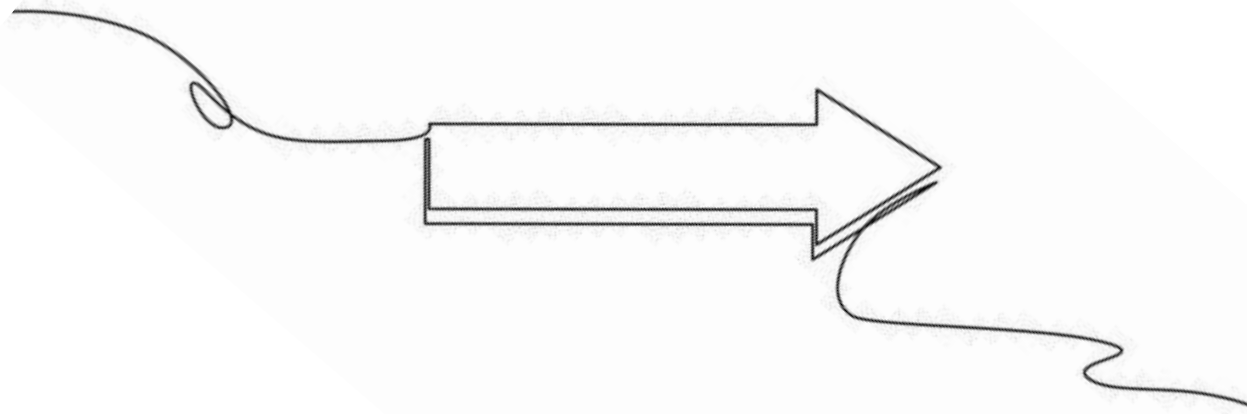


# Literacy Core Approach



## Progression Overview (Early, First and Second Level)

# GUIDANCE

The Overview provides a clear and structured framework to support practitioners in identifying key indicators of progress throughout each phase of literacy development.

Designed to complement the Progression Pathways, these materials support flexible and responsive planning, while aiding the monitoring and tracking of progress across literacy organisers. Practitioners are encouraged to plan for personalisation and choice, ensuring coherence, relevance, challenge, enjoyment, breadth, depth, and progression in learning experiences.

Benchmark statements are embedded within each line of progression to support professional judgement in assessing progress and achievement of a level. Through holistic assessment approaches and consistent use of this document, practitioners can confidently track and evaluate learners' attainment.

Effective use of this documentation is 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

CfE Level		EARLY			FIRST		SECOND			
Phase		Pre-Requisite	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7	
Listening and Talking	Active Listening	Shows interest in new songs, rhymes and stories.	<b>Participates actively in songs, rhymes and stories.</b>	Recognises and joins in with repetitive language, rhyme and/or rhythm.	Engages and joins in with songs, rhymes, stories and spoken texts with increasing enthusiasm, attention and appreciation.		Engages with a range of longer spoken texts (e.g. talks, interviews, digital media) with increasing enthusiasm, focus and appreciation.		<b>Selects spoken texts regularly for enjoyment or to find information for a specific purpose. Explains preferences.</b>	
		Shows interest in favourite books or songs.	<b>Engages with and enjoys watching, reading or listening to different texts, including stories, songs and rhymes, and can share likes and dislikes.</b>	Talks about why they prefer a certain spoken text with support e.g. format, voices, ideas or topics.		<b>Selects spoken texts regularly for enjoyment or to find information for a specific purpose and gives a reason for preferences.</b>	Makes more purposeful choices about spoken texts based on certain formats, voices, ideas or topics.			
		Shows interest in parts of a familiar text using own words, actions, or props in role play.	<b>Engages with stories and texts in different ways, for example, retelling/re-enacting stories and/or using puppets/props.</b>	Learners may visualise in different ways as appropriate to explore ideas or develop their thinking for example, drawings, diagrams, the use of objects, drama and/or images.						
		Is beginning to maintain attention for brief interactions and give simple replies when addressed.	<b>Listens and responds to others appropriately.</b>	Demonstrates an increasing ability to manage distractions, with support, and give the speaker their full attention.		<b>Listens and responds appropriately to others in a respectful way, for example, by nodding or agreeing, asking and answering questions.</b>	Demonstrates an ability to manage distractions more independently and give the speaker their full attention.		<b>Shows respect for the views of others and offers own viewpoint.</b>	
		Shows awareness of others talking and reacts when spoken to.	<b>Makes an attempt to use appropriate body language when listening to others, for example, eye contact.</b>	Demonstrates an increasing ability to show positive body language and behaviours when listening to others.		<b>Applies a few techniques (verbal and non-verbal) when engaging with others, for example, vocabulary, eye contact, expression and/or body language.</b>	Develops use of positive body language and behaviours when listening to others in a range of contexts.		<b>Applies verbal and non-verbal techniques in oral presentations and interactions, for example, vocabulary, eye contact, body language, emphasis, pace and/or tone.</b>	

CfE Level		EARLY		FIRST			SECOND		
Phase		Pre-Requisite	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7
		Uses prompts or support to help them participate or know when to take a turn.	<b>Makes an attempt to take turns when listening and talking in a variety of contexts.</b>	Demonstrates an increasing ability to take turns and contribute at the appropriate time when engaging with others in a variety of contexts.		<b>Takes turns and contributes at the appropriate time when engaging with others in a variety of contexts.</b>	Develops an ability to take turns and contributes at the appropriate time when engaging with others in a variety of contexts.		
		Joins in with chants and songs with repeated patterns	<b>Hears and says patterns in words.</b>	Demonstrates an increasing ability to: <ul style="list-style-type: none"> <li>Orally blend and segment longer words with consonant clusters.</li> <li>Orally manipulate words by adding or removing sounds.</li> <li>Orally substitute sounds within words.</li> </ul>			Continues to consolidate a range of phonological skills from previous phases of learning as appropriate.		
		Joins in with rhyming parts of a story.	<b>Hears and says rhyming words and generates rhyme from a given word.</b>						
		Hears and repeats sounds like 's' or 'a' when introduced.	<b>Hears and says the different single sounds made by letters.</b>						
		Begins to hear and say blends like 'sh' or 'ch' when introduced.	<b>Hears and says letter blends/sounds made by a combination of letters.</b>						

CfE Level		EARLY		FIRST		SECOND			
Phase		Pre-Requisite	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7
		Occasionally asks questions and shows some curiosity about what they have heard.  Answers questions but may need support to keep their responses relevant.	<b>Asks questions and responds relevantly to questions from others.</b>  <b>Asks and answers questions about texts to show and support understanding.</b>	Frequently asks questions and shows curiosity about what they have heard.  Asks and answers simple literal questions using information explicitly stated in the spoken text e.g. What colour was the wizard's cloak? Where do polar bears live? What reason does the writer give for drinking more water every day?  Asks and answers simple inferential questions using clues from the text and own knowledge to make increasingly plausible suggestions e.g. Who do you think ate the cookies? Why do giraffes have long necks? Why do you think the writer wants us to buy items from shops in our local area?  Gives a simple opinion about an aspect of the spoken text, with a reason e.g. I like the character of... because..., The pictures/diagrams were useful because..., I didn't like it when the writer... because...		<b>Asks and responds to different types of questions to show understanding of the main ideas of spoken texts.</b>  Answers an increasing range of question types e.g. literal, inferential and some simple evaluative.	Demonstrates an increasing ability to comprehend and engage with spoken information e.g. listening to a story or talk and discussing key points, group discussions.  Asks and answers literal questions using information explicitly stated in the spoken text e.g. What did the girl use to find her way back home? What causes magma to rise to the surface? What is the writer asking the government to do?  Asks and answers inferential questions using deduction and inference skills to make increasingly plausible suggestions, with support e.g. Why do you think the dog didn't run away from the man? Why might people choose to visit the city in the Autumn? What do you think the writer meant by the phrase...  Gives opinions about an aspect(s) of the text, with greater explanation and justification e.g. I feel the boy made the right decision because..., I thought the use of the word... was effective because..., I didn't agree with the writer when they said... because...	<b>Asks and responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of spoken texts.</b>	
		Follows the lead of others and directs others in play,	<b>Follows and gives simple instructions.</b>	Follows more detailed instructions involving multiple steps, especially within familiar routines or contexts (e.g. classroom tasks, group activities).  Begins to give instructions to peers using clear, appropriate language (e.g. explaining how to play a game or complete a task).			Follows more complex instructions, sometimes involving conditional steps (e.g. "If this happens, then...").  Gives and begins to adapt instructions depending on the situation. Instructions may relate to unfamiliar contexts (e.g. science experiments, digital tools).		
		Acts out parts of a text after hearing it, answers questions about key ideas or characters, or makes comments.	<b>Understands and responds to spoken texts.</b>	Identifies the text type (with support).  Identifies some key features of fiction and non-fiction texts when using/choosing texts for particular purposes.  Relates information and ideas from a text to personal experiences, other texts, or their wider knowledge.		<b>Identifies the purpose and main ideas of spoken texts and uses the information gathered for a specific purpose.</b>	Identifies the text type, purpose of a text and the intended audience with suitable explanation.		<b>Identifies the purpose of spoken texts with suitable explanation.</b>  <b>Identifies the main ideas of spoken texts, with supporting detail, and uses the information gathered for a specific purpose.</b>

CfE Level		EARLY		FIRST			SECOND		
Phase		Pre-Requisite	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7
		May show some awareness of information that is true in spoken texts.		Begins to show some awareness of information that is true in spoken texts.	With support, begins to recognise a fact and an opinion in spoken texts.	<b>Recognises simple differences between fact and opinion in spoken texts.</b>	Distinguishes between fact and opinion in simple spoken statements and gives a basic explanation.	Identifies facts and opinions in spoken texts or discussions. Begins to justify why a statement is one or the other.	<b>Identifies the difference between fact and opinion with suitable explanation.</b>
		Begins to notice and comment on the text or repeat new information discovered.	<b>Identifies new or interesting information from spoken texts.</b>	Identifies key new facts or information independently.  May compare new information to prior knowledge.	Begins to explain why the information is interesting or important.  Begins to make notes using key words and pictures.	<b>Makes relevant notes under given headings and can use these for different purposes.</b>  <b>Uses notes to create and sequence new texts.</b>	Selects and discusses interesting or relevant information.  Begins to make links between ideas from spoken texts or speakers.	Consistently identifies new, interesting, or significant information from varied spoken sources (e.g. debates, presentations).  Explains relevance or significance of information.	<b>Makes relevant notes using own words, for the most part, and uses these to create new texts for a range of purposes.</b>
		Guesses spontaneously or when prompted about what will happen next in a text.	<b>Makes simple predictions about texts.</b>	Increasingly makes plausible predictions about texts and answers questions to help predict what will happen next.			Develops knowledge and understanding of how 'deduction' and 'inference' skills are used when making predictions. Increasingly makes appropriate and more accurate predictions about texts using inference and deduction skills, with support.		
		Shows some awareness of others.	Is beginning to recognise how someone might be feeling e.g. happy, upset, nervous.	Demonstrates an increasing ability to identify how someone might be feeling e.g. happy, upset, nervous, and respond appropriately.			Demonstrates an ability to identify how someone might be feeling e.g. happy, upset, nervous, and respond appropriately.		
	Group Discussion	Uses prompts or support to help them participate or know when to take a turn.	<b>Makes an attempt to take turns when listening and talking in a variety of contexts.</b>	Demonstrates an increasing ability to appropriately take turns when engaging with others in a variety of contexts.		<b>Takes turns and contributes at the appropriate time when engaging with others in a variety of contexts.</b>	Demonstrates an ability to appropriately take turns when engaging with others in a variety of contexts.		
		Is beginning to show some awareness of the appropriate body language when interacting with others. e.g. facing the speaker, eye contact, nodding.	<b>Makes an attempt to use appropriate body language when listening to others (e.g. eye contact, nodding).</b>	Shows some appropriate body language when listening to others and awareness of a few techniques (verbal and non-verbal) when engaging with others (e.g. vocabulary, eye contact,	Is beginning to use a few techniques (verbal and non-verbal) more regularly, confidently or respectfully when engaging with others (e.g. vocabulary, eye contact, expression, body language).	<b>Applies a few techniques (verbal and non-verbal) when engaging with others (e.g. vocabulary, eye contact, expression, body language).</b>	Applies some verbal and non-verbal techniques in an increasingly consistent and natural way in a range of contexts (e.g. appropriate vocabulary, clear eye contact, respectful body language, and	Shows some awareness of techniques like emphasis or tone.  Is beginning to recognise when techniques like emphasis or tone have been used.	<b>Applies verbal and non-verbal techniques in oral presentations and interactions (e.g. vocabulary, eye contact, body language, emphasis, pace, tone).</b>  <b>Recognises some techniques used to</b>

CfE Level		EARLY		FIRST			SECOND		
Phase		Pre-Requisite	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7
				expression, body language).			varied pace and tone.)		engage or influence the listener (e.g. vocabulary, emphasis, tone, rhetorical questions).
		Is beginning to actively listen to others and stay on topic when responding.	<b>Listens and responds to others appropriately.</b>	Demonstrates an increasing ability to listen and responds to others in a respectful manner (e.g. nodding, agreeing, asking and answering questions).		<b>Listens and responds appropriately to others in a respectful way (e.g. nodding, agreeing, asking and answering questions).</b>	Acknowledges the views of others in an increasingly respectful manner.  Demonstrates an increasing ability to assert their own viewpoint or share their opinions respectfully.		<b>Shows respect for the views of others and offers own viewpoint.</b>
		Occasionally asks questions and shows some curiosity.  Answers questions but may need support to keep responses relevant.	<b>Asks questions and responds relevantly to questions from others.</b>	Shares ideas, information and opinions though may need prompting or some support to contribute regularly, confidently or respectfully to group/class discussions.	Contributes ideas, information and opinions more regularly, confidently and respectfully when engaging with others as part of a group/class discussion.	<b>Contributes to group/class discussions, engaging with others for a range of purposes.</b>	Contributes ideas, information and opinions though may need prompting or some support to contribute fully to group/class discussions.	Contributes some relevant ideas, information and opinions more regularly, confidently and respectfully when engaging with others.	<b>Contributes a number of relevant ideas, information, and opinions when engaging with others.</b>  <b>Builds on the contributions of others (e.g. asking or answering questions, clarifying points, supporting others' opinions or ideas).</b>
		Uses prompts or support to help them participate in a wider group setting.	<b>Shares ideas with a wider audience (e.g. group or class).</b>	Is developing their ability to engage in discussion and build on others' contributions (e.g. asking or answering questions, clarifying points, supporting other's opinions or ideas). This will involve the use of sentence stems, prompts or other scaffolds to support appropriate participation.					
	Individual Talk	Talks to others in familiar contexts, sharing feelings, ideas and thoughts.	<b>Talks clearly to others in different contexts, sharing feelings, ideas and thoughts.</b>	Speech is clear, though may be quiet or lack volume in larger groups. May rely on adult support or cues.	Talks clearly and at an appropriate volume in a variety of situations.  Is beginning to vary tone or pace.  Communicates more confidently in group and/or whole class settings.	<b>Communicates clearly and audibly.</b>	Talks clearly and audibly.  Demonstrates an increasing ability to talk at an appropriate pace and use expression for effect.		<b>Communicates clearly, audibly and with expression in different contexts.</b>
		Is beginning to sequence experiences, familiar stories or events.	<b>Recounts experiences, stories and events in a logical sequence for different purposes.</b>	Selects and shares basic ideas or information though these may be unclear or disorganised.	Shares relevant ideas in a mostly logical order.  Uses increasingly appropriate vocabulary for the context.	<b>Selects and shares ideas/information using appropriate vocabulary in a logical order.</b>	Shares ideas spontaneously with limited organisation or planning.	Is beginning to plan presentation/talk with more structure (with support)	<b>Plans and delivers an organised presentation/talk with relevant content and appropriate structure.</b>

CfE Level		EARLY		FIRST			SECOND		
Phase		Pre-Requisite	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7
				Uses simple vocabulary.					
		Is beginning to vocalise own ideas or dialogue in play contexts.	<b>Communicates and shares stories in different ways, for example, in imaginative play.</b>	Shares ideas, information and opinions though may need prompting or some support to contribute regularly, confidently or respectfully to group/class discussions.	Contributes ideas, information and opinions more regularly, confidently and respectfully when engaging with others as part of a group/class discussion.	<b>Contributes to group/class discussions, engaging with others for a range of purposes.</b>	Contributes ideas, information and opinions though may need prompting or some support to contribute fully to group/class discussions.	Contributes some relevant ideas, information and opinions more regularly, confidently and respectfully when engaging with others.	<b>Contributes a number of relevant ideas, information, and opinions when engaging with others.</b>
		Uses a range of simple Tier 1 level language, familiar words and phrases to appropriately express ideas, feelings or discuss a text.	<b>Uses new vocabulary and phrases in different contexts, for example, when expressing ideas and feelings or discussing a text.</b>	Increasingly uses Tier 2 level language as well as familiar words and phrases to appropriately express ideas, feelings or discuss a text.			<b>Uses suitable vocabulary for purpose and audience.</b> Vocabulary should appropriately convey ideas, feelings or information.	Is beginning to explore and experiment with more specific or effective Tier 2 and Tier 3 level vocabulary to effectively express ideas, feelings or discuss a text.	Makes an attempt to use more specific or effective Tier 2 and Tier 3 level vocabulary to effectively express ideas, feelings or discuss a text.
		Uses some resources when engaging with others, for example, objects, pictures and/or photographs, to support communication.		Is beginning to explore and experiment with the use of different resources to engage with others, for example, objects, pictures and/or photographs.		<b>Selects and uses, with support, appropriate resources to engage with others.</b>	Increasingly makes their own decisions about appropriate resources to support communication in a variety of contexts.		<b>Selects and uses resources to support communication.</b>
Reading	Enjoyment and Choice	Enjoys exploring different texts looking at the cover, pictures etc.	<b>Chooses a story or other texts for enjoyment making use of the cover, title, author and/or illustrator.</b>	Chooses texts for enjoyment using the cover, title, and sometimes the author or illustrator, beginning to talk about preferences.	Independently chooses texts for enjoyment, confidently using cover, title, author, and illustrator to inform their choice.	<b>Selects different texts regularly for enjoyment or for a specific purpose using, for example, cover, title, author, illustrator and/or blurb.</b>	Selects a wider range of texts for enjoyment, using knowledge of authors/illustrators and genres. May begin to make comparisons.	Selects texts independently and confidently for enjoyment, drawing on prior knowledge of authors, genres, and illustrators.  Discusses what influences their choices.	<b>Selects texts regularly for enjoyment or to find information for a specific purpose.</b>



CfE Level		EARLY		FIRST			SECOND		
Phase		Pre-Requisite	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7
		Shows interest in favourite books or songs. Selects a favourite text to look at or listen to many times.	<b>Engages with and enjoys watching, reading or listening to different texts, including stories, songs and rhymes, and can share likes and dislikes.</b>	Talks about the different aspects of a text that influence preferences, such as humour, characters, and/or events.	<b>Explains preferences for particular texts and authors.</b>		Makes more purposeful choices about texts based on certain aspects such as interesting characters, exciting plots, favourite authors, or topics they enjoy.	<b>Explains preferences for particular texts, authors or sources with supporting detail.</b>	
	Phonological Awareness	Demonstrates an increasing ability to: <ul style="list-style-type: none"><li>Identify, match and produce rhyming words.</li><li>Identify, match and produce alliteration.</li><li>Identify the number of words in a spoken sentence.</li><li>Identify the number of syllables in a spoken sentence.</li><li>Orally identify, blend and segment sounds and words.</li></ul>	<b>Hears and says patterns in words.</b>  <b>Hears and says the different single sounds made by letters.</b>  <b>Hears and says blends/sounds made by a combination of letters.</b>	Demonstrates an increasing ability to: <ul style="list-style-type: none"><li>Orally blend and segment longer words with consonant clusters.</li><li>Manipulate words by adding or removing sounds.</li><li>Substitute sounds within words.</li></ul>		Continues to consolidate a range of phonological skills from previous phases of learning as appropriate to support effective reading.			
	Visual Discrimination	Demonstrates an increasing ability to: <ul style="list-style-type: none"><li>Match, sort and group objects, shapes, and/or images.</li><li>Identify oddity.</li><li>Recreate a pattern.</li><li>Identify a specific image or shape within a larger, more complex visual scene or background.</li></ul>	Continues to consolidate a range of visual discrimination skills from previous phases of learning as appropriate to support effective reading.						

CfE Level		EARLY		FIRST			SECOND			
Phase		Pre-Requisite	Phase 1	Phase 2	Phase 3		Phase 4	Phase 5	Phase 6	Phase 7
	Sounds and Letters	SEMI-PHONETIC  Demonstrates an increasing ability to hear and identify individual sounds and recognise their corresponding letters.	<b>Uses knowledge of sounds, letters and patterns to read words.</b>	PHONETIC  Demonstrates an increasing ability to decode words by using knowledge of letters, the most common letter patterns and blends.		<b>Decodes unknown words by locating and pronouncing familiar letter patterns and blends.</b>		TRANSITIONAL  Demonstrates an increasing ability and confidence to decode unfamiliar words through knowledge and recognition of a wider range of letter patterns, blends, and conventions.		<b>Reads with fluency</b> (approximately 100 words per minute), <b>understanding and expression using appropriate pace and tone</b> , volume, intonation, or emphasis for the text type and context. Learners should be able to read around 95% of an appropriately levelled text accurately.
	High Frequency Words	Recognises 10 key pre-reading words: a, and, for, I, is, of, the, to, was, you  Begins to recognise some high frequency words in a range of contexts.	<b>Uses knowledge of sight vocabulary/tricky words to read familiar words in context.</b>	Reads an increasing number of high frequency words e.g. around the first 100.	Reads an increasing number of high frequency words e.g. around the first 200.	<b>Reads an increasing number of common/high frequency words (e.g. the first 300) key reading words, core topic words and words of personal significance.</b>		Continues to consolidate the first 300 high frequency words and extend sight vocabulary of key reading words, core topic words and words of personal significance as appropriate to support effective reading.		
Morphological Awareness	May begin noticing and commenting on letter patterns, parts of words, silent letters.		Demonstrates an increasing understanding that words are made up of and can be broken down into smaller parts.  Is beginning to recognise and use some common prefixes (e.g. <i>un-</i> , <i>re-</i> , <i>pre-</i> ).  Is beginning to explore suffixes of tense or number (e.g. <i>-ed</i> , <i>-ing</i> , <i>-s</i> , <i>-es</i> ).  Is beginning to identify and use <b>root words</b> in word families (e.g. <i>play</i> , <i>player</i> , <i>playing</i> ).  Is beginning to use context and known word parts to <b>predict meaning</b> of new words (e.g. replay, unfair).		Demonstrates an increasing ability and confidence to decode unfamiliar words through knowledge and recognition of a wider range of prefixes, suffixes and silent letters.  Is beginning to recognise some Greek and Latin roots in subject-specific vocabulary (e.g. <i>bio-</i> , <i>geo-</i> ).					
Fluency and Expression	Demonstrates an increasing awareness of how print works by understanding how texts are used, recognising that print carries meaning, following directionality, distinguishing between letters, words, and numerals.	<b>Reads aloud familiar texts with attention to simple punctuation</b> , such as taking a short pause at a full stop.	Reads sentences from left to right, top to bottom, using spaces and full stops to develop fluency.	Reads sentences from left to right, top to bottom, using spaces, conjunctions and simple punctuation to develop fluency.  Begins to read multiple words together in meaningful phrases and attempts to use some expression.	<b>Reads aloud a familiar piece of text</b> (approximately 80 words per minute) <b>adding expression and shows understanding</b> . Learners should be able to read around 95% of an appropriately levelled text accurately.		Develops an increasingly appropriate pace and tone when reading a variety of text types.  Recognises more varied punctuation and grammar to read with understanding and expression (e.g. italics, direct speech, brackets, ellipsis).		<b>Applies a range of reading skills and strategies to read and understand texts.</b>	
Concepts of Print		<b>Knows the difference</b>	Demonstrates an increasing knowledge and understanding of how texts are used, directionality, key language features, grammar		<b>Uses punctuation and grammar to read with</b>		Demonstrates an increasing knowledge and understanding of how texts are structured for different purposes, and uses key features such as			

CfE Level		EARLY		FIRST			SECOND		
Phase		Pre-Requisite	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7
		identifying familiar letters and words, and recognising simple punctuation.	<b>between a letter, word and numeral.</b>	and punctuation to read with understanding and expression.		<b>understanding and expression.</b>	paragraphs, varied punctuation, grammar, and language features to support reading with understanding and expression.		<b>Uses knowledge of context clues, punctuation, grammar and layout to read unfamiliar texts with understanding.</b>
	Vocabulary	Looks at pictures and begins to use illustrations to understand text.  Makes comments about unfamiliar or interesting words in the text.	<b>Uses context clues to support understanding of different texts.</b>	Begins to understand they can determine an unfamiliar word or idea independently from context, glossaries etc.	Uses clues from dialogue, character actions and events to interpret meaning of unfamiliar words or ideas.	<b>Uses context clues to read and understand texts.</b>	Develops an increasing knowledge of and ability to use the five key context clues to read and understand texts, with support: <ul style="list-style-type: none"><li>• Definition</li><li>• Synonym</li><li>• Antonym</li><li>• Example</li><li>• General</li></ul>		
	Making Connections	Identifies simple text features e.g. front, back, title, and shows an awareness of the text type, the purpose and the intended audience, with support. Begins to share some personal experiences relevant to the text.	<b>Shows an awareness of a few features of fiction and non-fiction texts, when using/choosing texts for particular purposes.</b>  <b>Relates information and ideas from to text to personal experiences.</b>	Identifies the text type, purpose and intended audience from a range of options.  Recognises some key features of fiction and non-fiction text when using/choosing texts for particular purposes, with support.  Relates information and ideas from a text to personal experiences, other texts and/or their wider knowledge, with support.		<b>Makes appropriate suggestions about the purpose of a text.</b>	Identifies the text type, purpose and intended audience with increasing independence and confidence.  Identifies the key features of fiction and non-fiction text when using/choosing texts with increasing confidence and independence.  Relates the writer's theme to own and/or others' experiences, other texts, or their wider knowledge.		<b>Identifies the purpose of a text with suitable explanation.</b>  <b>Relates the writer's theme to own/others' experience.</b>
	Predicting	Guesses, spontaneously or when prompted, what will happen next in a text.	<b>Answers questions to help predict what will happen next.</b>	Increasingly makes plausible predictions about texts and answers questions to help predict what will happen next.			Develops knowledge and understanding of how 'deduction' and 'inference' skills are used when making predictions. Increasingly makes appropriate and more accurate predictions about texts using inference and deduction skills, with support.		
	Asking and Answering Questions	Shows curiosity about texts and asks simple questions to find out more information about characters, events or ideas.  Answers simple 'what', 'where' and 'who' questions, using visual	<b>Asks and answers questions about events and ideas in a text.</b>	Asks and answers simple literal questions using information explicitly stated in the text e.g. What colour was the wizard's cloak? Where do polar bears live? What reason does the writer give for drinking more water every day?  Asks and answers simple inferential questions using clues from the text and own knowledge to make increasingly plausible suggestions e.g. Who do you think ate the cookies? Why do giraffes have long necks?		<b>Asks and responds to different types of questions to show understanding of the main ideas of spoken texts.</b>  <b>Answers literal, inferential and evaluative questions about texts.</b>  <b>Asks questions to help make sense of a text.</b>	Asks and answers literal questions using information explicitly stated in the text e.g. What did the girl use to find her way back home? What causes magma to rise to the surface? What is the writer asking the government to do?  Asks and answers inferential questions using deduction and inference skills to make increasingly plausible suggestions, with support e.g. Why do you think the dog didn't run away from the man? Why might people choose to visit the city in the Autumn? What do you think the writer meant by the phrase...		<b>Responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of text.</b>  <b>Creates different types of questions to show understanding of text.</b>

CfE Level		EARLY		FIRST			SECOND		
Phase		Pre-Requisite	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7
		information from the text e.g. What part did you like most? Where did this story take place? Who else might enjoy this?		Why do you think the writer wants us to buy items from shops in our local area?  Gives a simple opinion about an aspect of the text, with a reason e.g. I like the character of... because..., The pictures/diagrams were useful because..., I didn't like it when the writer... because...  Demonstrates an understanding of a text through reading stage appropriate comprehension tasks, cloze passages, quizzes and/or other activities.			Gives opinions about an aspect(s) of the text, with greater explanation and justification e.g. I feel the boy made the right decision because..., I thought the use of the word... was effective because..., I didn't agree with the writer when they said... because...  Demonstrates an understanding of a text through reading stage appropriate comprehension tasks, cloze passages, quizzes and/or other activities.		
	Visualising	Shows interest in parts of a familiar text using own words, actions, or props in role play to explore ideas or information.	<b>Engages with texts read to them.</b>  <b>Retells familiar stories in different ways, for example, role play puppets and or drawings.</b>	Learners may visualise in different ways as appropriate to explore ideas or develop their thinking for example, drawings, diagrams, the use of objects, drama and/or images.					
	Summarising	Shows interest in spoken texts.  Shows interest in particular pages of text or explores texts independently.	<b>Identifies new or interesting information from spoken texts.</b>  <b>Finds information in a text to learn new things.</b>	Begins to explore and use simple features in non-fiction texts (e.g. titles, contents page, pictures) with support.  With support, begins to pick out key words or phrases (simple words or pictures).  Uses some words and/or pictures as 'notes' to create simple oral or written sentences or retellings.  Identifies obvious main ideas from short, familiar	Explores and uses a wider range of features including contents page, index, headings, sub-headings, and diagrams.  Organises simple words or pictures into appropriate categories or under given headings with some independence.  Uses notes to support sequencing activities or written tasks. Begins to identify main ideas from slightly longer texts.	<b>Identifies and finds key information in fiction and non-fiction texts, using contents page, index, headings, sub-headings and diagrams, to help locate information.</b>  <b>Makes notes under given headings for different purposes.</b>  <b>Uses notes to create and sequence new texts.</b>  <b>Identifies the main ideas of texts.</b>	Demonstrates an increasing ability to skim a text to recognise author's purpose and identify main ideas.  Demonstrates an increasing ability to scan a text to find key information using a full range of features (contents, index, headings, sub-headings, diagrams, glossaries). Develops ability to search across digital and paper formats.  Makes and organises notes, under self-chosen or guided headings. Recognises what to include or omit depending on purpose.  Uses notes to identify the main ideas of a text.	<b>Skims texts to identify purpose and main ideas.</b>  <b>Scans texts to find key information.</b>  <b>Identifies the main ideas of a text with appropriate detail.</b>  <b>Makes and organises notes, using own words, for the most part.</b>  <b>Uses notes to create new texts that show understanding of the topic or issue.</b>	

CfE Level		EARLY		FIRST			SECOND		
Phase		Pre-Requisite	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7
				texts, with support.					
	Evaluating	<p>Comments on illustrations, characters, events and ideas.</p> <p>Shows awareness of repetition, rhyme or familiar features of the text type.</p>	<p><b>Contributes to discussions about events, characters and ideas relevant to the text.</b></p> <p><b>Shares thoughts and feelings about stories and other texts in different ways.</b></p> <p><b>Understands and responds to spoken text.</b></p>	<p>Is beginning to notice and talk about interesting aspects of the text e.g. character descriptions, repetition, rhyme or familiar features of the text type.</p>	<p>Is beginning to recognise some simple language or layout features (e.g. bold or italics) and talk about why they might be used.</p>	<p><b>Offers own ideas about characters, writers use of language, structure and/or setting.</b></p> <p><b>Offers own ideas about the writer's message, and when appropriate relates these to personal experiences.</b></p>	<p>Identifies some interesting or descriptive word choices.</p> <p>Identifies text structure (e.g. beginning, problem, resolution in a narrative)</p> <p>Identifies character's feelings and motivations using simple evidence.</p> <p>Identifies the setting of a text.</p> <p>Makes comments on the effect of short and/or long sentences. (e.g. suspense)</p> <p>Comments on how punctuation affects meaning (e.g. pause).</p> <p>Begins to comment on some author techniques (e.g. repetition or bold text).</p> <p>Recognises the difference between</p>	<p>Identifies powerful or emotive words and describes their effect on the reader.</p> <p>Describes how the sequence of events contributes to story flow or meaning.</p> <p>Explains a character's personality using their actions, speech or dialogue.</p> <p>Links the setting to mood, character behaviour or themes.</p> <p>Identifies varied sentence types (e.g. commands, questions) and discusses effect.</p> <p>Interprets punctuation for effect (e.g. ellipsis to create suspense).</p> <p>Recognises techniques to influence the reader (e.g. emotive language, rhetorical questions).</p> <p>Begins to distinguish fact from opinion, giving basic explanation.</p> <p>Finds, selects and sorts relevant information from more than one source.</p>	<p><b>Recognises techniques used to influence the reader, for example, word choice, emotive language, rhetorical questions and/or repetition.</b></p> <p><b>Makes relevant comments about aspects of the writer's style</b> including the impact of:</p> <ul style="list-style-type: none"> <li>• Word choice</li> <li>• Imagery</li> <li>• Sentence structure</li> <li>• Punctuation</li> <li>• Any structural techniques (e.g. flashback)</li> <li>• Characterisation, supported by evidence</li> <li>• Use of setting to support theme, plot, or character</li> </ul> <p><b>and other features appropriate to genre, with reference to the text.</b></p> <p><b>Distinguishes between fact and opinion with appropriate explanation.</b></p> <p><b>Finds, selects and sorts relevant</b></p>



CfE Level		EARLY		FIRST			SECOND		
Phase		Pre-Requisite	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7
Tools for Writing		Joins in with reciting the alphabet through rhyme and song.	Recites the alphabet through rhyme and song.	Organises pictures and/or words with different initial letters into groups in different ways.	Organises a list of words (with different initial letters) alphabetically and locates a word in the dictionary.	Organises a list of words (with the same initial letters) alphabetically and locates a word in the dictionary.  <b>Uses knowledge of the alphabet to locate words in a dictionary or other reference source to help spell tricky or unfamiliar words.</b>	Uses a dictionary or other reference source as a strategy (where appropriate) when they need help to spell tricky or unfamiliar words.		
		Identifies capital letters and full stops within a text. Demonstrates an understanding of the purpose of capital letters and full stops within a text.	<b>Makes an attempt to use a capital letter and a full stop in at least one sentence.</b>	Writes more than one sentence using a capital letter and a full stop.  Uses capital letters for proper nouns.	Writes a number of sentences using capital letters, full stops and question marks.	<b>Writes independently, punctuating most sentences accurately using a capital letter, full stop, question mark or exclamation mark.</b>  Begins to use commas in a list, inverted commas for speech marks, and apostrophes for contractions.	Uses commas accurately in a list, inverted commas for speech marks, and apostrophes for contractions.  Begins to use commas in sentences with subordinated and embedded clauses, inverted commas for quotations, and apostrophes for possession.	Uses commas in sentences with subordinated and embedded clauses, inverted commas for quotations, and apostrophes for possession.  Begins to use commas, dashes and brackets for parenthesis, and colons.	<b>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.</b>
		With support and modelling, is beginning to develop knowledge, understanding and mainly oral/some written use of:  Articles  Plurals  Pronouns  Subject/Verb  Tense	With developing knowledge and understanding, is beginning to demonstrate some increasing control and accuracy in both oral and written use of:  Articles  Plurals  Pronouns  Subject/Verb  Tense			With developing knowledge and understanding, demonstrates greater control and accuracy in both oral and written use of:  Articles  Plurals  Pronouns  Subject/Verb  Tense			<b>*Writes most sentences in a grammatically accurate way.</b>

CfE Level		EARLY		FIRST			SECOND		
Phase		Pre-Requisite	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7
	<b>Guidance</b>	*Although Grammar progresses at each level, it is important to note there are no specific Benchmarks. However, the aspects outlined should still be taken into account when assessing progress at each CfE level. Please see the Grammar Assessment Guidance for Practitioners to support professional judgement about progress towards and achievement of the Second Level Benchmark outlined above.							
	<b>Tools for Writing</b>	Links oral sentences using simple conjunctions, for example, and, because, but or so.		Develops an understanding of where sentences can be linked using simple conjunctions, for example, and, because, but or so.		<b>Links sentences using common conjunctions, for example, and, because, but or so</b>	Explores and experiments with a greater range of conjunctions that can be used to link sentences.		<b>Links sentences using a range of conjunctions.</b>
		Is beginning to talk about their ideas for writing.	Begins to use oral sentences as appropriate to the text type.	Explores a variety of ways to start sentences as appropriate to the text type.	Begins to use a variety of ways to start sentences as appropriate to the text type.	<b>Starts sentences in a variety of ways to engage the reader.</b>	Explores and experiments with a variety of sentence lengths and openers as appropriate to the text type.		<b>Uses sentences of different lengths and types and varies sentence openings.</b>
		Shares meaning from own mark making.	Shares meaning from own writing.	Reads own writing aloud and begins to identify one strength and one next step.	Reads own writing aloud and identifies strengths and next steps.	<b>Checks writing to ensure it makes sense.</b>  Identifies strengths and next steps.	With direction, begins to review and correct writing to ensure it makes sense, is technically accurate and meets its purpose.	With increasing independence, reviews and acts on feedback to ensure it makes sense, is technically accurate and meets its purpose.	<b>Reviews and corrects writing to ensure it makes sense, is technically accurate and meets its purpose.</b>
		Shows awareness of the directionality of text.  Discriminates between a letter, word and sentence.  Follows concepts of position, direction, size and force during pencil control activities.	<b>Writes words from left to right.</b>  <b>Leaves a space between words when writing.</b>  <b>Forms most lowercase letters legibly.</b>  <b>Uses a pencil with increasing control and confidence.</b>	Writes words from left to right, top to bottom, and leaves a space between words when writing.  Forms most letters legibly and correctly.	Makes an attempt to write letters that are sized appropriately and spaced consistently.  Forms all letters legibly and correctly.	<b>Presents writing in a clear and legible way using images and other features as appropriate.</b>  Begins to explore layout and presentation, including in digital texts to engage the reader, for example, headings, bullet points, fonts, graphics and/or captions.	Develops a fluent, legible, personal handwriting style.  Is beginning to make more independent choices about layout and presentation, including in digital texts to engage the reader, for example, headings, bullet points, fonts, graphics and/or captions.		<b>Writes in a fluent and legible way.</b>  <b>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.</b>



CfE Level	EARLY			FIRST			SECOND			
Phase	Pre-Requisite	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6		Phase 7	
					Is beginning to identify where text has been separated into sections or paragraphs.	Recognises and understands that paragraphs are used in a text to separate thoughts and ideas.	Is developing an ability to organise a number of sentences together in a paragraph around a consistent topic/heading /idea.		Attempts to use paragraphs to organise a number of sentences together around a consistent topic/heading /idea.	Uses paragraphs to separate thoughts and ideas.
		Chooses to mark make using a variety of tools and in different contexts.	<b>Writes to convey ideas, messages and information in different ways in play, imaginative and real contexts.</b>	Uses images and words to plan ideas to create new texts.	Uses images, key words and phrases to plan ideas to create new texts.	<b>Makes notes to help plan writing and uses them to create new texts.</b>	Develops their use of notes and begins to use other sources — such as gallery walls, journals, word banks, sentence stems, and visual prompts — to create new texts.		<b>Uses notes and/or other sources to develop thinking and create new texts.</b>  <b>Acknowledges sources making clear where the information came from.</b>	
		Is beginning to orally sequence experiences, familiar stories or events.	Recounts experiences, stories and events in a logical sequence for different purposes.	Begins to use a simple written plan (e.g. template, flowchart, writing frame) to organise ideas and information as appropriate to the text type.	Uses a simple written plan (e.g. template, flowchart, writing frame) to organise relevant ideas and information in a logical order and as appropriate to the text type.	<b>Plans and organises ideas and information using an appropriate format.</b>  <b>Organises writing in a logical order and as appropriate to audience.</b>  <b>Includes relevant information in written texts.</b>	Develops use of appropriate planning to organise relevant ideas and information as appropriate to the text type.		<b>Organises information in a logical way.</b>  <b>Selects relevant ideas and information.</b>	
		Orally reflects own experiences and feelings using appropriate vocabulary to convey meaning.	<b>Writes to reflect own experiences and feelings using appropriate vocabulary to convey meaning.</b>	Uses simple vocabulary as appropriate for the context.	Begins to explore some interesting vocabulary as appropriate for the context.	<b>Uses relevant and/or interesting vocabulary as appropriate for the context.</b>	Experiments with more expressive, descriptive or subject-specific vocabulary.	Is beginning to use more specific expressive, descriptive or subject-specific vocabulary.	<b>Uses appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience.</b>	

