

Literacy Core Approach



Progression Pathways

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GUIDANCE

The Progression Pathways provide a clear and comprehensive overview of literacy skill development across Curriculum for Excellence levels, integrating Experiences and Outcomes with the Curriculum for Excellence Benchmarks.

These pathways are not strictly hierarchical and are not tied to specific year groups supporting flexible and responsive planning. While foundational skills at the bottom of each page often underpin further learning, learners may begin at different points depending on their prior experiences and learning. Progression will be guided by individual developmental needs within each curriculum organiser.

Practitioners are not expected to cover every outcome within a single year. Instead, ongoing monitoring and tracking of progress across organisers enables identification of strengths and areas for development. The document supports planning for personalisation and choice, ensuring coherence, relevance, challenge, enjoyment, breadth, depth, and progression.

The Curriculum for Excellence Benchmarks, embedded within each pathway, support professional judgement of progress and achievement of a level. Through holistic assessment approaches and consistent use of the Progression Pathways, practitioners can confidently track and assess learners' attainment.

Points to Consider sections offer practical guidance and highlight features of highly effective practice, informed by robust research. These can be used to enrich learning experiences and support all learners.

Appendices include information on phonics and spelling progression and a glossary of key terminology. These are easily accessible via hyperlinks in the digital version.

Effective use of this documentation will be supported by:

- Engagement in professional learning around the Literacy Core Approach
- A collaborative, whole-school agreement on consistent use for planning and assessment
- School-specific systems for evaluating learning and informing professional judgements

Early Level – Points to Consider – Enjoyment and Choice

Some features of highly effective practice include:

1. Opportunities for learners to listen to and engage with familiar rhymes, songs and stories to support them in beginning to recognise repetitive phrases as well as anticipate these when joining in. Avoiding interruptions, such as asking questions or engaging in discussions, when reading aloud to help learners gain an appreciation of the flow of a text. Any unfamiliar vocabulary that is likely to affect understanding could instead be discussed prior to, or following, reading. 2. Re-reading popular texts, as requested by learners, for pleasure. Ensuring these are accessible to learners at other times also enables them to further explore and enjoy texts independently. 3. Opportunities for learners to talk about texts and share their views. This may be achieved informally or through the use of more structured activities such as a linear continuum in which learners place themselves on a scale between two opposing views. This can support learners in acquiring the appropriate vocabulary when beginning to make their own evaluative comments (<i>e.g. amusing – serious, exciting – uninteresting</i>). 4. Engaging learners in discussion around rich visual images, including wordless picture books, to support learners in the acquisition of prediction and inferencing skills which support reading development. 5. Frequently refreshing the collection of reading material available in response to the evolving interests of learners. 6. Involving learners in the process of recommending and sourcing appropriate reading material or resources to foster ownership. 7. Developing meaningful contexts for learners to explore writing, either independently for a range of purposes or in response to a shared text (<i>e.g. a list of things to take to Grandma in Little Red Riding Hood</i>). 8. Engaging learners through a stimulating introduction, often referred to as a ‘book blessing’, to generate curiosity or interest in a text that is to be shared. This may take many forms such as the use of questions, a statement to discuss, ambiguous images, film clips or objects.	9. Opportunities for learners to explore a range of reading material and talk about how people interact appropriately with text. 10. Modelling how to use the features of a text to determine if it is suitable for a particular purpose. This may also involve engaging learners in purposeful practice of how to appropriately choose texts for enjoyment or to find information from a range of reading material. 11. Direct use or provision of props, puppets, costumes or other resources to stimulate interest, sustain engagement and deepen understanding when engaging with, or responding to, texts. Developing opportunities for learners to engage in shared reading experiences (<i>e.g. paired reading with another class, involving parents or other members of the local community as part of a whole school event</i>). 12. Daily opportunities for learners to be read to from stimulating texts which evoke imagination and through which positive reading behaviours can be modelled. The use of audio books may also be considered. Developing learners’ understanding of terms such as author, illustrator, illustrations, front cover and title. Encouraging the use of appropriate terminology from an early stage supports their own use of these when sharing their views on, or understanding of, texts. Introducing learners to reading material which incorporates a wide selection of genre, form and authors with which they may be unfamiliar. Displaying environmental print at eye level to make it easier for learners to see and refer to. 13. Involving learners in creating environmental print for the classroom (<i>e.g. charts, labels, signs</i>) to provide a clear purpose for developing skills. A literacy rich environment which provides easily-accessible resources to support independent exploration and discovery learning. This may include a range of literary sources, magnetic letters, letter or word cards, varied writing materials or models of different forms of writing.
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Early Level: Enjoyment and Choice

LIT 0-01a / LIT 0-11a / LIT 0-20a I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn.

LIT 0-01b / LIT 0-11b I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.

LIT 0-01c I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.

(This pathway works across Reading, Writing, Listening and Talking)

Engages with and enjoys watching, reading or listening to different texts, including stories, songs and rhymes, and shares likes and dislikes ¹²

Writes for enjoyment, exploring patterns and sounds, in a range of play, imaginative and real contexts ¹³

Participates actively in songs, rhymes and stories ⁸

Begins to see self as a reader ⁹

Chooses a story, or other texts for enjoyment, making use of the cover, title, author and/or illustrator ¹⁰

Engages with stories and texts in different ways, for example, retelling/re-enacting stories and/or using puppets/props ¹¹

Participates in storytelling sessions using pictures and repetitive parts of the story or rhyme to help make predictions ⁴

Self-selects texts on basis of interest or familiarity when prompted ⁵

Chooses and discusses a variety of texts, giving reasons for likes/dislikes ⁶

Uses a range of stimuli to develop ideas for writing (e.g. talk, pictures, objects, own experiences, information, messages, or ideas in pictures and print) ⁷

Joins in with songs, rhymes, stories and films ¹

Listens to songs, rhymes, stories and films ¹

Is beginning to recognise repetitive phrases ¹

May ask for favourite story to be read and re-read ²

Talks about favourite parts of texts ³

Talks about favourite stories and/or characters when prompted ³

Early Level – Points to Consider – Tools for Listening and Talking

Some features of highly effective practice include:

- Supporting learners to acquire appropriate speech sounds and grammar as poor pronunciation can have implications for socialisation, fluency, clarity of speech, spelling and expressive language development. Demonstrating correct speech by repeating exactly what a child has said back to them, emphasising the correct pronunciation or grammar sensitively. Being face to face enables learners to see the mouth shapes formed when particular sounds or words are being articulated.

Shape Coding as an approach to support learners presenting difficulties with understanding and forming basic oral sentences that are grammatically correct. Shape Coding involves learning the rules of English grammar visually through the use of shapes, colours and arrows to make these more explicit.

Colourful Semantics as a strategy to support learners in building strong foundations in oral language. It can support learners to construct spoken sentences clearly, use connectives and develop a concept of narrative. These skills are transferrable to writing and are important building blocks for success in literacy.
- Modelling, together with explicit teaching of, the positive behaviours associated with talking and listening in classrooms to support all learners in responding in a range of situations. Learners demonstrating signs of frustration or withdrawal may equally be facing difficulties in communicating with or understanding others. Some common situations may include:

Joining in a conversation or a game
Resolving conflict
Negotiating
Giving and following directions or instructions
Unfamiliar contexts (<i>e.g. assembly, visitor, outing</i>)
Sharing
Turn taking
Asking for assistance

Exposing learners to the most common scenarios they will likely encounter (as outlined) will support them in acquiring and practising the skills required to communicate effectively with others.
- Exploring how people talk and listen in different situations. Modelling of this, particularly the use of appropriate language, will support learners to adopt specific vocabulary that is relevant to the situation. Opportunities for learners to practise this is helpful in consolidating their developing communication skills.
- Supporting learners who demonstrate a reluctance to communicate with others sensitively. Learners should never be forced, challenged or bribed to speak. It can be helpful to avoid asking direct questions and rather invite them to respond through agreeing or disagreeing with statements (*e.g. I wonder if... tell me if I'm right... I'm thinking...*). Avoiding direct eye contact following a question or request may also help reduce the potential levels of stress or anxiety a learner may experience. Any attempts at communication, however small, may be acknowledged by non-verbal gestures which can reinforce a positive message without drawing too much attention.
- Activities that encourage learners to use talking and listening skills to develop positive relationships when working with others (*e.g. solving a problem, selecting resources, playing a game*). In supporting young learners to take turns and contribute at the appropriate times, it may be more effective to demonstrate this visually through use of an object, such as a talking stick.
- Activities which develop learners' listening skills in which they must respond to oral instructions (*e.g. moving in a particular way in the gym hall, the order in which to draw the details of a picture*). Learners can then progress to giving instructions to others and explore the appropriate vocabulary to introduce each step (*e.g. first, next, then*).
- Promoting opportunities for learners to develop talking and listening skills through collaborative experiences. This may be achieved through the use of strategies, such as talk partners, which involve learners in establishing criteria for sharing and discussing ideas and information in pairs. This shared criteria remains constant, though pairings can be changed frequently and randomised to ensure learners interact and develop these skills with a wider range of their peers.

Early Level: Tools for Listening and Talking

LIT 0-02a / ENG 0-03a 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.

Makes an attempt to take turns when listening and talking in a variety of contexts ⁷

Listens and responds to others appropriately ⁷

Shares ideas with a wider audience, for example, group or class ⁷

Follows and gives simple instructions ⁶

Makes an attempt to use appropriate body language when listening to others, for example, eye contact ³

Asks questions and responds relevantly to questions from others ⁷

Shows an awareness of turn taking ⁵

Initiates conversations ⁴

Talks to a range of familiar audiences, using appropriate language ³

Tells ideas in order so that an oral story makes sense ¹

Communicates with children ²

Communicates with adults ²

Articulates sentences clearly ¹

Listens to children ²

Listens to adults ²

Produces speech sounds
[See Appendix 1 Spelling Patterns and Rules](#)

Articulates words clearly ¹

Early Level – Points to Consider – Tools for Reading

Some features of highly effective practice include:

1. The use of visual discrimination activities, predominantly involving shapes and symbols, which progress through levels of difficulty ranging from identifying and sorting, to matching, oddity and finally producing. Though recognition of shapes, symbols and print will develop more readily for some than others, all learners must be able to discriminate between shapes and symbols before moving onto letters and words. As learners will eventually need to determine letters based on their shape, size or colour, visual discrimination is a key skill for learning to read.
 2. The use of rich visual picture books to support the acquisition of essential pre-reading skills. These offer an open-ended experience for emerging readers to develop visual discrimination skills and inferential thinking. With experience of constructing their own interpretations from detailed illustrations learners are prepared for seeking out pictorial clues as a reading strategy when they encounter unknown words in texts.
 3. Exposing learners to words they are likely to encounter most frequently in a variety of sizes, fonts, colours and contexts. As learners begin to understand how letters form words, they will naturally begin to recognise these in their environment and in print. This growing repertoire of words (sight word vocabulary) will likely include their own name and most of the common words (e.g. *the, they, like*). As these often cannot be sounded out using basic phonetic rules, learners must rely on their memory of the shape and combination of letters as well as how the word appears in print. It is important to ensure that learners can 'read' these; that is they can recognise these words in different contexts.
 4. Writing and sharing modelled sentences when reflecting on experiences (e.g. *Today we planted bulbs in the school garden. We learned about what plants need to grow.*). This provides a natural opportunity for learners to learn about how to interact with text such as developing awareness of the directionality when reading, distinguishing between terms letters, numerals and words or matching spoken words to print.
 5. Developing learners' knowledge of sound and letter relationships through associating phonemes with an action, song, object or creature that is familiar to help make abstract sounds more concrete. The use of visuals and other multi-sensory activities can also aid correlation between phonemes and graphemes.
- Phonics instruction which introduces the 44 core phonemes of our language to facilitate learners' ability to decode and construct a wide range of words. See [Appendix 1 Spelling Patterns and Rules](#) for guidance on the order in which phonemes are introduced through the Semi-Phonetic Spelling Stage.
6. Explicitly modelling reading strategies, including the use of illustrations, initial sounds or context, through multiple demonstrations together with opportunities for learners to draw on these phonological (syntactic), semantic (meaning) and orthographic (written) cues to help them identify unknown words. These cues focus on the relationships between sounds and symbols. They include knowledge of letters and word structure, the sounds associated with letters and groups of letters, knowledge of print concepts and grammatical features.
 7. Talking about words with learners to help them appreciate the many possibilities of sound-letter relationships that are inherent in the English language system to support them when they encounter words in which some letters may represent a number of different sounds (e.g. *ant, want, many*). Learners should initially be able to recognise all letters by their name and regular sound before exploring a wider range of sounds and letter relationships that exist more explicitly throughout First and Second levels.
 8. Regular opportunities for learners to practise applying reading strategies with guidance and support. Using illustrations, initial sounds or the context clues can all help learners deduce an unknown word and determine whether it makes sense. Activities, such as simple sentence strips or cloze passages, can develop their autonomy where they are encouraged to 'have a go' in applying these reading strategies. However, it is important that learners do not become too reliant on one strategy as too much sounding out will impact on fluency. Likewise, too much prediction may lead to inaccurate word identification.
- The use of core reading books, or teacher devised text, to support assessment of how learners are applying their developing skills, such as recognition of high frequency words, attention to simple punctuation and the use of reading strategies to support their understanding. Texts selected should have a significant proportion of decodable words and cumulatively incorporate the letter patterns learners are familiar with.

Early Level: Tools for Reading

ENG 0-12a / LIT 0-13a / LIT 0-21a 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.

Uses knowledge of sight vocabulary/tricky words to read familiar words in context ⁸

Reads aloud familiar texts with attention to simple punctuation ⁸

Uses context clues to support understanding of different texts ⁸

Recognises some core vocabulary in different contexts (*e.g. high frequency words, personally specific words*) ³

Uses knowledge of sounds, letters and patterns to read words ⁷

Shows an understanding of the conventions of print (*e.g. left to right, top to bottom, capital letters, full stops, question marks and exclamation marks*) ⁴

Knows the difference between a letter, word and numeral ⁴

Recognises common words in texts ³

Reads from left to right and top to bottom ⁴

Predicts unknown words **within text** using initial sounds ⁶

Predicts unknown words by using context ⁶

Recognises own name tag with, and then without, symbol or picture ³

Recognises all letters by name and their regular sound ⁵

Matches one to one spoken/ printed words ⁴

Identifies where to begin reading (left to right tracking) ⁴

Predicts unknown **isolated words** using initial sounds ⁶

Predicts unknown words by using pictures ²

Sorts, groups and matches colours, shapes and symbols - visual perception ¹

Finds the odd one out in colours, shapes and symbols – visual discrimination ¹

Recognises and matches direction in shapes and symbols ¹

Recognises, recalls and recreates colour, shape or symbol patterns ¹

Identifies a picture, shape or symbol hidden amongst other images ¹

Early Level – Points to Consider – Tools for Reading (Phonology)

Some features of highly effective practice include:

- | | |
|---|--|
| <p>1. Exploring the different lip shapes formed while articulating different sounds. As continuant sounds (e.g. /m/, /s/, /f/) are easier to hear and discriminate than stop sounds (e.g. /t/, /b/, /p/), many learners can face difficulties with these. For those struggling with the initial stages of phonology, it is preferable to concentrate on the sustainable initial sounds (<i>f, l, m, n, r, s, v, w and y</i>). Two sounds, with contrasting lip shapes, may be selected at a time when modelling this to demonstrate a clear distinction. Learners may enjoy opportunities to use small, hand-held mirrors to observe themselves making these lip shapes.</p> <p>2. Opportunities for learners to identify the separate words in a spoken sentence. Activities which involve initially counting the number of words in an oral sentence may include clapping the number of separate words they hear or passing around an object. This may be visually represented through use of an Elkonin box where a counter is associated to each word heard and placed in a box with the same number of spaces as there are words in the sentence. Words in a written sentence could be circled to support learners in recognising words as orthographic units.</p> <p>3. Frequent talking and listening activities involving songs, stories and rhymes which focus on developing learners' ability to identify and segment units of sound in speech (e.g. <i>words, syllables and sounds</i>).</p> <p>Phonics instruction which introduces the 44 core phonemes. See Appendix 1 Spelling Patterns and Rules for guidance on the order in which phonemes are introduced through the Semi-Phonetic Spelling Stage.</p> <p>4. Activities which develop learners' ability to identify the sounds and names for both upper case and lower case letters. These may involve the use of songs, sequencing or matching games, or writing letters.</p> <p>5. Teaching learners about vowels to support them in identifying the number of syllables in a spoken word. Activities to support this may include clapping hands, jumping between hoops or markers, or using instruments such as a tambourine or drum for each vowel sound heard.</p> <p>6. The use of activities to develop awareness of initial sounds in words and support learners' use of alliteration (e.g. <i>I Spy, tongue twisters, creating oral sentences which contain words with the same initial sound</i>).</p> | <p>7. Exploring onset and rime through texts or songs which feature rhyme. Learners could be encouraged to replace the original words found in familiar songs or nursery rhymes (e.g. <i>Humpty Dumpty sat ... in a car, Humpty Dumpty... drove very far</i>). Similarly, pausing before saying the second word in a rhyming couplet encourages learners to predict and offer their own ideas drawing on their developing understanding.</p> <p>It can be helpful to use activities which progress through levels of difficulty ranging from identifying (e.g. "<i>Does box rhyme with fox?</i>"), to matching (e.g. "<i>Which one rhymes with box (fox/man)</i>"), to oddity (e.g. "<i>Which one doesn't rhyme? Toy, cat, boy</i>") to producing (e.g. <i>Give me a word that rhymes with log?</i>). Visual clues greatly support this process.</p> <p>8. Activities which encourage learners to identify sounds in different positions to support with the later task of segmenting whole words into isolated sound components. Most learners find it easier to identify a sound in the initial position, followed by the final position, with the medial position often being most difficult to distinguish.</p> <p>9. Activities which develop learners' ability to manipulate sounds within spoken words to create new words. This may involve progressing from orally to visually adding, deleting or substituting sounds. This can help learners in generating rhyming words and exploring compound words.</p> <p>10. The use of resources such as coloured cards, pictures or objects to initially help make abstract sounds more concrete for learners when segmenting words. As they develop their awareness of sound-letter correspondence, magnetic letters may be used instead to support learners in selecting the correct grapheme for the phoneme heard.</p> <p>11. Activities which initially focus on blending phonemes together to form CVC words. Learners will initially sound out each individual phoneme though, as they focus on CCVC and CVCC words, drawing attention to consonant blends will support them in beginning to recognise and blend these together more fluidly.</p> <p>12. Regular assessment of learners' phonological awareness and phonic knowledge to identify those who appear to be at risk for difficulty in acquiring skills essential for reading success.</p> |
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Early Level: Tools for Reading (Phonology)

ENG 0-12a / LIT 0-13a / LIT 0-21a 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.

[See Appendix 1 Spelling Patterns and Rules](#)

Uses knowledge of
sounds/letters and patterns to
read words ¹²

Hears and says blends/sounds
made by a combination of
letters ¹¹

Says the phoneme for
a grapheme 40+ Visual
→ Auditory ¹²

Applies knowledge of
phonemes to decode
print ¹²

Is beginning to identify
initial consonant blends
(e.g. *sl, dr, thr*) ¹¹

Is beginning to identify
final consonant blends
(e.g. *ng, lk, ft*) ¹¹

Hears and says rhyming
words and generates
rhyme from a given word
⁷

Joins two words or syllables
to create a compound word
or new word ⁹

Segments individual
phonemes in a spoken
word (e.g. *ch-i-ck*) ¹⁰

Decodes then blends to
identify a CVC word ¹¹

Is beginning to use
blending to identify
CCVC words ¹¹

Is beginning to use onset and
rime to generate rhyming words
(e.g. *bat, cat, flat*) ⁷

Discriminates between
phonemes (e.g. *p* and
m, ch and *th*) ⁹

Hears and identifies
compound words ⁹

Hears and says the
different single sounds
made by letters ³

Identifies medial
sounds in spoken
words ⁸

Recites the alphabet
through rhyme and
song ⁴

Hears and identifies
syllables in a word ⁵

Identifies alliteration in
spoken words ⁶

Is beginning to identify and use
phonemes (single sounds) in words
³

Identifies initial sounds
in spoken words ⁷

Identifies final sounds
in spoken words ⁸

Says the names and sounds
for uppercase letters ⁴

Generates oral
sentences ³

Repeats spoken
sounds in sequence ³

Hears, identifies and uses
words in a sentence ³

Hears and says
patterns in words ³

Says the names and sounds for
lower case letters ⁴

Copies oral
sentences ¹

Repeats spoken
sounds ¹

Counts the number of words in a
spoken phrase or sentence ²

Recognises a word as a unit of
print with a space on either side ²

Produces most of the core
phonemes in normal speech ¹

Early Level – Points to Consider – Tools for Writing

Some features of highly effective practice include:

1. The use of visual discrimination activities, predominantly involving shapes and symbols, which progress through levels of difficulty ranging from identifying and sorting, to matching, oddity and finally producing.
2. Informal and direct teaching of pre-handwriting patterns which include a variety of shapes (including straight and curved lines) to help learners master the directional pushes and pulls required to successfully form letters. Sand, chalk, paint, along with a varied selection of writing tools, can all be effective materials for independently practising these patterns.



Handwriting is a developmental process. Through the initial mark making process it is normal for the arm and elbow to stay rigid, with the movement coming from the shoulder.



Improved arm and hand control allows the elbow to be slightly away from the body, providing greater flexibility. The thumb will now be used to secure it closer at the tip.

All five fingers will now be used resulting in the wrist being off the table. Movement of the pencil now comes from the wrist but as the hand strength improves there will start to be some finger movement.



As control of the finger muscles improves, the fingers will start to move the pencil and control it using the conventional tripod grip. This is considered the most appropriate pencil grip, for right and left handed writers.



Depending on the child's age and development stage, it may be appropriate to teach them how to form a tripod grip for handwriting, however it is important to be aware that while some learners are ready by the age of 4, and most by 5, there will be some who are not physically ready until much later.

Providing vertical surfaces (*e.g. easels, chalkboards, walls which can be written on with chalk*) for learners to paint, write and draw on. This can help strengthen and develop the wrist flexibility required to use a pencil. Learners who shake or rub their hand when writing may have weaker fine motor skills.

Hand swapping may also be an indicator of this. Many learners who are struggling with their handwriting can be reluctant to write. Through focused fine motor skill activities, muscle strength and dexterity can be gradually built up in their dominant hand.

3. Activities, such as sorting magnetic letters or replacing the letters on a printed computer keyboard, to support learners in recognising the lowercase and uppercase equivalent of a letter.
4. Explicit modelling and practice of how to make the letter shapes with the correct start point, directional flow and finish point. This is required if learners are to refine their 'marks' and develop proper letter formation. If bad habits are acquired, these can be very difficult to put right later.

Teaching letter formation in groups/families as certain letters use the same, or similar, shape and directional push and pulls of the pencil to form it. It may be helpful to draw learners' attention to those numbers which use a particular shape for formation. Learners should be able to recognise the difference between a letter and a numeral.
5. Examining words and punctuation in text to support learners in recognising their function. Learners must first have an awareness of common and proper nouns to begin to apply this in their own writing.
6. Encouraging learners to write their own name. As some will learn to do this through simply copying the letter shapes prior to explicit handwriting practice, it is crucial to be aware of those learners who may not be forming these, or other, letters correctly as this can avoid bad habits.
7. Modelling how to construct text to support learners in attempting to organise this appropriately, use punctuation and begin to link ideas.
8. Explicit teaching of high frequency vocabulary. As learners develop a small bank of frequently used words, it is essential that they learn to spell any irregular words correctly. Focusing in on what makes these words 'tricky' can support learners in developing their own strategies for remembering their spellings. Reference to word walls, displays and other prompts, can support

Early Level: Tools for Writing

ENG 0-12a / LIT 0-13a / LIT 0-21a 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.

LIT 0-21b As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information.

Attempts to use appropriate punctuation (*e.g. full stops, capital letters, questions marks*) ⁷

Links ideas using simple conjunctions (*e.g. and, then*) ⁷

Shows awareness of
-common nouns
- proper nouns
-adjectives -

Makes an attempt to use a capital letter and a full stop in at least one sentence ⁵

Uses a pencil with increasing control and confidence ²

Writes high frequency words accurately with reference to a wordbank ⁶

Recognises and understands the function of a question mark ⁵

Forms most lowercase letters legibly ⁴

Leaves a space between words when writing ⁷

Writes words from left to right ⁷

Holds a pencil using the traditional tripod grip ²

Recognises and understands the function of a full stop ⁵

Makes the link between upper and lowercase letters when using a keyboard ³

Recognises the difference between numerals and letters when writing ⁴

Uses 'symbols'/marks to communicate a message ⁴

Writes own name ⁶

Continues a pattern (left to right tracking) ¹

Copies letter shapes when writing ²

Copies a simple shape or picture ¹

Completes an image to make it whole ¹

Makes large scale shapes and symbols (*e.g. in sand tray, sky writing with different materials*) ²

Uses a variety of materials to make marks ²

Early Level – Points to Consider – Tools for Writing (Phonology)

Some features of highly effective practice include:

- | | |
|--|--|
| <p>1. Developing meaningful contexts within different areas of the classroom for learners to experiment with making marks in different ways to represent written language in a purposeful way.</p> <p>Encouraging learners to state the purpose for their writing to help them understand the various forms this may take. This should occur naturally through their exploration of these formats in different writing contexts.</p> <p>2. Encouraging learners to talk about and read back their own writing. As sound-symbol relationships are yet to develop, this will not be readable by others therefore it is crucial that learners have opportunities to verbalise what they have written.</p> <p>A strong emphasis on the ‘message’ of the learners’ writing as they will be composing text to share experiences, information or feelings. Scribbles will gradually become more refined, resembling letter-like patterns. These may appear as a string of letters and be a mix of upper and lowercase and even numerals. Learners should begin to demonstrate some awareness of directionality, and begin to form the letters with which they are becoming increasingly familiar.</p> <p>3. Opportunities to manipulate, compare and order letters through informal, planned instruction or independent activities to support learners in identifying, naming, and writing both upper case and lower case versions of each letter.</p> <p>4. Encouraging learners to apply their developing understanding of sound-letter correspondence as appropriate. A crucial stage in literacy development is the awareness that words are made up of groups of individual letters. As learners continue to experience print and develop their understanding of sound-letter relationships, they may begin to use these letters alongside those with which they are most familiar.</p> <p>5. Supporting learners to build words through developing their ability to identify initial, medial and final sounds. Some words may be represented by only a few letters, typically those that are most obvious when spoken aloud. This is developmentally appropriate as most learners find it easier to identify the beginning and ending sounds in words before the medial sounds.</p> | <p>6. The use of resources such as coloured cards, pictures or objects to initially help make abstract sounds more concrete for learners when segmenting words. As they develop their awareness of sound-letter correspondence, magnetic letters may be used to support learners in selecting the correct grapheme for the phoneme heard. As learners become more familiar with forming letters, they may progress to copying and then writing the words independently.</p> <p>Encouraging learners to select letters on the basis of sound and adopt a ‘have-a-go’ approach using a small range of strategies such as sounding out, chunking or onset and rime.</p> <p>7. Opportunities to explore various text forms and modelled writing experiences to support learners in developing the appropriate directionality and organisation of their writing.</p> <p>8. The use of resources such as coloured cards, pictures or objects to initially help make oral sentences more concrete for learners. By counting out the number of words in a sentence they can then identify how many orthographic units they need. An Elkonin box, paper strips or post-its can be useful to support learners in beginning to compose each word in their sentence using their known sounds. These can also support learners in exploring how words can be moved around in a sentence when exploring sequencing. (See Early Level – Points to Consider – Creating Texts)</p> <p>9. Explicit teaching of high frequency vocabulary. As learners develop a small bank of frequently used words, it is essential that they learn to spell any irregular words correctly. Focusing in on what makes these words ‘tricky’ can support learners in developing their own strategies for remembering their spellings.</p> <p>See Appendix 1 Spelling Patterns and Rules for further guidance on high frequency words.</p> <p>Word walls, displays and other prompts, to support learners in making attempts to spell irregular words independently. These are often most effectively referred to when learners have been involved in creating them.</p> |
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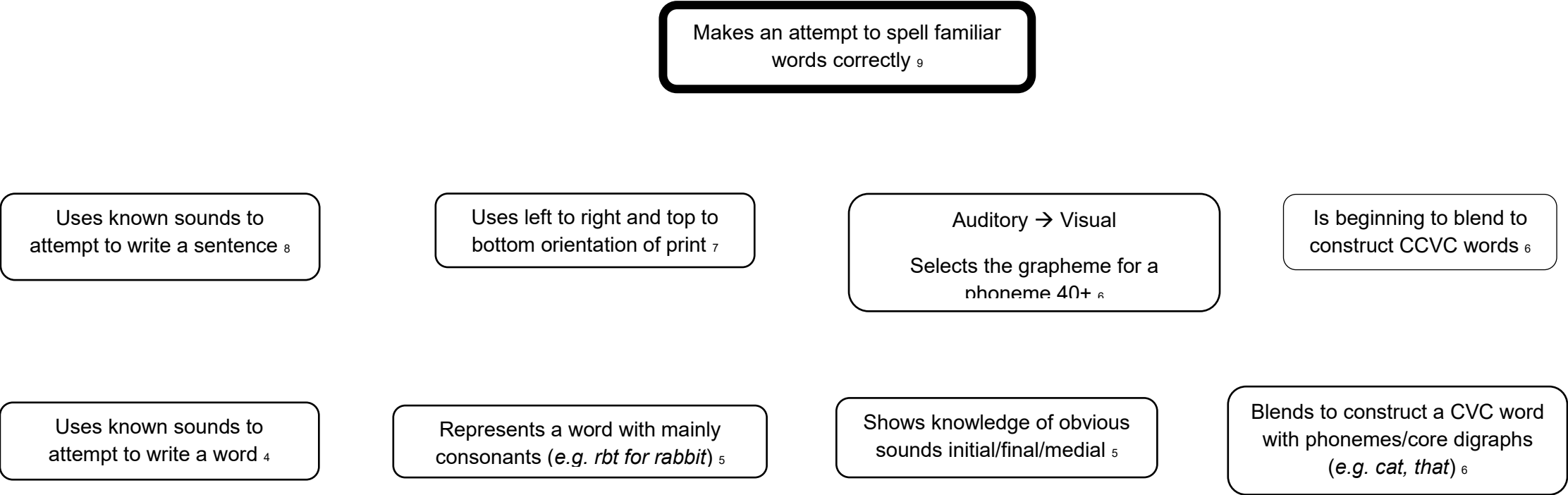
Early Level: Tools for Writing (Phonology)

ENG 0-12a / LIT 0-13a / LIT 0-21a 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.

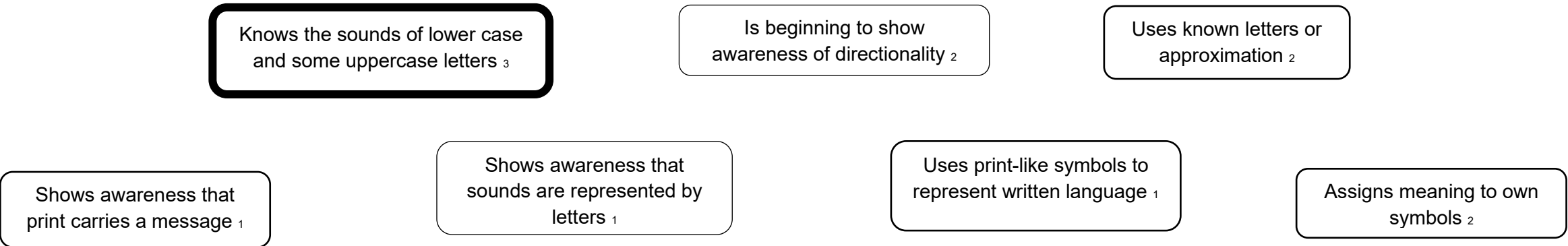
LIT 0-21b As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information.

[See Appendix 1 Spelling Patterns and Rules](#)

SEMI-PHONETIC SPELLING STAGE



PRELIMINARY SPELLING STAGE



Early Level – Points to Consider – Creating Texts

Some features of highly effective practice include:

1. Supporting learners to share their ideas or opinions about writing with others. It may be helpful to represent this contribution visually by giving each child a cube or counter. When they have given theirs over, this signifies to more active participants that they have shared their idea and will help them to appreciate that others will take a turn to which they must listen. Likewise, this can also help identify those who have not contributed, allowing an adult to consider ways to encourage their participation (e.g. “*What do you think... Do you agree...?*”).

It may be helpful to provide prompts to scaffold learners in using the appropriate language when communicating with others in different contexts where they can share their thoughts, feelings or ideas.

2. Involving learners in discussions about why texts are written to help them understand that writing has a purpose and intended audience. This may involve discussion with learners about what they might write and who they could share this with (e.g. *writing a thank you letter to Gran for a birthday gift, writing out a shopping list to help Dad at the supermarket*). It is important to examine models of these different forms of writing and provide opportunities for further practice and independent experimentation of their various features.
3. Opportunities for learners to engage in role play around a shared text to support them in becoming more physically and cognitively involved. This can provide a means for learners to sequence events, develop their vocabulary and think more deeply about characters, the setting or specific events.
4. Encouraging learners to write for themselves, initially using print-like symbols to represent written language. In doing so, they will develop their understanding that print carries a message and assign their own meaning to what has been written. When reading back their own writing, learners may do this differently each time and meaning may vary. While it is important to value all attempts at writing, it is also critical that learners begin to understand that the message of a written text remains constant. Modelling a sentence, or sentences, can help demonstrate this and support them in making connections between oral and written language.

Scribing sentences as dictated by learners can help to draw attention to the connection between oral and written language. However, care should be taken to ensure learners do not become over dependent on this. As they continue to learn more about sound-letter relationships, their writing should begin to reflect this developing understanding. In doing so, learners should be making plausible attempts at writing what has been verbalised. They should always be encouraged to have a go.

5. Valuing learners’ illustrations which complement pieces of written text or are used as a means of planning before writing. Drawing prior to writing can act as a metacognitive scaffold to help learners to think more deeply about their ideas. These drawings can be a visual reminder of their thinking and provide useful cues during the writing process.
6. Sequencing activities using a range of text forms including poems, rhymes, songs or informational text. Opportunities to sequence pictures or objects logically, discuss selections and create accompanying oral text is an effective pre-writing activity. Sequencing a text with a simple, repetitive storyline can support learners in making links between the structures of spoken and written language.

Focusing on initially describing pictures or illustrations from a story book to support learners in oral sequencing progressing from reproduction (the straight retelling of familiar text) to innovation (extending or changing elements of the text) and finally invention (creating their own text using their own words). These techniques can be adapted to support the oral rehearsal of other forms of writing and be used to help scaffold learners’ writing as they experiment with different forms.

7. The use of a semantic gradient to support learners in developing their awareness of synonyms and use of more varied vocabulary when talking, reading or writing.
8. Colourful Semantics as a strategy to support all learners in developing their use of language in addition to sentence structure and sequencing.
9. Opportunities for learners to present their ideas combining print and pictures (including digitally where appropriate).

Early Level: Creating Texts

LIT 0-09a Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.

LIT 0-09b / LIT 0-31a I enjoy exploring events and characters in stories and other texts and use what I learn to invent my own, sharing these with others in imaginative ways.

LIT 0-10a 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.
(This pathway works across Reading, Writing, Listening and Talking)

Uses new vocabulary and phrases in different contexts (*e.g. when expressing ideas and feelings or discussing a text*) ⁷

Uses own words to make up stories or recount events ⁶

Recounts experiences, stories and events in a logical sequence for different purposes ⁸

Shares feelings, experiences, information, messages or ideas in pictures, print or digital text ⁹

Talks clearly to others in different contexts, sharing feelings, ideas and thoughts ¹

Links sentences with simple connectives such as *and, but, because* ⁶

Writes in the first person ⁶

Writes 2-3 sentences in sequential order ⁶

Invents own stories and characters to share with others in play, imaginative and real contexts ⁶

Uses simple sentences to express ideas ¹

Participates in class/group brainstorming activities to elicit ideas before writing ²

Makes oral text tell *who, what, when* ⁶

Begins to sequence ideas so that a story makes sense ⁶

Experiments with familiar forms of writing (*e.g. lists, captions, personal events, story retells, imaginative stories*) ⁶

Creates illustrations to match written text ⁵

Takes part in simple conversations in familiar situations ¹

Talks clearly in simple sentences using an appropriate range of vocabulary in different contexts ¹

Shares ideas about writing with peers or teacher ¹

Communicates and shares stories in different ways, for example, in imaginative play ²

Reads back 'own' writing ⁴

Uses pictures and images to create text ⁵

Talks or draws as a means of planning before writing ⁵

Early Level – Points to Consider – Finding, Using and Organising Information

Some features of highly effective practice include:

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Exploring the common symbols learners will likely encounter in their environment (e.g. <i>fire exit, recycling, no entry, danger</i>). An environmental walk may be one way to support learners to recognise these and develop an awareness of the meaning associated with each. 2. Attaching pictures to labels or signs to support learners in determining the meaning of environmental print (e.g. <i>name tags, resources, simple instructions, areas of the classroom</i>). As learners develop their reading skills they should begin to rely less on these visuals. 3. Opportunities for learners to engage in open-ended sorting activities which can be used to facilitate guided discovery of many key elements of literacy development including similar shapes in letters, patterns in words, sounds (e.g. <i>short/long vowel words, rhyming/non rhyming words, number of syllables</i>) or word meanings (e.g. <i>synonyms, antonyms</i>). Sorting activities may be based on criteria that is specifically set or must be deduced by the learners. The use of pictures to solely represent, or complement, text can be beneficial for all learners. 4. Opportunities to manipulate, compare and order letters through informal, planned instruction or independent activities to support learners in identifying, naming, and writing both upper case and lower case versions of each letter. Reading development is dependent on a secure understanding of the alphabetic principle. Learners usually acquire alphabetic knowledge in a sequence that begins with letter names, then letter shapes and sounds. Not knowing letter names can be indicative of difficulties with learning sounds and words. Once learners are able to identify and name letters with ease, they can begin to learn letter sounds and spellings. 5. Activities that focus on naming speed to support the development of word retrieval skills and sight word vocabulary. Learners who may be facing difficulties with their reading fluency at a later stage may benefit from further practice of these kinds of activities. 6. Explicit vocabulary teaching, involving both spoken word and visual presentation methods, which can benefit all learners in using new words in different contexts. | <p>Repeated exposure to, and varied use of, unfamiliar words is essential to developing familiarity and an assured understanding. The use of pictures, real objects, physical actions or other devices could be considered to make the words and their meaning clear and memorable.</p> <ol style="list-style-type: none"> 7. Verbal reasoning activities (e.g. <i>true, false, can't tell</i>) to help learners develop their ability to answer questions by identifying evidence within the text to support their justification. The use of more ambiguous statements can promote the development of inferencing skills where learners are required to relate information to prior knowledge or experiences to draw conclusions about characters and events. 8. The use of a semantic gradient to support learners in developing their awareness of synonyms and use of more varied vocabulary when talking, reading or writing. 9. Modelling how to use the features of a text to determine if it is suitable for a particular purpose. This may also involve engaging learners in purposeful practice of how to appropriately choose texts for enjoyment or to find information from a range of reading material. 10. Opportunities for learners to discuss and share their views, ideas and thoughts on a text. 11. Opportunities for learners to explore a range of reading material to help them find information and apply their developing reading strategies. 12. Opportunities for learners to observe adults writing and to talk about the process involved in writing a variety of formats (e.g. <i>story books, newspapers, poetry, articles, reviews, letters, recipes, leaflets, posters, song lyrics, invitations, graphic texts, instructions</i>). As learners become more familiar with the literary language and features associated with different kinds of text, they can be involved in establishing appropriate success criteria when experimenting with writing themselves. 13. Exploring the features associated with particular forms of writing, particularly fiction and non-fiction texts, through collecting and sorting examples. This can help learners analyse and identify which kinds of texts will likely meet their intended purpose. |
|---|---|

Early Level: Finding, Using and Organising Information

LIT 0-14a 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 0-04a I listen or watch for useful or interesting information and I use this to make choices or learn new things.

LIT 0-26a Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.

(This pathway works across Reading, Writing, Listening and Talking)

Writes to convey ideas,
messages and information in
different ways in play,
imaginative and real contexts ¹²

Shows an awareness of a few
features of fiction and non-fiction
texts when using/choosing texts
for particular purposes ¹³

Writes to reflect own experiences
and feelings using appropriate
vocabulary to convey meaning ¹²

Finds information in a
text to learn new things
¹¹

Identifies new or interesting
information from spoken
texts ¹⁰

Uses varied, appropriate
vocabulary ⁸

With support, selects texts
appropriate to purpose or
interest ⁹

With support, finds information
in text appropriate to purpose or
interest ⁹

Understands and
responds to spoken
texts ¹⁰

Uses new words/topic
related words with
ease ⁶

Is beginning to tell where letters
are in the alphabet (*e.g. a is at the
beginning, w is near the end*) ⁴

Identifies a true/false
statement giving simple
justification ⁷

Is beginning to
recognise the names of
characters in stories ⁵

Recognises labels in a common
environment (with **no** picture to
support) ²

Sorts words or pictures
into groups and
explains choice ³

Recognises and names
some lowercase letters in
a variety of texts ⁴

Is beginning to recognise
the alphabet in the correct
order ⁴

Recognises and names
some uppercase letters in a
variety of texts ⁴

Recognises some
common symbols in
the environment ¹

Recognises labels in a
common environment (with
a picture to support) ²

Early Level – Points to Consider – Understanding, Analysing and Evaluating

Some features of highly effective practice include:

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|--|--|
| <ol style="list-style-type: none"> 1. Devoting time to examining the front cover of a shared text. This allows learners to discuss the various features and consider its purpose. It can provide a natural context for promoting the use of related terminology (<i>e.g. author, illustrator, illustrations, title</i>) as well as develop the learners' use of prediction about subject, characters or events. As they read, or are read to, learners will go through a process of verifying, rejecting or refining their predictions based on new developments in the text. 2. Opportunities for learners to further explore, and demonstrate their understanding of, a text in different ways, including drama, using pictures, their own drawings or play. Such activities can encourage learners to become cognitively and physically involved, promoting the development of vocabulary, and metacognitive and higher order thinking skills. Direct use or provision of props, puppets, costumes or other resources can help to stimulate interest, sustain engagement and deepen understanding when engaging with, or responding to, texts. 3. Questioning learners about a text that has been shared. Encouraging learners to generate their own questions to help them seek more information or clarification can also help foster the intrinsic motivation to engage with texts or read themselves. A question matrix may be used to scaffold learners in constructing their own literal questions. This may be used prior to, or following, the reading of a text. 4. Teaching learners how to draw on evidence from the text to answer literal questions and developing their understanding of how this can help them answer inferential questions. Gathering evidence from illustrations or the context to help inform answers to questions that may be more ambiguous should be explicitly modelled. 5. Exploring the features associated with particular forms of writing, particularly fiction and non-fiction texts, through collecting and sorting examples. This can help learners analyse and identify language (<i>e.g. 'once upon a time' in a fairytale</i>) and help them become familiar with predictable story structures. | <ol style="list-style-type: none"> 6. Opportunities for learners to make connections between a text and their own Supporting learners to make evaluative comments about a text. This may be achieved through the use of more structured activities such as a linear continuum in which learners place themselves on a scale between two opposing views (<i>e.g. reality – fantasy</i>). Modelling how to gather evidence from a text can support learners in beginning to justify and give reasons. 7. Opportunities for learners to make connections between a text and their own knowledge or personal experiences in and out of school. Being in a position where they can relate information and ideas to a text can support their inferential thinking, making predictions and overall comprehension. 8. Encouraging learners to share their thoughts and feelings about texts in different ways (<i>e.g. giving a book a review by awarding stars, creating a whole class chart of books they have read and would recommend</i>). 9. Considering how learners might be encouraged to become more actively involved in the reading experience through: <ul style="list-style-type: none"> • Listening for specific information and responding by giving a non-verbal signal when they hear the relevant part read aloud. • The use of props, puppets or role play during particular parts to assist visualisation or encourage engagement. • Encouraging learners to join in with rhyming or repetitive parts. Assigning an action or some movement can also support this. • Posing a question prior to reading to encourage learners to listen for the specific information needed to answer it afterwards. • Appointing a learner to point to the words, if the text can be copied or shown on a screen, as they are read aloud. • Drawing pictures prior to reading, or as they listen to, the text to develop their ideas or thinking. |
|--|--|

Early Level: Understanding, Analysing and Evaluating

LIT 0-07a / LIT 0-16a / ENG 0-17a To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.

LIT 0-19a I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.

(This pathway works across Reading, Writing, Listening and Talking)

Engages with texts
read to them ⁹

Shares thoughts and feelings
about stories and other texts
in different ways ⁸

Asks and answers questions
about texts to show and support
understanding ³

Relates information
and ideas from a text
to personal
experiences ⁷

Identifies some differences
between fiction and non-fiction
texts (e.g. *layout, contents page,*
pictures, illustrations) ⁵

Contributes to
discussions about events,
characters and ideas
relevant to the text ⁶

Asks and answers
questions about events and
ideas in a text ³

Expresses a personal view about the
actions of a character and speculates on
own behaviour in a similar situation ⁷

Makes
judgements of
right/wrong ⁶

Makes
judgements of
reality/fantasy ⁶

Connects ideas/events
by using knowledge of
story structure ⁵

Asks and answers questions
to seek more information and
clarification ³

Answers
inferential
questions ⁴

Demonstrates an awareness of
literary language (e.g. '*Once
upon a time*' is a fairy tale) ⁵

Predicts ideas/events by using knowledge
of story structure (e.g. *joining in with
repeated phrases "I'll huff and I'll puff"*) ⁵

Anticipates stages in familiar
spoken texts (e.g. *familiar
instructions, routines*) ⁵

Answers questions to help
predict what will happen
next ³

Asks literal
questions ³

Identifies the subject of a story through
the use of titles and illustrations ¹

Retells familiar stories in different ways (e.g.
role play, puppets and/or drawings) ²

Makes simple predictions
about texts ¹

Interprets simple statements
and commands ⁷

Interprets and responds
to non-verbal cues

First Level: Enjoyment and Choice

LIT 1-01a / LIT 2-01a I regularly select and listen to, or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources.

LIT 1-11a / LIT 2-11a I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors.

LIT 1-01a / LIT 2-01a I regularly select subject, purpose, format and resources to create texts of my choice.

LIT 1-20a / LIT 2-20a I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.

(This pathway works across Reading, Writing, Listening and Talking)

Selects spoken texts regularly for enjoyment or to find information for a specific purpose and gives a reason for preferences ⁷

Creates texts selecting subject, purpose, format and resources for a range of purposes and audiences ⁸

Selects different texts regularly for enjoyment or for a specific purpose using, for example, cover, title, author, illustrator and/or blurb ⁷

Recognises that their own interpretation may differ from that of other readers ⁵

Explains preferences for particular texts and authors ⁵

Explains a preferred source of information (*e.g. radio, reference book*) ⁶

May favour a particular author ³

Makes comparisons with other texts read ⁴

May favour a particular genre (*e.g. adventure stories*) and may seek out other stories of this type ⁴

Is self-motivated to read for pleasure ³

Reads independently for a sustained period ²

Talks about feelings in response to a text ³

Discusses favourite books ³

Talks about favourite book/author and give reasons ³

Says why text and/or author has been selected ³

Reads for a range of purposes ²

Enjoys reading, or being read to from, a variety of different texts including digital media ¹

First Level – Points to Consider – Tools for Listening and Talking

Some features of highly effective practice include:

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|---|--|
| <p>1. Supporting learners to select and use words when communicating by repeating exactly what a child has said back to them, emphasising appropriate pronunciation, grammar or word choice.</p> <p>Demonstrating the correct speech sounds sensitively. Being face to face enables learners to see the mouth shapes formed when particular sounds or words are being articulated.</p> <p>Shape Coding as an approach to support learners presenting difficulties with understanding and forming basic oral sentences that are grammatically correct. Shape Coding involves learning the rules of English grammar visually through the use of shapes, colours and arrows to make these more explicit.</p> <p>Colourful Semantics as a strategy to support learners in building strong foundations in oral language. It can support learners to construct spoken sentences clearly, use connectives and develop a concept of narrative. These skills are transferrable to writing and are important building blocks for success in literacy.</p> <p>2. Exposing learners to the most common scenarios they will likely encounter (e.g. <i>turn taking, working collaboratively on a task, resolving conflict</i>) to support them in acquiring and practising the skills required to communicate effectively with others. Modelling, together with explicit teaching of, these skills will support all learners in responding in a range of situations, particularly those demonstrating signs of frustration or withdrawal.</p> <p>Exploring and using appropriate language (e.g. <i>my belief, my view</i>) to enable learners to express their opinions and recognise those of others.</p> <p>3. Exploring how people use particular techniques when communicating and discussing the effects they create, (e.g. <i>emphasis of particular words for impact</i>) to help learners determine aspects that could be used when presenting or performing.</p> | <p>4. Explicitly focusing on expression and how this can be used to engage an audience whether the purpose is to entertain, inform or persuade. Verbal language, and how this is received, can take on different meanings dependent on the emphasis or expression used. One way of exploring this may be to emphasise a different word each time in a spoken sentence and discuss the implications for an audience (e.g. <i>Mary had a little lamb, Mary had a little lamb, Mary had a little lamb</i>).</p> <p>5. Promoting opportunities for learners to develop talking and listening skills through collaborative experiences. This may be achieved through the use of book discussion groups or other strategies, such as talk partners, which involve learners in establishing criteria for sharing and discussing ideas and information. This shared criteria remains constant, though groupings can be changed frequently and randomised to ensure learners interact and develop these skills with a wider range of their peers.</p> <p>Developing an ethos that encourages learners to use talking and listening skills to develop positive relationships when working with others (e.g. <i>solving a problem, selecting resources, playing a game</i>). In supporting learners to take turns and contribute at the appropriate times, it may be more effective to demonstrate this visually through use of an object, such as a talking stick.</p> <p>6. Modelling an appropriate pace when reading aloud to allow an audience to understand the messages being communicated.</p> <p>7. Investigating the use of gesture and body language when presenting.</p> <p>8. Frequent opportunities for learners to participate in a variety of planned talking experiences to present ideas using a variety of media.</p> <p>Assessment of learners through oral presentations as these are an opportunity to collect information about their use of strategies and processes (e.g. <i>planning</i>). As the aim of a presentation is to engage an audience through expression and fluency, this can help identify areas that learners need to develop through further rehearsal.</p> |
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First Level: Tools for Listening and Talking

LIT 1-02a 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.

ENG 1-03a I am exploring how pace, gesture and expression, emphasis and choice of words are used to engage others, and I can use what I learn.

Listens and responds appropriately to others in a respectful way, for example, by nodding or agreeing, asking and answering questions ⁵

Takes turns and contributes at the appropriate time when engaging with others in a variety of contexts ²

Applies a few techniques (verbal and non-verbal), when engaging with others, for example, vocabulary, eye contact, expression and/or body language ⁷

Uses gesture to engage an audience ⁷

Uses appropriate pace to engage an audience ⁶

Selects and presents ideas using a variety of media ⁸

Selects and presents ideas to suit different audiences ⁸

Considers the opinion of others ²

Uses expression to engage an audience ⁴

Selects the appropriate tense when communicating (e.g. *past*, *present*, *future*) ¹

Organises ideas when communicating ¹

Listens respectfully to others in a range of situations ²

Listens for words that signal fact or opinion ²

Expresses own opinion ²

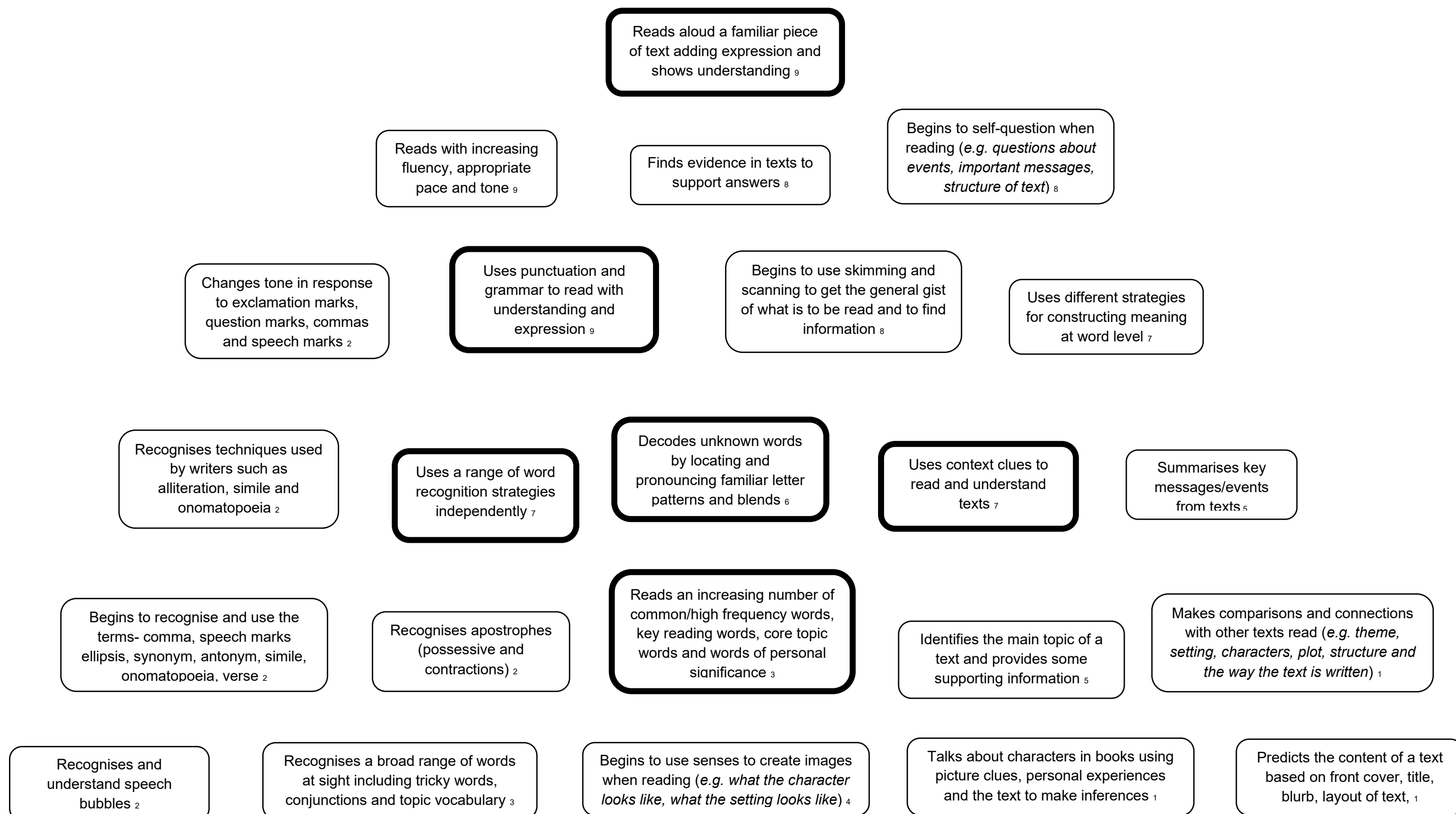
Recognises different points of view when listening ²

Selects appropriate words when communicating ¹

First Level: Tools for Reading

ENG 1-12a I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression.

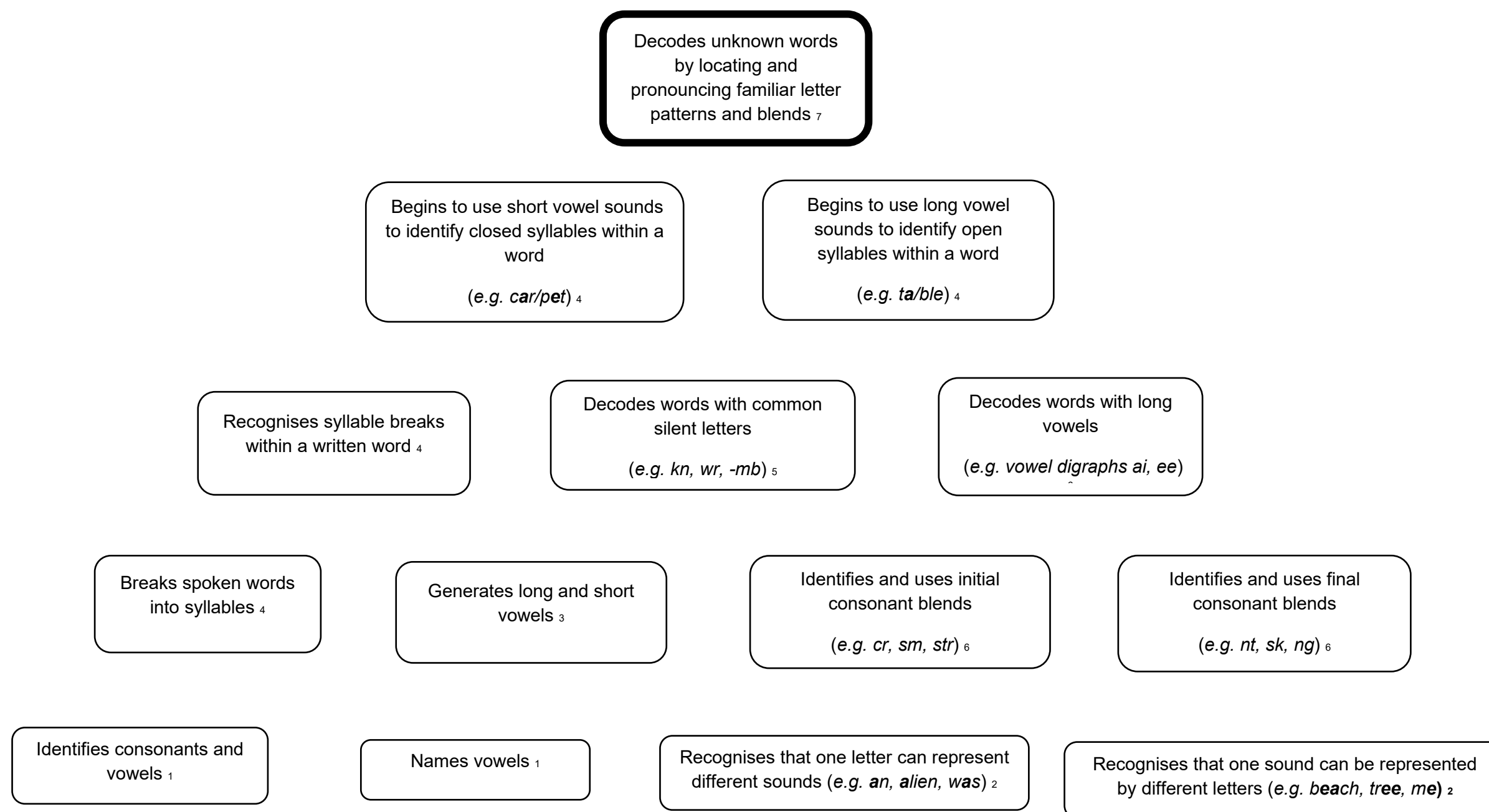
LIT 1-13a I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear.



First Level: Tools for Reading (Phonology)

ENG 1-12a I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression

[See Appendix 1 Spelling Patterns and Rules](#)

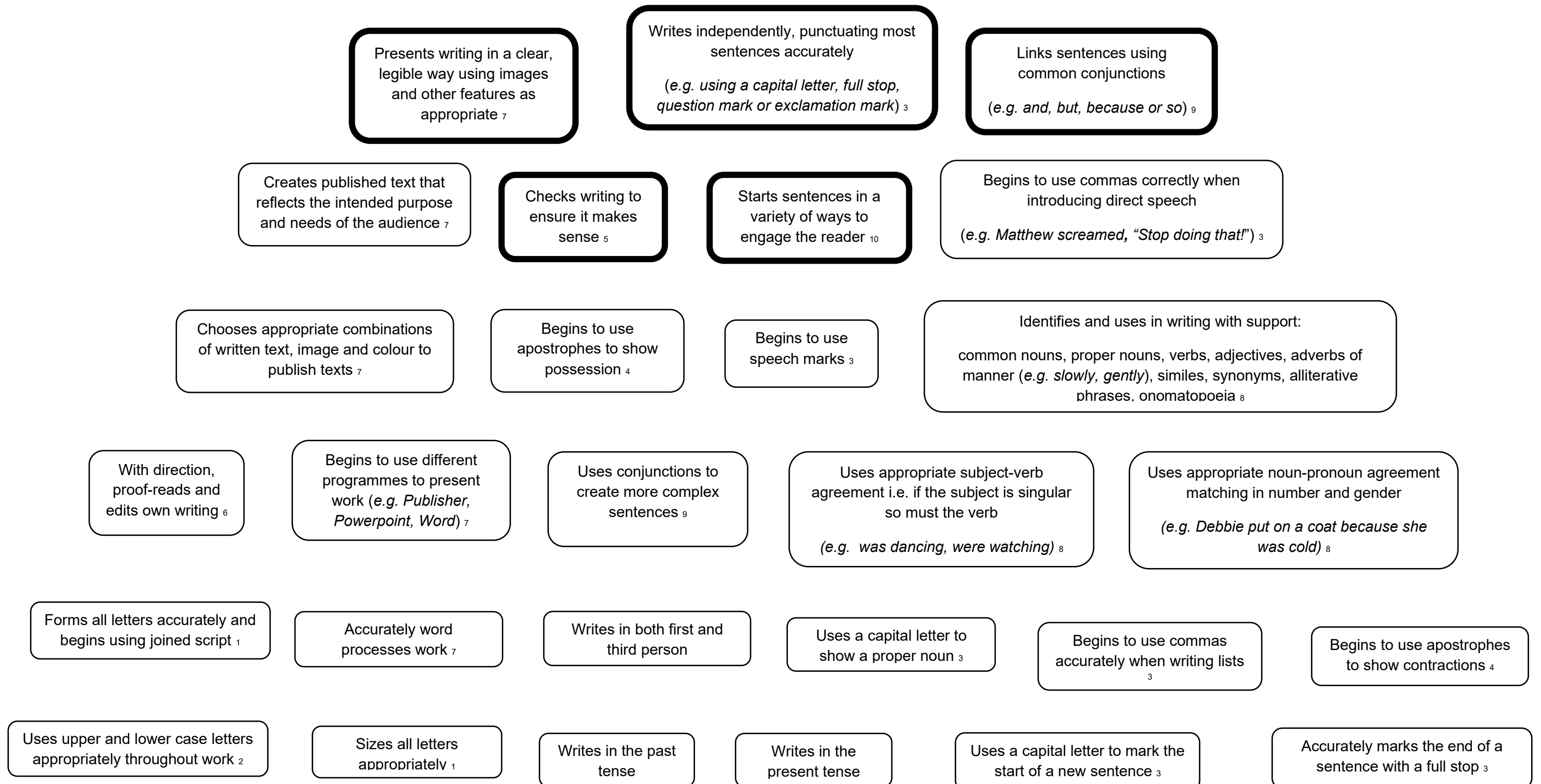


First Level: Tools for Writing

LIT 1-22a I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense.

LIT 1-23a Throughout the writing process, I can check that my writing makes sense.

LIT 1-24a I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features.



First Level: Tools for Writing (Phonology)

LIT 1-21a 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.

[See Appendix 1 Spelling Patterns and Rules](#)

PHONETIC SPELLING STAGE

Uses knowledge of the alphabet to locate words in a dictionary, or other reference source, to help spell tricky or unfamiliar words

Uses knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words

Spells most vocabulary used across the curriculum correctly

Spells most commonly used words correctly

Uses syllabification to aid spelling of longer words

Uses most common vowel digraphs (e.g. *oa, ue, ou*)

Uses knowledge of short and long vowel sounds to apply some spelling rules

Is beginning to use simple homophones correctly (e.g. *see/sea be/bee*)

Uses most common silent letters (e.g. *kn, wr*)

Is beginning to use knowledge of long vowels to identify open syllables

Is beginning to use knowledge of short vowels to identify closed syllables

Sounds out and represents all substantial sounds within words without regard for conventional spelling patterns

Applies rules to use simple inflectional endings (e.g. *-s -ed -ing*)

Identifies and uses knowledge of similar sounding words

Blends to construct CCVC and CCCVC words

Uses silent 'e'

First Level: Creating Texts

LIT 1-09a 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.

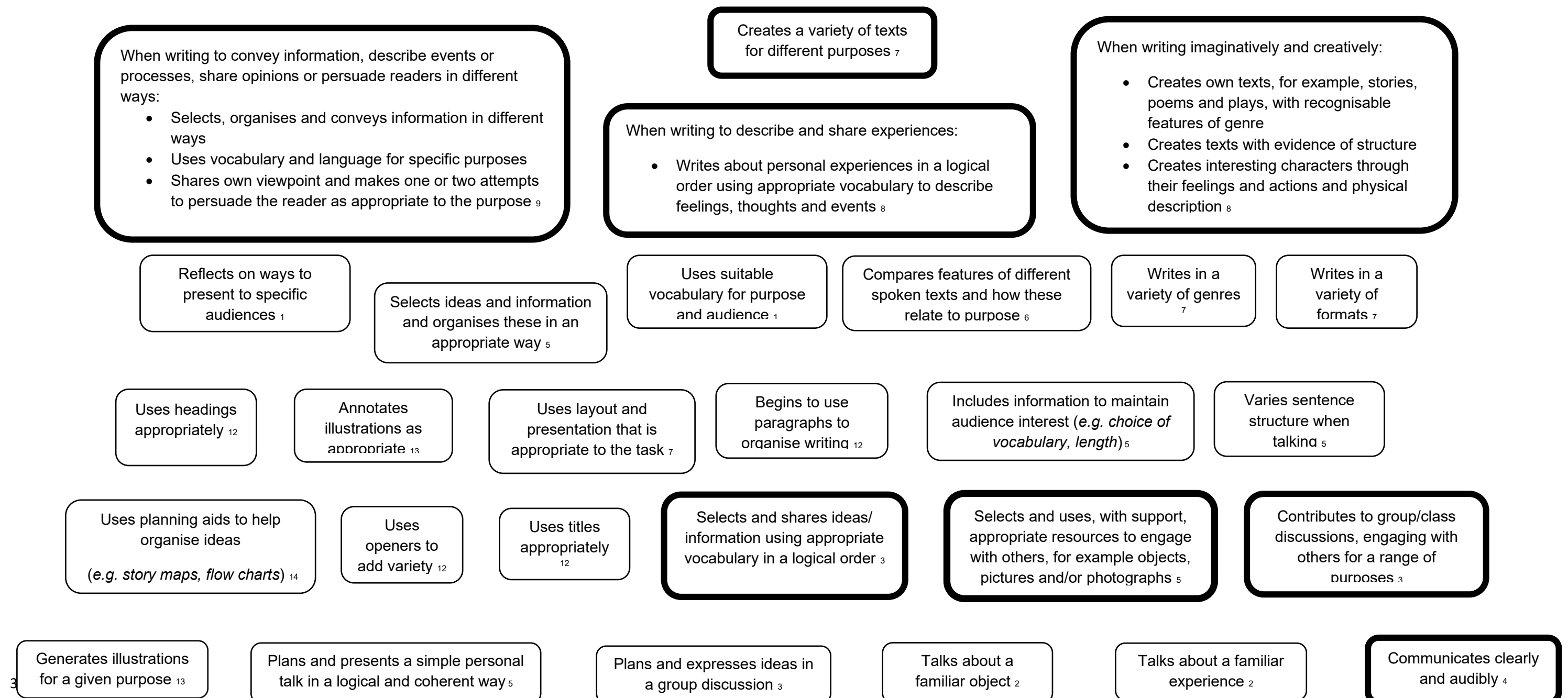
LIT 1-10a I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required.

LIT 1-28a / LIT 1-29a I can convey information, describe events or processes, share my opinions or persuade my reader in different ways.

ENG 1-30a I can describe and share my experiences and how they made me feel.

ENG 1-31a 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.

(This pathway works across Reading, Writing, Listening and Talking)



First Level: Finding, Using and Organising Information

LIT 1-04a 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 1-05a 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 1-06a 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 1-14a 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 1-15a I am learning to make notes under given headings and use them to understand information, explore ideas and problems and create new texts.

LIT 1-25a 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 texts.

LIT 1-26a 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.

(This pathway works across Reading, Writing, Listening and Talking)

Organises writing in a logical order and as appropriate to the audience
7

Plans and organises ideas and information using an appropriate format 7

Uses relevant and/or interesting vocabulary as appropriate for the context 5

Recognises and understands the meaning of similes in spoken and written texts 5

Identifies true/false/can't tell giving more detailed justifications 6

Includes relevant information in written texts 4

Uses notes to create and sequence new texts 1

Recognises and understands the meaning of metaphors in spoken and written texts 5

Identifies and finds key information in fiction and non-fiction texts using contents page, index, headings and diagrams to help locate information 2

Begins to use skimming and scanning to find key words and phrases 6

Identifies the purpose and main ideas of a spoken text and uses the information gathered for a specific purpose 4

Makes notes to help plan writing and uses them to create new texts 1

Uses a thesaurus to enrich description 5

Begins to use dictionary skills to check meaning and spelling 2

Shows an awareness of changes to the conventions of print (e.g. *use of bold / text / italics / capitals*) 2

Uses own diagrams and written notes to organise responses 1

Makes notes under given headings for different purposes 1

Orders words alphabetically by the first letter 2

First Level: Understanding, Analysing and Evaluating

LIT 1-07a I can show my understanding of what I listen to or watch by responding to and asking different types of questions

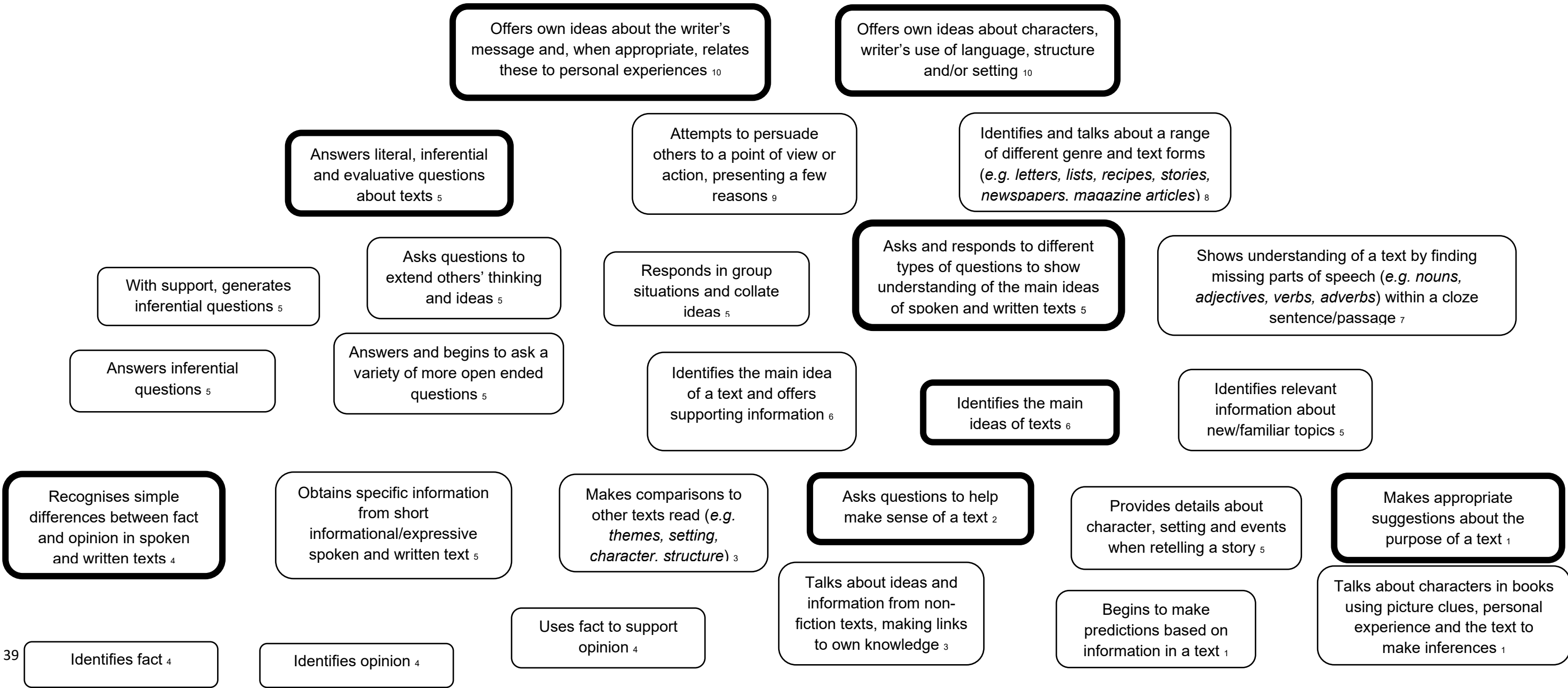
LIT 1-08a / LIT 1-18a To help me develop an informed view, I am learning to recognise the difference between fact and opinion

LIT 1-16a To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text

ENG 1-17a 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 1-19a 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.

(This pathway works across Reading, Writing, Listening and Talking)



Second Level: Enjoyment and Choice

LIT 2-01a I regularly select and listen to, or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources.

LIT 2-01a I regularly select subject, purpose, format and resources to create texts of my choice.

LIT 2-11a I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors.

LIT 2-20a I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.

(This pathway works across Reading, Writing, Listening and Talking)

Creates texts for a range of purposes and audiences selecting appropriate genre, form, structure and style ⁸

Selects spoken texts regularly for enjoyment or to find information for a specific purpose
Explains preferences ⁷

Explains preferences for particular texts, authors or sources with supporting detail ⁶

Chooses the most suitable source of information and explains reasons for choice ⁷

Talks in some detail about a favourite book and/or author and gives reasons ⁶

Reads independently for an increasingly sustained period ¹

Draws on evidence from own experience to challenge/question the text ⁴

Confidently handles an unseen text appropriate to stage ⁵

Selects texts regularly for enjoyment or to find information for a specific purpose ¹

Relates aspects of stories/texts to a personal experience and talks about feelings, giving reasons for feelings/reactions ⁴

Recognises how a person's attitude, values and beliefs impact on the interpretation of a text ³

Responds sensitively and perceptively to literature, as appropriate to stage ²

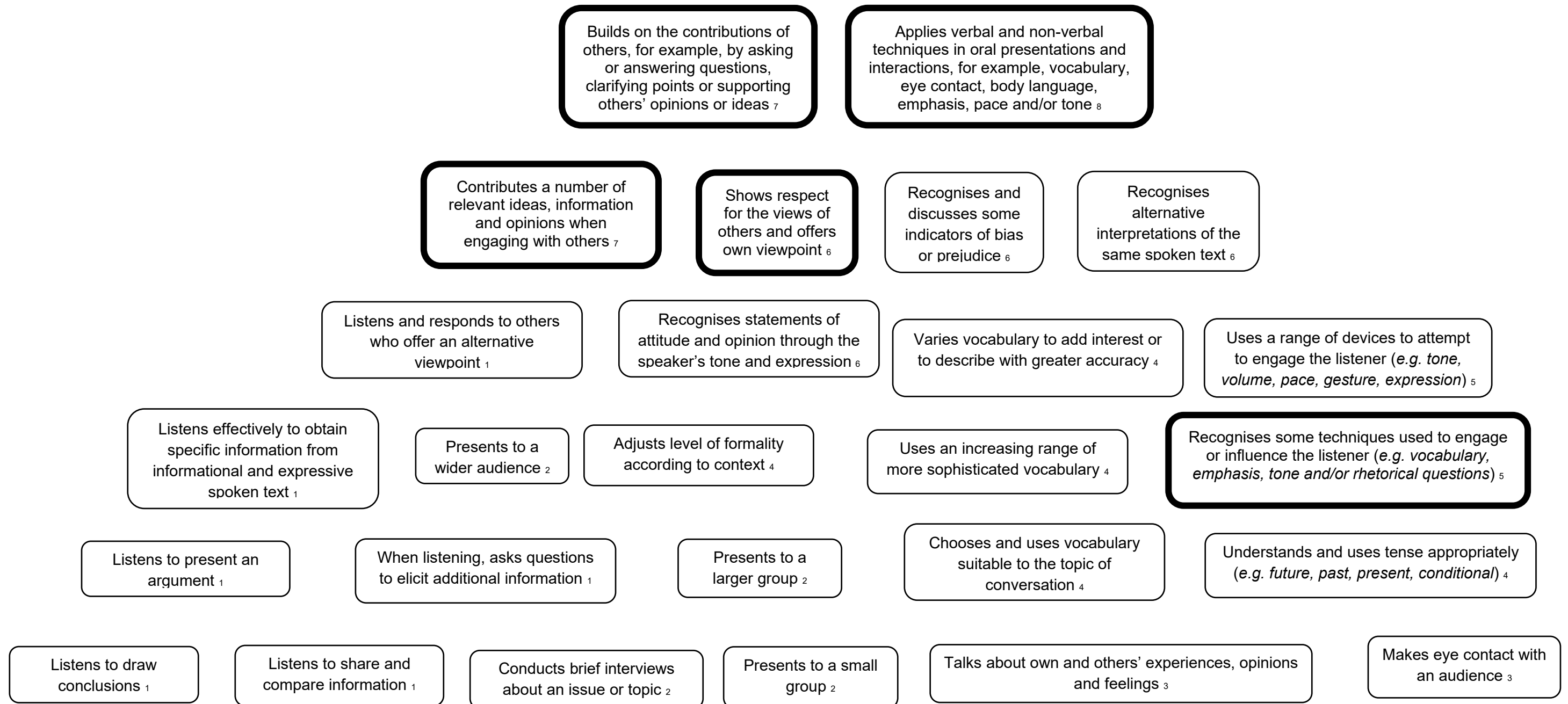
Is read to, and reads, to enter worlds beyond personal experience ¹

Second Level: Tools for Listening and Talking

LIT 2-02a When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.

ENG 2-03a I can recognise how the features of spoken language can help in communication, and I can use what I learn.

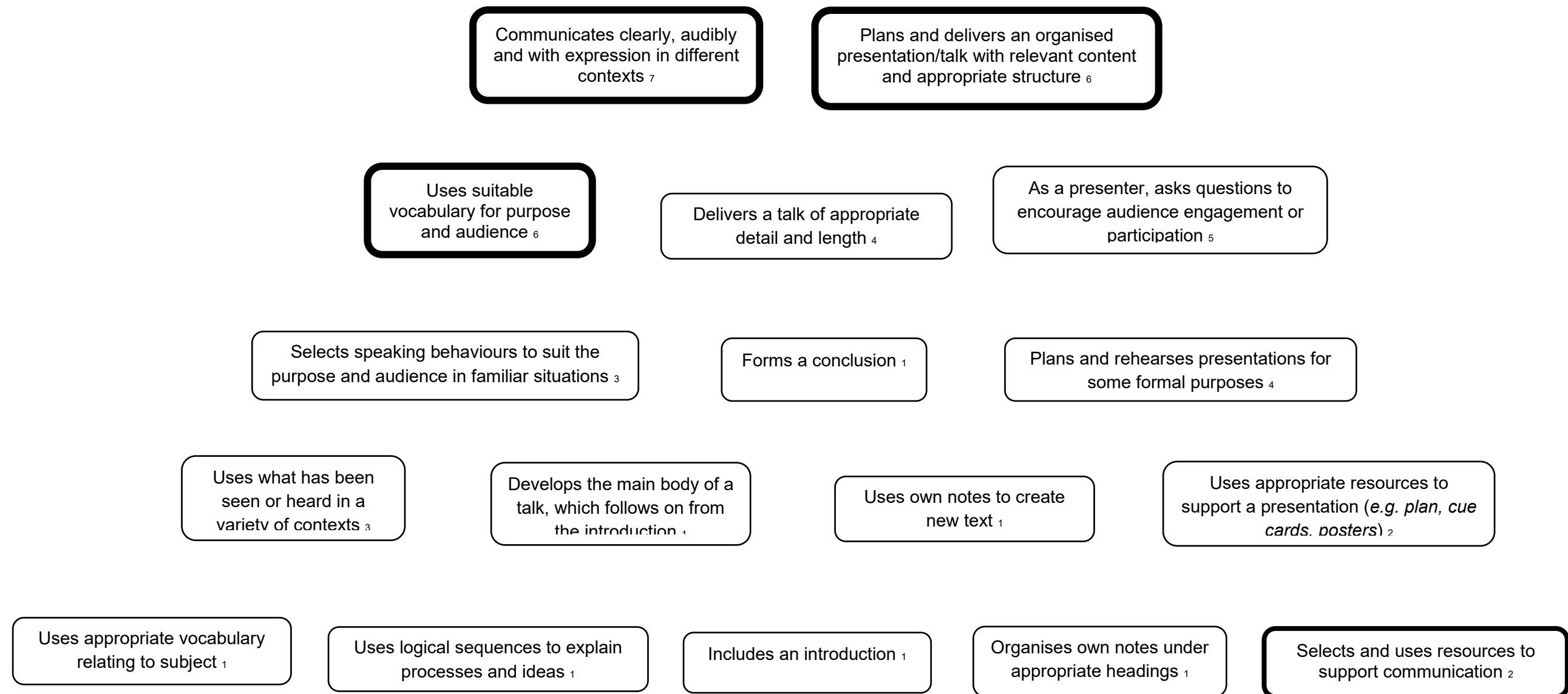
ENG 2-03a I can recognise different features of my own and others' spoken language.



Second Level: Creating Oral Texts

LIT 2-09a When listening and talking with others for different purposes, I can: share information, experiences and opinions; explain processes and ideas; identify issues raised and summarise main points or findings; and clarify points by asking questions or by asking others to say more.

LIT 2-10a I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.



Second Level: Tools for Reading

ENG 2-12a Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.

LIT 2-13a I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection.

Reads with fluency, understanding and expression using appropriate pace and tone ⁷

Reads aloud with increasing fluency, showing awareness of how punctuation, layout and changes of font can affect expression ⁷

Applies a range of reading skills and strategies to read and understand texts, for example, skimming, scanning, predicting, clarifying and/or summarising ⁹

Uses knowledge of context clues, punctuation, grammar and layout to read unfamiliar texts with understanding ⁸

Reads texts aloud showing an awareness of conventions associated with different forms (e.g. *play-scripts* and *verse*) ⁶

Reads aloud with appropriate empathy and awareness of style of text ⁶

Recognises and understands punctuation, including capital letters, full stops, question marks and exclamation marks and continues to develop knowledge ⁵

Reads a range of vocabulary specific to other curricular areas (e.g. *scientific terminology*, *topic vocabulary*) ⁷

Makes relevant links between texts and different areas of learning ²

Recognises a wide range of conjunctions within a piece of text ⁴

Recognises how punctuation will affect expression when reading ⁵

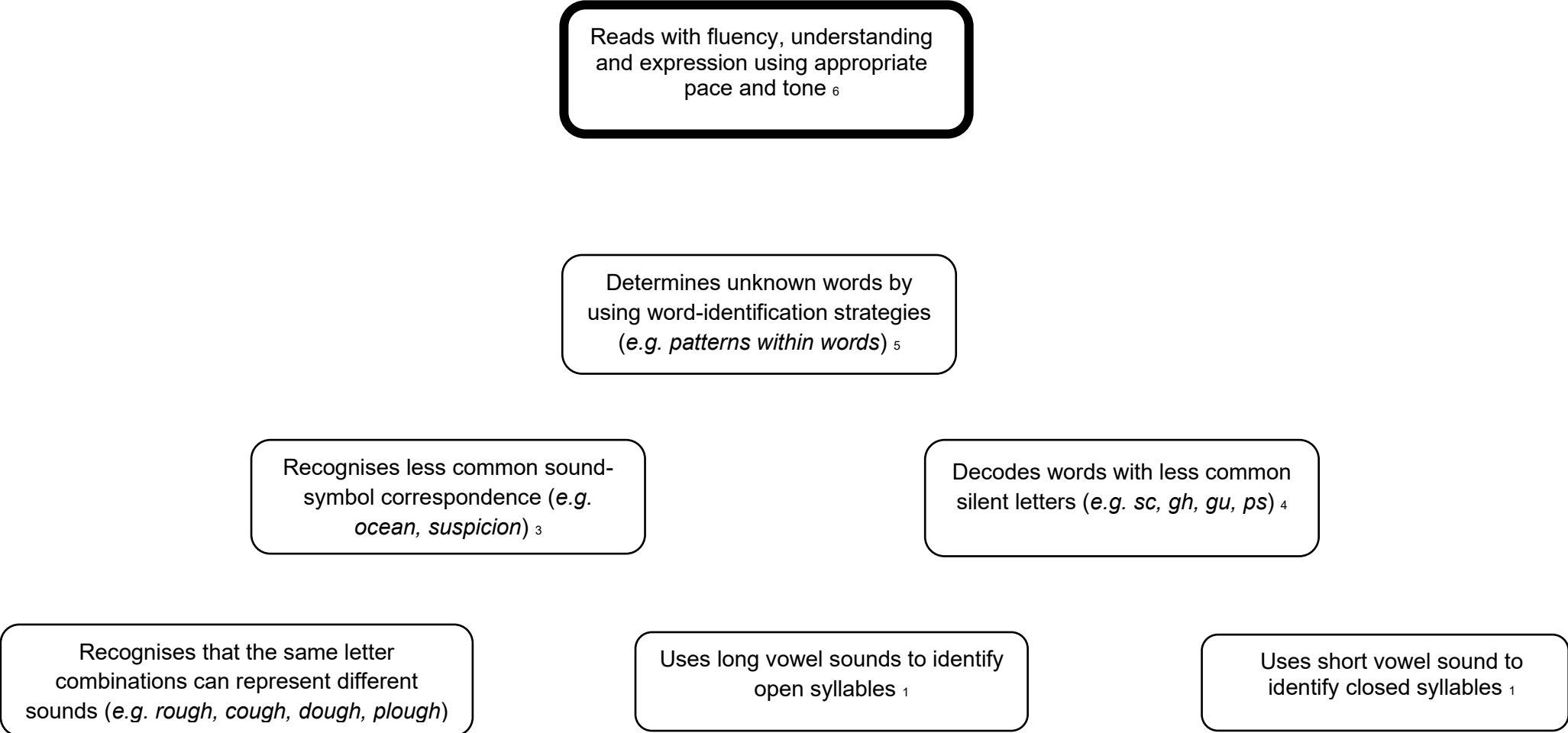
Uses the title, cover, blurb independently to select a text and help develop understanding ¹

Recognises why a writer has used a new paragraph ³

Second Level: Tools for Reading (Phonology)

ENG 2-12a Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression

[See Appendix 1 Spelling Patterns and Rules](#)



Second Level: Tools for Writing

LIT 2-22a In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader.

LIT 2-23a Throughout the writing process, I can check that my writing makes sense and meets its purpose.

LIT 2-24a I can consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.

Makes appropriate choices about layout and presentation, including in digital texts, to engage the reader, for example, headings, bullet points, fonts, graphics and/or captions ⁷

Reviews and corrects writing to ensure it makes sense, is technically accurate, and meets its purpose ⁷

Uses a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes. Punctuation is mainly accurate ²

Uses feedback to edit and redraft ⁷

Uses paragraphs to separate thoughts and ideas ⁶

Uses a colon accurately in writing ²

Uses apostrophes accurately to show possessives ²

Uses commas, dashes and brackets to accurately include parenthesis ²

Gives attention to imaginative presentation and layout ³

Writes most sentences in a grammatically accurate way ⁵

Uses sentences of different lengths and types and varies sentence openings ⁵

Uses commas accurately to show interjections and expressions usually used at the start of a sentence (e.g. *Yes, No, Indeed,*) ²

Uses apostrophes accurately to show contractions ²

Uses speech marks to indicate a quotation ²

Uses layout and presentation that is appropriate to the task to engage the reader ³

Writes a variety of increasingly complex sentences ⁵

Links sentences using a range of conjunctions ⁴

Writes in a fluent and legible way ¹

Uses commas accurately after a transitional phrase (e.g. *However, As a result, Consequently*)²

Uses speech marks to indicate direct speech in writing ²

Publishes and displays completed work with increasing confidence ³

Sets out completed work following established conventions appropriate to a variety of genres ³

Forms all letters accurately ¹

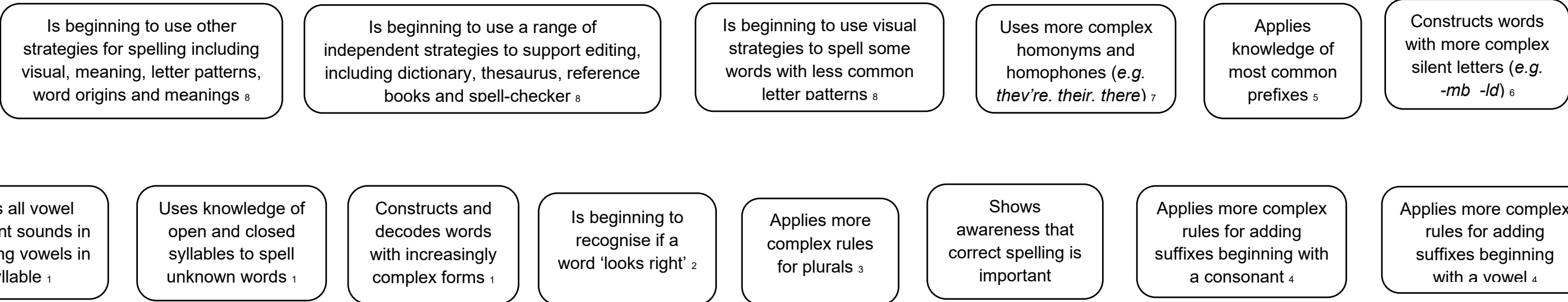
Uses punctuation, including capital letters, full stops, question marks and exclamation marks ²

Second Level: Tools for Writing (Phonology)

LIT 2-21a I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources.

[See Appendix 1 Spelling Patterns and Rules](#)

TRANSITIONAL SPELLING STAGE



Second Level: Understanding, Analysing and Evaluating

LIT 2-07a I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own.

LIT 2-08a To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are.

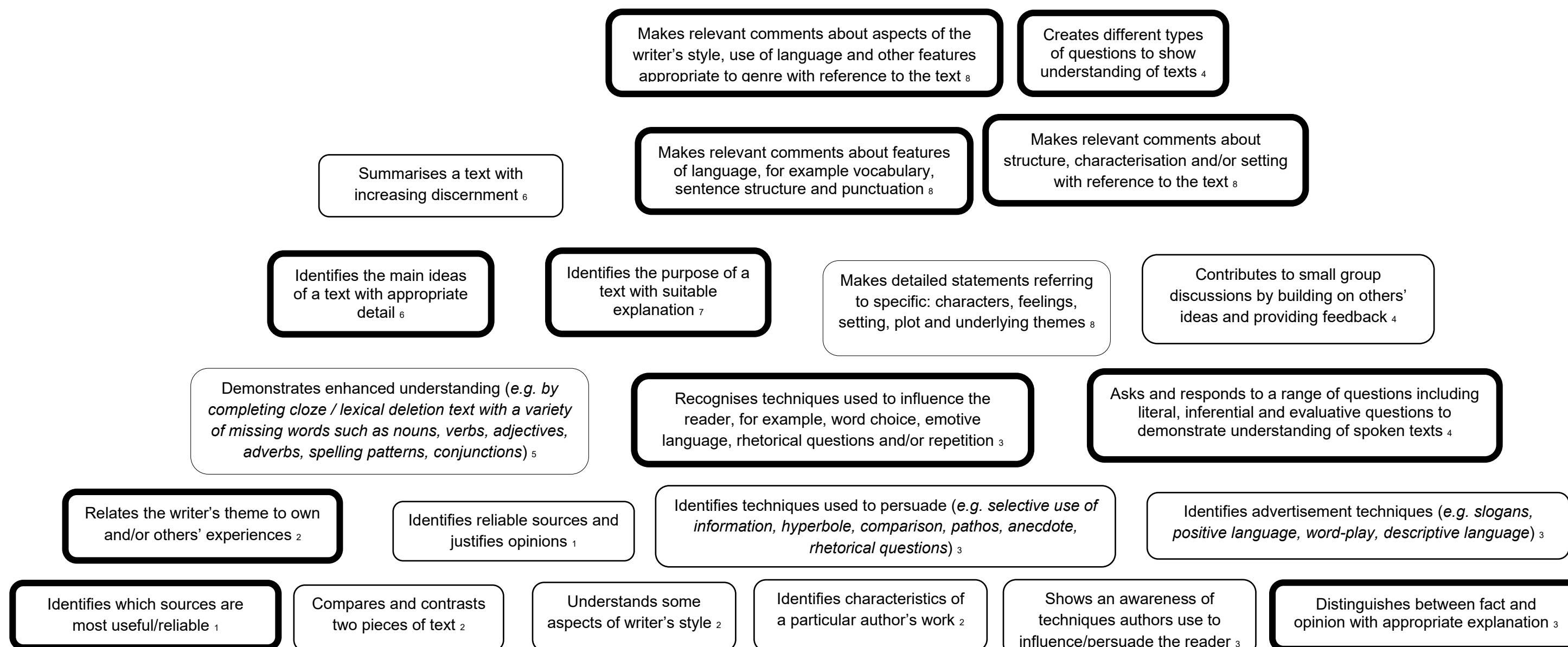
LIT 2-16a To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.

ENG 2-17a To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions on my own.

LIT 2-18a To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are.

ENG 2-19a I can discuss structure, characterisation and/or setting, recognise the relevance of the writer's theme and how this relates to my own and others' experiences, and discuss the writer's style and other features appropriate to the genre.

(This pathway works across Reading, Writing, Listening and Talking)



Third Level: Enjoyment and Choice

LIT 3-01a I regularly select and listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations, and I can give reasons, with evidence, for my personal response.

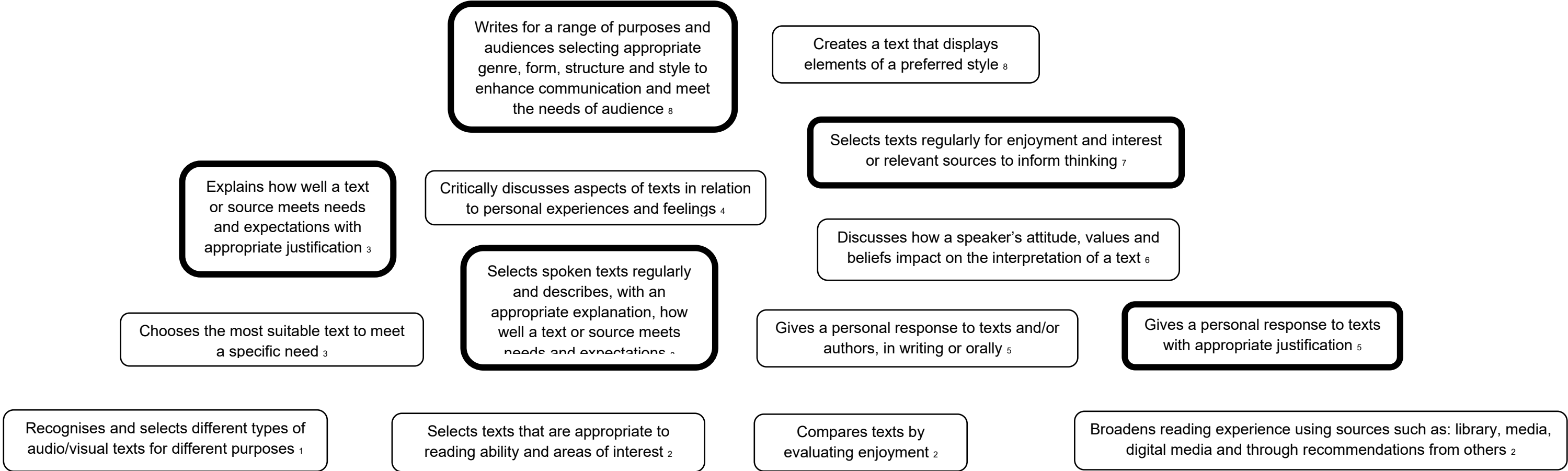
I can regularly select subject, purpose, format and resources to create texts of my choice, and am developing my own style.

LIT 3-11a I regularly select and read, listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations and give reasons, with evidence, for my personal response.

I can identify sources to develop the range of my reading.

LIT 3-20a I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience.

(This pathway works across Reading, Writing, Listening and Talking)



Third Level: Tools for Listening and Talking

LIT 3-02a When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.

LIT 3-02a I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.

ENG 3-03a Having explored and analysed the features of spoken language, I can use these, adopting an appropriate register to suit my purpose and audience.

Builds on the contributions of others, for example, by asking or answering questions, clarifying or summarising points, supporting or challenging opinions or ideas ⁸

Contributes regularly in group discussions or when working collaboratively, offering relevant ideas, knowledge or opinions with supporting evidence ⁹

Applies verbal and non-verbal techniques appropriately to enhance communication, for example, eye contact, body language, emphasis, pace, tone, and/or some rhetorical devices ¹⁰

Responds appropriately to the views of others, developing or adapting own thinking ⁷

Chooses between dialects and languages as appropriate to audience and purpose (e.g. between Scots, Standard Scottish English, other languages or forms of English) ⁶

Identifies features of spoken language, for example, body language, gesture, emphasis, pace, tone and/or rhetorical devices ¹⁰

Reflects on personal experience ¹

Uses and reflects on non-verbal communication ²

Uses appropriate register for purpose and audience, for the most part ⁶

Skilfully uses tone, volume, pace, gesture, eye contact, expression to engage the audience ¹⁰

Talks about, and generalises from, personal experiences and the experiences of others ¹

Uses appropriate non-verbal communication ²

Uses correct tense consistently (future, past, present, conditional) ³

Creates inferential and evaluative questions ⁴

Chooses appropriate vocabulary for audience and purpose ⁵

