the curriculum correctly.** * **Begin to use a simple dictionary or thesaurus as a spelling strategy.** | * **Spell most commonly used words correctly, and begin to use a range of strategies to spell unknown words.** * **Spell most vocabulary used across the curriculum correctly.** * **Use a simple dictionary or thesaurus as a spelling strategy.** |
| ***I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense.***  ***LIT 1-22a*** | * Use simple words and phrases to communicate meaning. * **Join sentences using at least two different conjunctions e.g. and, but, then.** * Give letters a clear shape and orientation. * **Use capital letters and full stops on more that one sentence, with support.** * **Explore question marks.** | * **Use sentence openers that make sense.** * **Join sentences using more than three common conjunctions.** * Write letters mostly correct size and spaced out correctly. * **Use capital letters and full stops on more than one sentence.** * **Explore question marks, exclamation marks and commas.** | * **Vary simple sentence openers.** * **Join sentences using most common conjunctions e.g. and, but, because, so.** * **Confidently use capital letters with full stops, question marks and exclamation marks.** * **Explore apostrophes and speech marks.** * **Use commas in a list** |
| ***Throughout the writing process, I can check that my writing makes sense.***  ***LIT 1-23*** | * Read over work when finished. * Recognise some spelling errors. * Recognise some errors in sense. | * Use known strategies to correct spelling errors. * Re read work during writing to check it makes sense. | * Re read during writing to check for consistency of meaning, purpose and correct spelling. |
| ***I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features.***  ***LIT 1-24*** | * Present writing in a way that is legible to others. | * Neatly present writing. | * Display writing attractively |
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| **First Writing** | **Organising and using information** | ***I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text.***  ***LIT 1-25a*** | * **Use notes to retell information (fiction and non-fiction).** * Use headings and/or plans. | * **Make and use notes to plan writing and share information (fiction and non-fiction).** * Use headings, plans, graphic organisers, questions and mind mapping. * **Use notes to create writing which follows a given structure**, **with support.** | * **Make and use relevant notes to include in own writing (fiction and non-fiction).** * Use headings and more detailed graphic organisers or plans. * **Use notes to create writing which follows a given structure.** |
| ***By considering the type of text I am creating, 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 1-26a*** | * **Plan own writing using own ideas.** * **Include some details.** * **Put words in order so the statements make sense.** * **Use sensible words and vocabulary.** | * **Plan own writing with mostly relevant ideas**. * **Include some appropriate details.** * **Sequence of ideas mainly flows.** * **Use interesting words and context vocabulary (could be one or two examples).** | * **Choose relevant ideas and information to plan writing.** * **Include several relevant details.** * **Link ideas and events in a clear sequence (at last, another thing, then, soon)** * Begin to use paragraphs. * **Use several ambitious words/phrases appropriate to experience.** * **Use words specific to the task.** |
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| **Creating texts** | ***I can convey information, describe events or processes, share my opinions or persuade my reader in different ways.***  ***LIT 1-28a / LIT 1-29a*** | * **Write for different purposes and audiences.** * **Provide additional information in a list.** * Write names and favourite words independently. * Think of ideas to write about using prompts/stimulus. | * **Write for different purposes and audiences.** * **Provide additional information beyond a list.** * **Begin to write using the features of different genres (recounts, persuasive, argumentative, informative), in particular using the vocabulary and language.** * Use ideas from other writers. * Write about a topic they are interested in. | * **Write for different purposes and audiences.** * **Write short non-fiction texts (facts about a topic, letters, lists etc.).** * **Discuss the different genres (recounts, persuasive, argumentative, informative etc.) of non-fiction texts and use some of their features in writing, in particular the vocabulary and language.** * Write in an interesting and lively way. * Create a piece of writing connected with a class context. |
| ***I can describe and share my experiences and how they made me feel.***  ***ENG 1-30a*** | * **Begin to share own experiences through personal writing.** * **Write short sections of ideas with increasing independence (functional/imaginative/personal).** | * **Share experiences, and use *some* appropriate vocabulary to convey feelings, thoughts and events.** * **Write simple statements with more than three words mostly independently.** | * **Share experiences and how they made them feel, using appropriate vocabulary.** * **Write a series of sentences in a logical order independently.** |
| **First Writing** | **Creating texts (cont.)** | ***Having explored the elements which writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/or settings.***  ***ENG 1-31a*** | * **Write a simple character description.** * Write a simple story setting. * Begin to use descriptive language to make writing more interesting. * **Plan and write simple story with a beginning, middle and ending (plot), with support.** * **Discuss the different genres (adventure, children’s stories, fairytales etc.) of fiction texts and know some of the features used in writing.** * Develop the use of ideas, word choice and organisation | * **Create a character and put them into a story, adding a physical description.** * Create a story setting that becomes part of a bigger story. * **Plan and write simple storyline with a beginning, middle and ending (plot).** * **Discuss the different genres (adventure, children’s stories, fairytales etc.) of fiction texts and *begin to use* some of the features in writing.** * Develop the use of ideas, word choice, organisation, and presentation. | * **Create an interesting character and put them into a story, adding a physical description and discussing their feelings.** * Create a story setting that becomes part of a bigger story, using adjectives and descriptive phrases * **Plan and write a story with an interesting/unexpected feature in the plot.** * **Discuss the different genres (adventure, children’s stories, fairytales etc.) of fiction texts and use some of the features in writing.** * Use adverbs and pronouns mostly correctly. * Create a piece of writing with dialogue. * Develop the use of ideas, word choice, organisation, presentation and sentence structure. |