

Digital Version of the Early Level Framework



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Emma Finlay



Digital Version of Early Level Framework



WELCOME

**EARLY LEVEL FRAMEWORKS -
DIGITAL VERSION**

GLASGOW COUNTS IN OUR
PLAYROOMS

LITERACY FOR ALL IN OUR
PLAYROOMS

GLASGOW OUTDOORS

LEARNING AT HOME

PROMOTING ALTERNATIVE
THINKING STRATEGIES

REALISING THE AMBITION

LEARNING FOR
SUSTAINABILITY

EARLY LEVEL FRAMEWORKS – DIGITAL VERSION

Digital Version of the Literacy for ALL, Glasgow Counts and Digital Literacy/Computing Science Frameworks

This works best using an Ipad or when opened in Excel online via One Drive. We are aware of a glitch in Numeracy (1) and (2) when downloaded onto a desktop or a laptop – If some of the boxes only half colour, this can be resolved by double clicking the cell or re-selecting from the drop down menu.

[LEL Framework - Digital Version](#)



FIND US

We are located within Royston Primary School, please use the side entrance on Gadshill Street.

c/o Royston Primary School
102 Royston Road
Glasgow
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0141 287 9751

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Downloading Digital Version of Framework

10:33 Tue 20 Sep

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WELCOME

- EARLY LEVEL FRAMEWORKS - DIGITAL VERSION
- GLASGOW COUNTS IN OUR PLAYROOMS
- LITERACY FOR ALL IN OUR PLAYROOMS
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- LEARNING AT HOME
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- REALISING THE AMBITION
- LEARNING FOR SUSTAINABILITY

EARLY DIGIT

Do you want to download "LEL-Framework-Digital-Version.xlsx"?

View **Download**

Digital Version of the Literacy for ALL, Glasgow Counts and Digital Literacy/Computing Science Frameworks

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Early Level Framework - Digital Version - updated 8/9/22

FIND US

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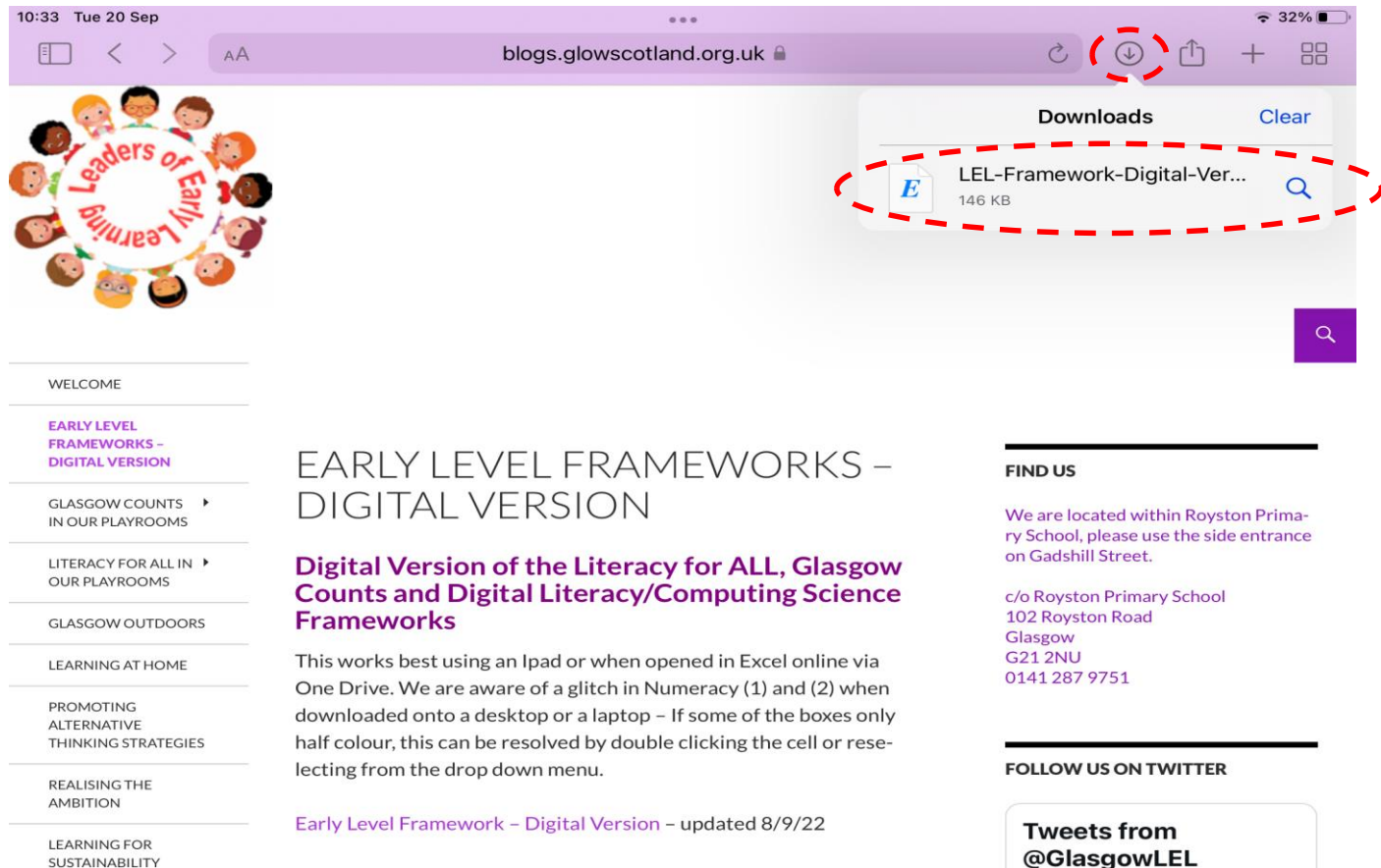
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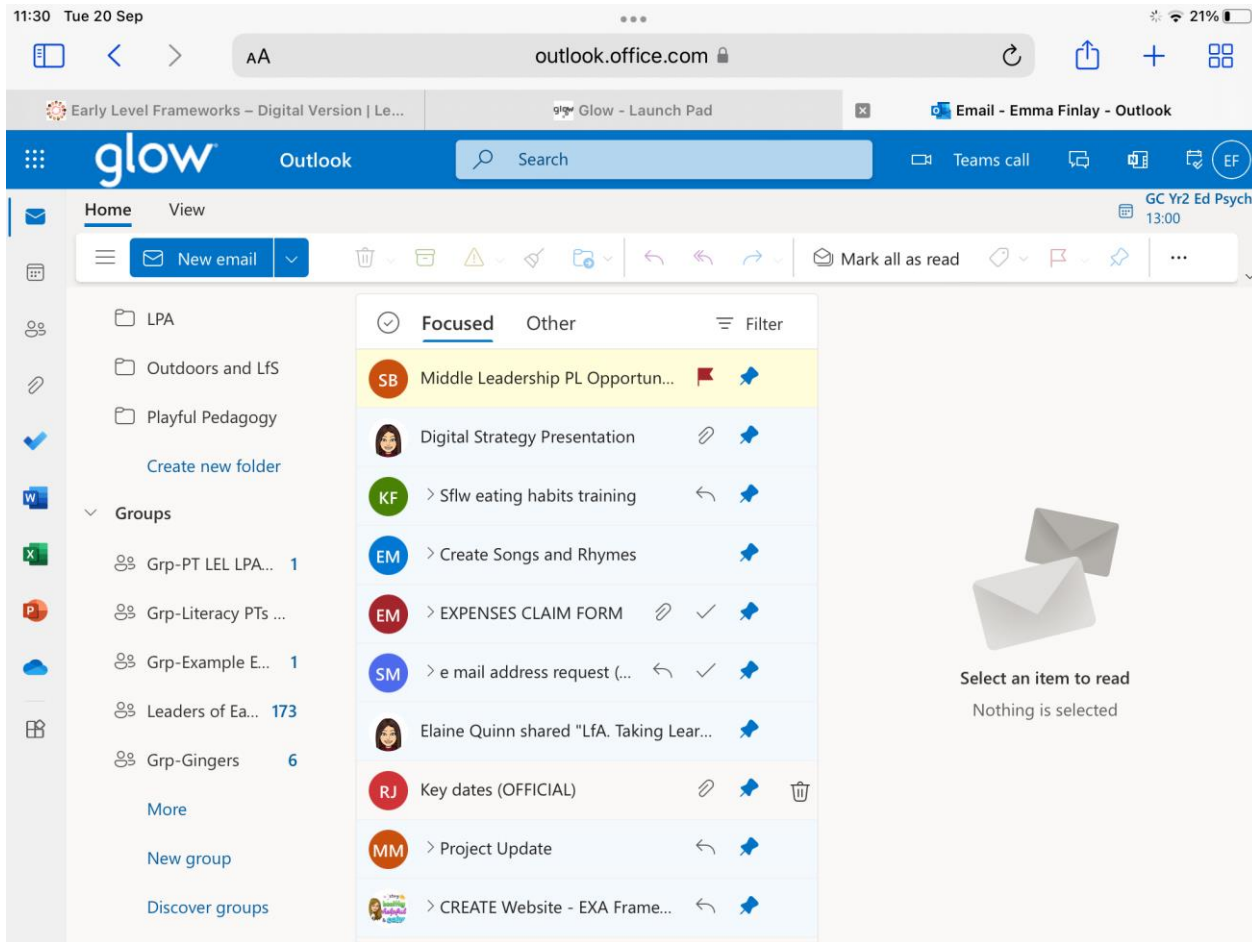
Downloading Digital Version of Framework



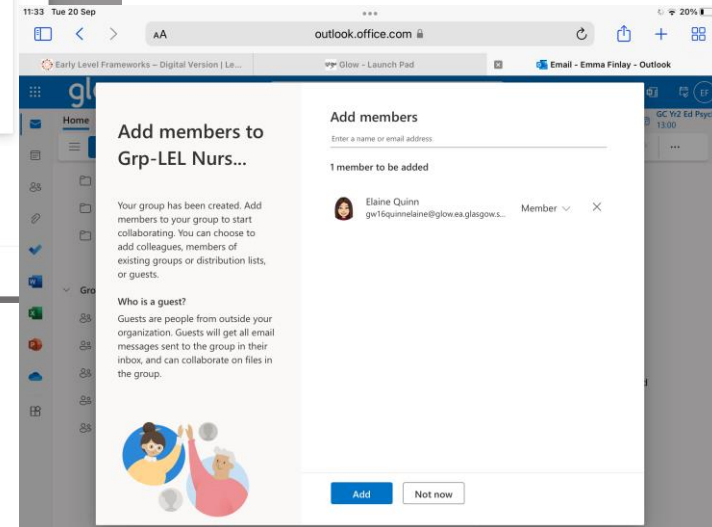
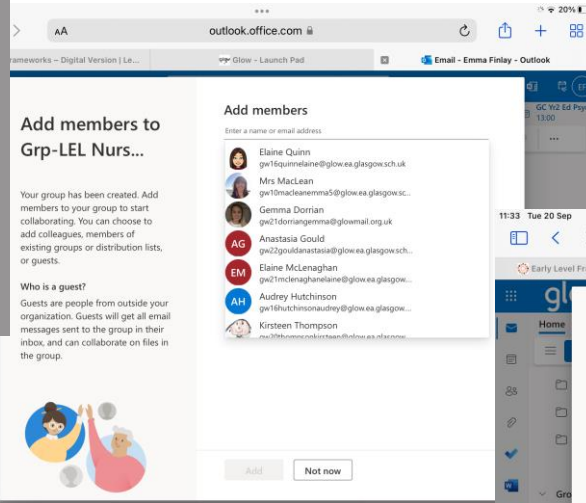
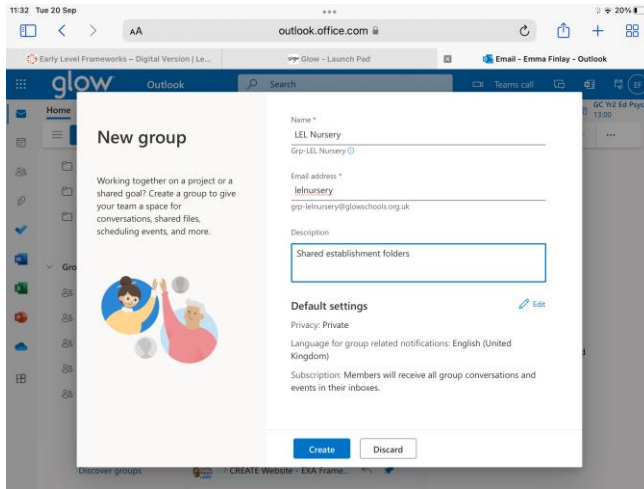
The screenshot shows a mobile browser interface. At the top, the address bar displays 'blogs.glowscotland.org.uk'. A red dashed circle highlights the download icon in the browser's navigation bar. Below the browser, a 'Downloads' panel is open, showing a file named 'LEL-Framework-Digital-Ver...' with a size of 146 KB. The file icon is also circled in red. The background of the browser shows a website with a circular logo of diverse children and the text 'Leaders of Early Learning'. The website content includes a 'WELCOME' section, a 'EARLY LEVEL FRAMEWORKS - DIGITAL VERSION' section, a 'FIND US' section with contact information for Royston Primary School, and a 'FOLLOW US ON TWITTER' section with a tweet from @GlasgowLEL.



Saving Digital Version of Framework – Glow/One Drive



Saving Digital Version of Framework – Glow/One Drive



Saving Digital Version of Framework – Glow/One Drive

Grp-Example Establishment ☆
Private group • 2 members
Send email

+ New Upload Edit in grid view Sync Add shortcut to OneDrive Pin to Quick access

Documents

Documents > 01 - Example Trackers

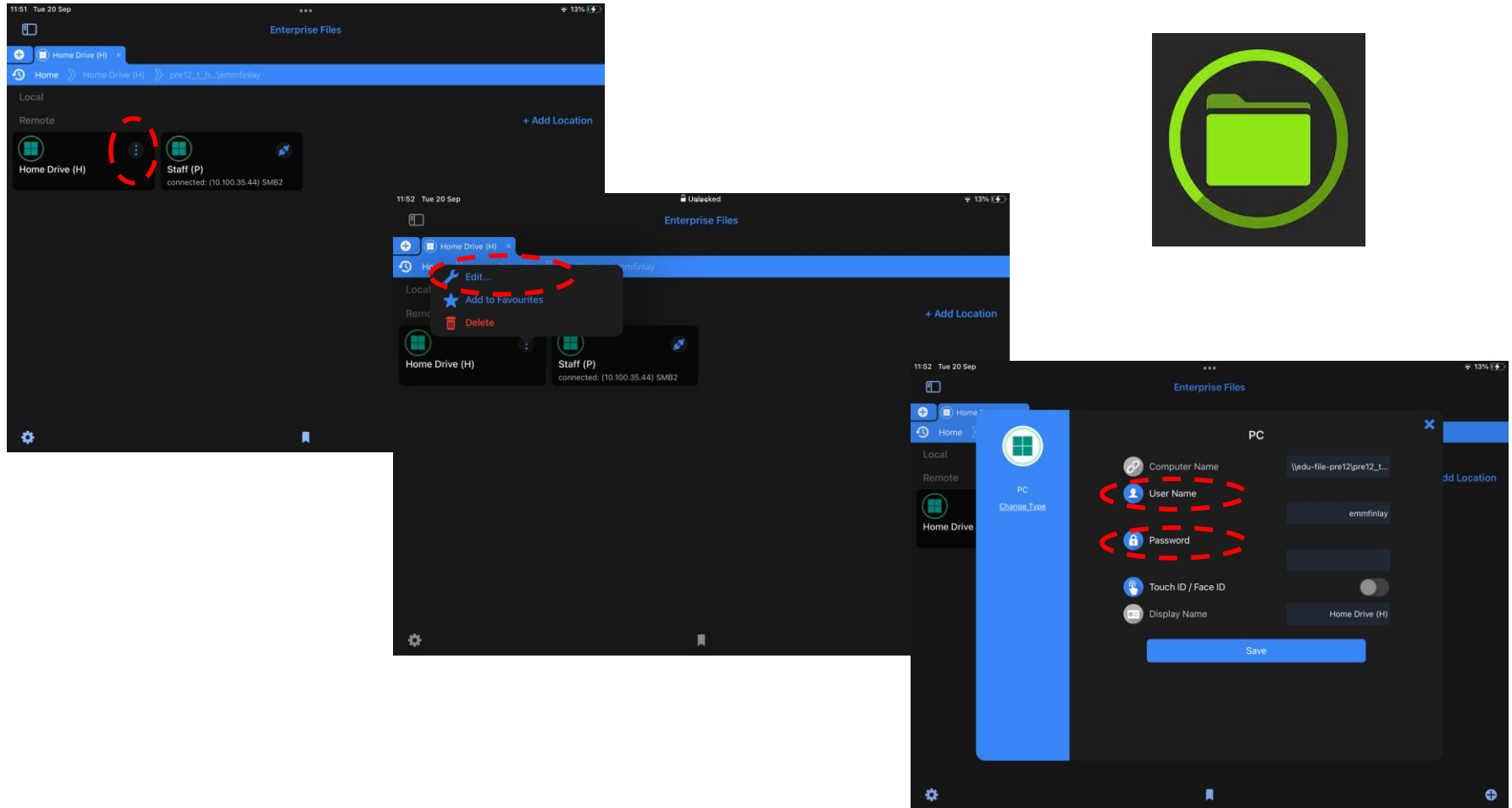
Documents > 01 - Example Trackers > Blue Group

Documents > 01 - Example Trackers > Blue Group > AR

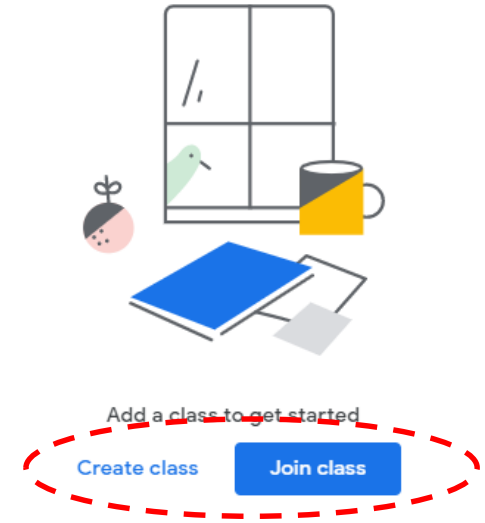
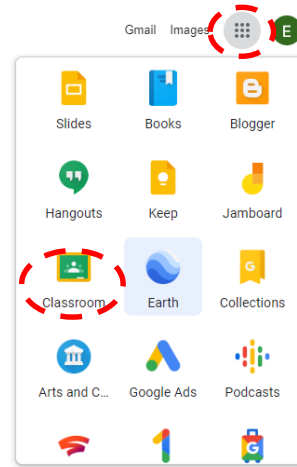
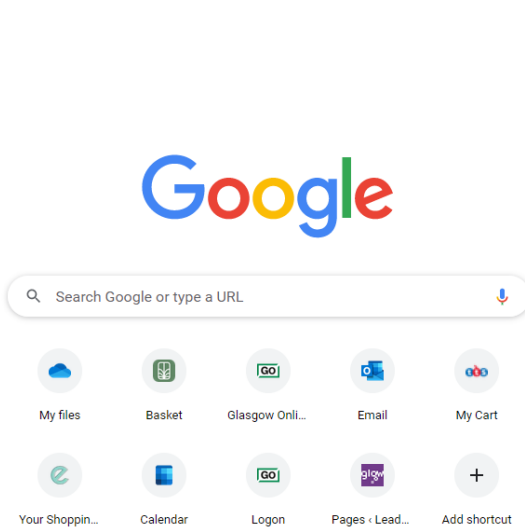
Name	Modified
01 - Example Trackers	
Email attachments	
Fmma	
Blue Group	
Red Group	
Yellow Group	
AR	
MM	
RP	
SJ	
TH	
Term 1	About a minute ago
Term 2	About a minute ago
Term 3	A few seconds ago
Term 4	A few seconds ago



Saving Digital Version of Framework – Enterprise Files



Saving Digital Version of Framework – Google Classroom



Saving Digital Version of Framework – Google Classroom

The screenshot shows the Google Classroom interface for a class named "Tigers". At the top, the navigation tabs are "Stream", "Classwork", "People", and "Marks". The "Classwork" tab is highlighted and circled in red. Below the navigation, there is a class banner with the name "Tigers" and a "Customise" button. To the left of the banner, there is a "Class code" section showing "vkopl7r" and an "Upcoming" section stating "No work due in soon" with a "View all" link. To the right of the banner, there is an announcement box with a blue profile icon and the text "Announce something to your class". Below the announcement box, there is a "Tigers" header and a "Stream" tab. In the "Stream" area, there is a "+ Create" button and a "Class Drive folder" button circled in red. At the bottom of the page, there is a cartoon illustration of a dog sitting at a desk with a computer monitor, and the text "This is where you'll assign work. You can add assignments and other work for the class, then organise it into topics."



Saving Digital Version of Framework – Google Classroom

The image shows a Google Drive interface. On the left, a 'File upload' menu is open, with 'File upload' circled in red. Below it, a context menu for a file named 'LEL Framework - Digital Ve...' is displayed. The 'Rename' and 'Make a copy' options in this menu are also circled in red. The background shows a Google Classroom interface with a file named 'LEL Framework - Digital Ve...' and two other files, 'MM.xlsx' and 'RP.xlsx', visible in a list view.



Saving Digital Version of Framework – Google Classroom

The screenshot shows the Google Classroom interface. At the top, the breadcrumb navigation reads 'My Drive > Classroom > Tigers'. A red dashed circle highlights the share icon (three people) next to the 'Tigers' folder name. Below this, the 'Files' section displays three document thumbnails. A 'Share' dialog box is open in the foreground, titled 'Share 'Tigers''. The dialog includes a search bar for 'Add people and groups', a list of 'People with access', and 'General access' settings. The 'People with access' list shows 'E Quinn (you)' as the Owner and 'Tigers teachers' as an Editor. The 'General access' is set to 'Restricted', with a note that only people with access can open with the link. A 'Copy link' button and a 'Done' button are at the bottom of the dialog.

My Drive > Classroom > Tigers

Files

Share 'Tigers'

Add people and groups

People with access

- E Quinn (you) - Owner
leadersofearlylearning@glowschools.org.uk
- Tigers teachers - Editor
Tigers_teachers_e3219512@classroom.google.com

General access

Restricted
Only people with access can open with the link

Copy link Done



Using the digital version of the frameworks



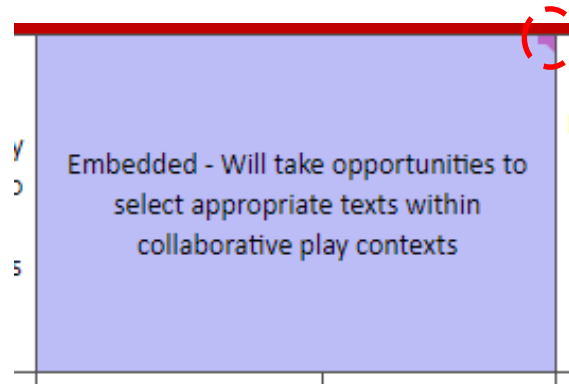
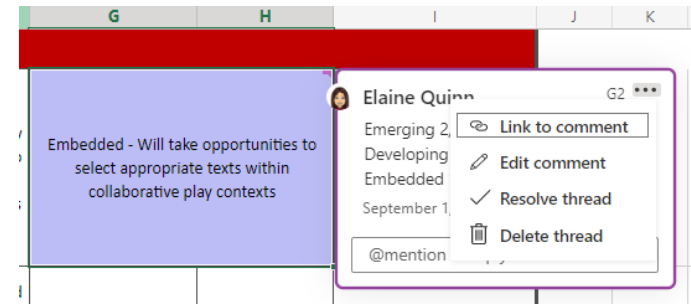
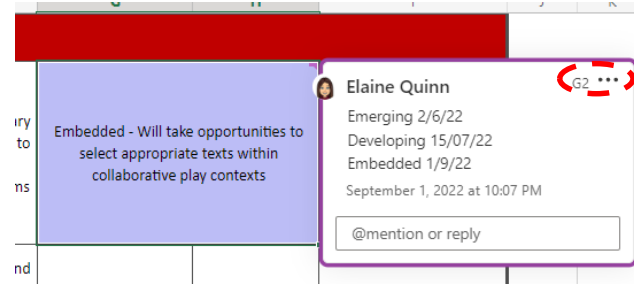
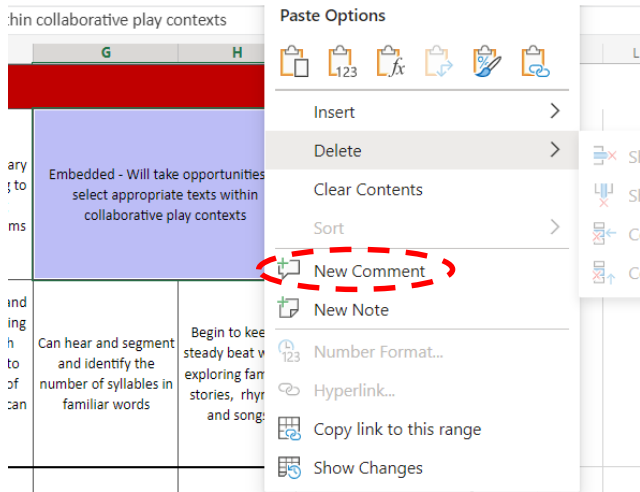
	A	B	C	D	E	F	G	H	I	J	K	L
1	Early Level Tracker 1											
2	Listening and Talking	Enjoyment & Choice	Become aware that there are different types of text, e.g. those that can be read, watched or listened to	With support start to select texts that can be explored for enjoyment	With support be encouraged to share text preferences with others e.g. favourite stories/film and give simple reasons for preference.	Develop vocabulary through listening to and exploring different text forms	Will take opportunities to select appropriate texts within collaborative play contexts		Enjoy exploring the rhythm of language when listening to stories read aloud and other texts they watch or listen to			
3		LIT 0-01a / LIT 0-11a / LIT 0-20a LIT 0-01c LIT 0-01b / LIT 0-11b	Begin to interact with predictable patterned text through repetition of rhyme and refrain etc.	Interact with songs, rhymes and stories and recite some well-known songs/rhymes from memory	Begins to engage with and respond to texts using means of their choice e.g. role play, puppets, mark making	Enjoy exploring and identifying rhyming words and with support, begin to create a string of rhyming words (can be nonsense rhymes)	Can hear and segment and identify the number of syllables in familiar words	Begin to keep a steady beat when exploring familiar stories, rhymes and songs	Begin to recognise and generate words with the same initial sound starting with own name and friends names			
4		Tools for Listening and Talking	Begin to listen to others with attention and give a response based on what has been said	Listens to and responds appropriately to others in a range of situations using body language appropriate to age and stage e.g. eye contact	Begin to hold a conversation with one or more persons on a theme of their own choosing, staying on theme for a short time	Begin to take turns when listening and talking in a variety of contexts	Begin to develop confidence in asking questions based on what they have heard	Begin to respond appropriately to some questions about what they have said and heard	Can follow a two part instructions and can give a simple instruction to others e.g. when – mixing paint, baking and ask questions to clarify			
5		Finding & Using Information	Begin to listen/watch with concentration to find useful information e.g. to learn form a visitor about their occupation	Talk about information that has been interesting to them and/or new information	Begin to ask and answer questions to demonstrate recall of key information	Describe and share ideas/thoughts using what has been learned from listening to/watching texts.	With support begin to make connections between information learned and their own experiences to expand on a topic or theme	Begin with support to use new vocabulary when talking about information they have learned	Use what they have learned in order to make simple choices			
		UAE	With support can draw on prior knowledge and		With support begin to make predictions				With support can discuss and answer some questions			
<div style="display: flex; justify-content: space-between; align-items: center; background-color: #f0f0f0; padding: 5px;"> < > ☰ <div style="display: flex; gap: 10px;"> <div style="border: 2px dashed blue; border-radius: 15px; padding: 5px; background-color: #f08080;">🔒 LISTENING & TALKING</div> <div style="background-color: #ff0000; color: white; padding: 5px;">🔒 READING</div> <div style="background-color: #ff0000; color: white; padding: 5px;">🔒 WRITING</div> <div style="background-color: #0000ff; color: white; padding: 5px;">🔒 NUMERACY (1)</div> <div style="background-color: #0000ff; color: white; padding: 5px;">🔒 NUMERACY (2)</div> <div style="background-color: #008000; color: white; padding: 5px;">🔒 DIGITAL</div> + </div> </div>												



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Adding and Removing Comments



fx

Embedded - Be able to give meaning to own drawings and mark making

	A	B	C	D	E	F	G	H	I	J			
1	Early Level Tracker 1												
2	Writing	Enjoyment & Choice LIT 0-1a LIT 0-11a LIT 0-20a	Have opportunities to write, inspired by what they have listened to, watched or read	Explore a variety of writing materials for purposeful mark making	Develop mark making in different contexts and share what they have created	Begin to explore creating texts in meaningful contexts through play based and outdoor learning	Developing - Begin to explore imitating writing letters and words and use the print in their environment as a stimulus	Begin to develop pride and confidence in writing own name					
3		Tools for Writing ENG 0-12a LIT 0-13a LIT 0-21a/b	Begin to be aware that words and writing go in a left to right direction	Begin to be aware that words are made up of letters	Embedded - Use a variety of tools to mark make e.g. sticks and fingers in the sand	Embedded - Begin to explore writing letters	Developing - With adult scaffolding participate in collaborative writing activities	Develop gross and fine motor skills and pencil control	Use own drawings to retell a story and show their knowledge of a text				
4		Organising and Using Information LIT 0-26a	With support, plan by thinking about, verbalising, acting out and/or drawing what they want to write about	Emerging - Convey ideas through play to show understanding of real life purposes for writing e.g. shopping lists			Begin to share feelings and opinions on stories and illustrations	Emerging - Begin to use signs and labels from the environment in own texts and drawings	Emerging - Contribute to a collaborative piece of writing				
5		Creating Texts LIT 0-9a ENG 0-31a	Begin to invent own stories and characters and share these ideas with others through mark making and talk	Begin to describe characters and explain likes and dislikes using appropriate vocabulary		Emerging - Begin to describe settings and explain likes and dislikes using appropriate vocabulary			Begin to retell and adapt familiar stories using a combination of drawing and mark making	Embedded - Be able to give meaning to own drawings and mark making			
6		%											
7	Emerging												
8	Developing												
9	17%												
10	9%												
11	13%												
12													
		🔒 LISTENING & TALKI...			🔒 READING			🔒 WRITING		🔒 NUMERACY (1)		🔒 NUMERACY (2)	



Exploring the Language

Emerging		Child is beginning to explore the skill
Developing		Child has developed some understanding of the skill
Embedded		Child is able to apply the skill in multiple contexts



Live Demonstration

