Literacy for All in our Playrooms

THE SCOTTISH ATTAINMENT CHALLENGE
LITERACY NUMERACY
HEALTH & WELLBEING

Glasgow's Improvement Challenge
Unlocking Learning

Professional Learning gtc SCOTLAND 2018 EXCELLENCE AWARD

Framework

2022 - 23

Aims

- To explore the Literacy for All Framework.

Literacy for ALL Framework

How to Access

- 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
- DIGITAL LITERACY AND COMPUTING SCIENCE (DLCS)
- CREATE EARLY LEVEL FRAMEWORK
- FAMILIES IN PARTNERSHIP PROJECT

LITERACY FOR ALL IN OUR PLAYROOMS – YEAR 1

Literacy for All in our Playrooms is a career long professional learning programme designed to support the development of early language development for our young learners. For session 2018-19 the focus will be on listening, talking and early conversational skills.

Literacy For ALL Framework

The Literacy for ALL framework is available below. All early level trackers and supporting back pages are available here.

Literacy for ALL Framework and Supporting Guidance – updated 3/2/22

Literacy for ALL – Early Level Environment Tool

Literacy Learning Environment Tool Final

FIND US

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

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Literacy for ALL Framework

Important Information

& User Guide

Literacy for ALL Glasgow

Achievement Learning Life

Early Level Literacy

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Glasgow's Improvement Challenge Unlocking Learning

THE SCOTTISH ATTAINMENT CHALLENGE LITERACY NUMERACY HEALTH & WELLBEING

Glasgow CITY COUNCIL

Important Information and User Guide Contents

- Purpose
- Trackers
- Supporting Guidance
- Tracker Points to Consider
- Making Links
- Progression – on track at transition decisions
- Definition of Texts

Framework: Key Messages

Show progression

Consistency of learner experiences

Support Planning

Support Practitioner Knowledge and Understanding

Help to track coverage of CfE

Support tracking of progress

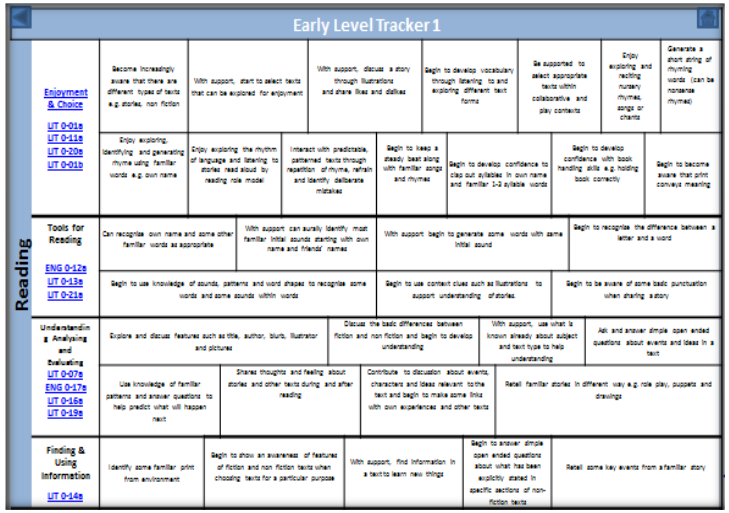
Assist implementation of the moderation cycle

Identify Cross curricular links

Literacy for All Framework - Purpose

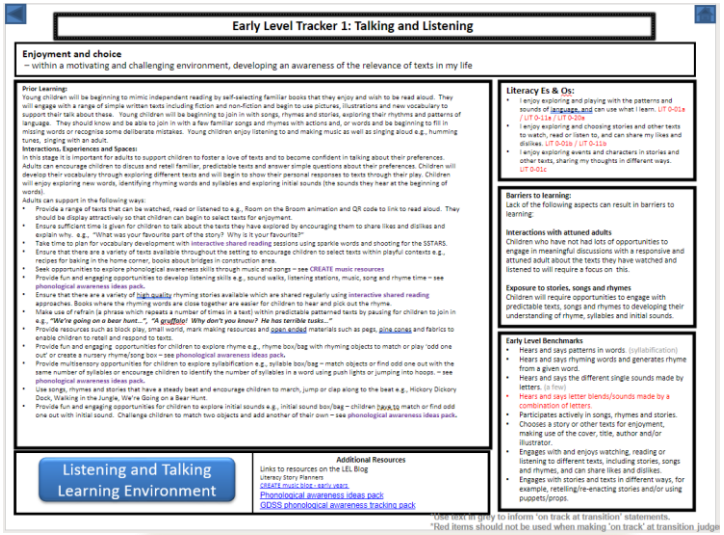
The GCC Literacy for All framework has been designed to take full cognisance of the intentions and aspirations within Curriculum for Excellence Literacy and English framework. In addition, it makes clear links with CfE benchmarks in order to highlight end of level standards and to support teacher judgement as to achievement of a level.

The Literacy for All Framework is comprised of two core aspects:



Trackers

exploration of the core aspects can be found on subsequent pages



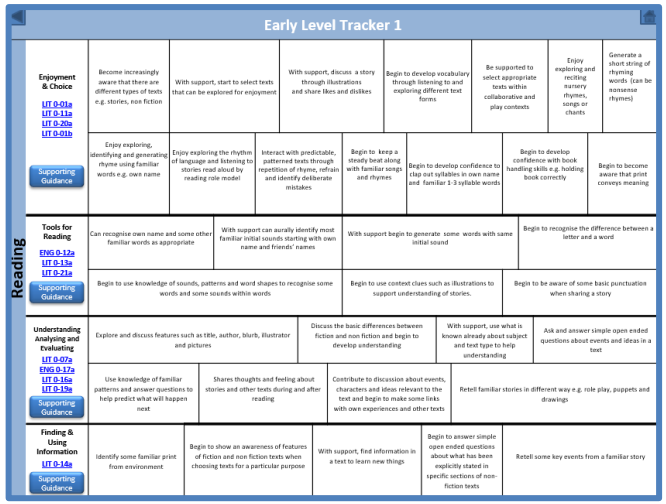
Supporting Guidance

It is intended that the LfA framework is used to:

- Indicate progression within as well as across levels by accurately highlighting the knowledge, skills and understanding required to become a literate learner at each stage of a child's CfE journey (including at key transition points)
- Ensure consistency of learner experience within and across establishments
- Support and augment existing planning structures
- Support practitioner knowledge and understanding
- Help track breadth of coverage of CfE Literacy and English
- Support tracking of progress leading to robust practitioner judgement
- Assist in implementation of the moderation cycle
- Aid practitioners in making links throughout Literacy and English and across other curricular areas

Trackers – Overview

- There are trackers for each CfE level – Early, First and Second
- Within each level there are trackers for each area of Literacy and English – Reading, Writing and Listening and Talking
- Early Level – Trackers One and Two
- First Level – Trackers One, Two and Three
- Second Level – Trackers One, Two and Three



Trackers – Overview continued

Literacy and English Organisers

CfE Level

Stage of progression through level

Links to Experiences and Outcomes

Enjoyment and choice – within a motivating and challenging environment, developing an awareness of the relevance of texts in my life	I enjoy exploring and playing with the patterns and **LIT 0-01a / LIT 0-11a / LIT 0-20a** I enjoy exploring and choosing stories and other te likes and dislikes. **LIT 0-01b / LIT 0-11b**
Tools for reading – to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning	I explore sounds, letters and words, discovering ho to help me as I read and write. **ENG 0-12a / LIT 0-1**

Aspect of CfE Literacy and English

Links to click for supporting guidance

Early Level Tracker 1

Reading

Enjoyment & Choice LIT 0-01a LIT 0-11a LIT 0-20a LIT 0-01b Supporting Guidance	Become increasingly aware that there are different types of texts e.g. stories, non fiction	With support, start to select texts that can be explored for enjoyment	With support, discuss a story through illustrations and share likes and dislikes	Begin to develop vocabulary through listening to and exploring different text forms	Be supported to select appropriate texts within collaborative and play contexts	Enjoy exploring and reciting nursery rhymes, songs or chants	Generate a short string of rhyming words (can be nonsense rhymes)
	Enjoy exploring, identifying and generating rhyme using familiar words e.g. own name	Enjoy exploring the rhythm of language and listening to stories read aloud by reading role model	Interact with predictable, patterned texts through repetition of rhyme, refrain and identify deliberate mistakes	Begin to keep a steady beat along with familiar songs and rhymes	Begin to develop confidence to clap out syllables in own name and familiar 1-3 syllable words	Begin to develop confidence with book handling skills e.g. holding book correctly	Begin to become aware that print conveys meaning
Tools for Reading ENG 0-12a LIT 0-13a LIT 0-21a Supporting Guidance	Can recognise own name and some other familiar words as appropriate	With support can aurally identify most familiar initial sounds starting with own name and friends' names	With support begin to generate some words with same initial sound	Begin to recognise the difference between a letter and a word			
	Begin to use knowledge of sounds, patterns and word shapes to recognise some words and some sounds within words		Begin to use context clues such as illustrations to support understanding of stories.	Begin to be aware of some basic punctuation when sharing a story			
Understanding Analysing and Evaluating LIT 0-07a ENG 0-17a LIT 0-16a LIT 0-19a Supporting Guidance	Explore and discuss features such as title, author, blurb, illustrator and pictures	Discuss the basic differences between fiction and non fiction and begin to develop understanding	With support, use what is known already about subject and text type to help understanding	Ask and answer simple open ended questions about events and ideas in a text			
	Use knowledge of familiar patterns and answer questions to help predict what will happen next	Shares thoughts and feeling about stories and other texts during and after reading	Contribute to discussion about events, characters and ideas relevant to the text and begin to make some links with own experiences and other texts	Retell familiar stories in different way e.g. role play, puppets and drawings			
Finding & Using				Begin to answer simple			

Literacy for ALL Framework

Important Information

& User Guide

Early Level Literacy

Early Level Literacy

Reading	Writing	Listening and Talking
Tracker 1	Tracker 1	Tracker 1

Additional supporting guidance for all aspects of literacy

Early Level 1

Reading

Enjoyment & Choice LIT 0-01a LIT 0-11a LIT 0-20a LIT 0-01b LIT 0-11b	Become increasingly aware that there are different types of texts e.g. stories, non fiction	With support, start to select texts that can be explored for enjoyment	With support, discuss a story through illustrations and share likes and dislikes	Begin to develop vocabulary through listening to and exploring different text forms	Be supported to select appropriate texts within collaborative and play contexts	Enjoy exploring and reciting nursery rhymes, songs or chants	Generate a short string of rhyming words (can be nonsense rhymes)
Supporting Guidance	Enjoy exploring, identifying and generating rhyme using familiar words e.g. own name	Enjoy exploring the rhythm of language and listening to stories read aloud by reading role model	Interact with predictable, patterned texts through repetition of rhyme, refrain and identify deliberate mistakes	Begin to keep a steady beat along with familiar songs and rhymes	Begin to develop confidence to clap out syllables in own name and familiar 1-3 syllable words	Begin to develop confidence with book handling skills e.g. holding book correctly	Begin to become aware that print conveys meaning
Tools for Reading ENG 0-12a LIT 0-13a LIT 0-21a	Can recognise own name and some other familiar words as appropriate	With support can aurally identify most familiar initial sounds starting with own name and friends' names	With support begin to generate some words with same initial sound	Begin to recognise the difference between a letter and a word			
Supporting Guidance	Begin to use knowledge of sounds, patterns and word shapes to recognise some words and some sounds within words		Begin to use context clues such as illustrations to support understanding of stories.	Begin to be aware of some basic punctuation when sharing a story			
Understanding Analysing and Evaluating LIT 0-07a ENG 0-17a LIT 0-16a LIT 0-19a	Explore and discuss features such as title, author, blurb, illustrator and pictures	Discuss the basic differences between fiction and non fiction and begin to develop understanding	With support, use what is known already about subject and text type to help understanding	Ask and answer simple open ended questions about events and ideas in a text			
Supporting Guidance	Use knowledge of familiar patterns and answer questions to help predict what will happen next	Shares thoughts and feeling about stories and other texts during and after reading	Contribute to discussion about events, characters and ideas relevant to the text and begin to make some links with own experiences and other texts	Retell familiar stories in different way e.g. role play, puppets and drawings			
Finding & Using Information LIT 0-14a	Identify some familiar print from environment	Begin to show an awareness of features of fiction and non fiction texts when choosing texts for a particular purpose	With support, find information in a text to learn new things	Begin to answer simple open ended questions about what has been explicitly stated in specific sections of non-fiction texts	Retell some key events from a familiar story		
Supporting Guidance							

Early Level 2

Reading

Enjoyment & Choice LIT 0-01a LIT 0-11a LIT 0-20a LIT 0-01b	Become increasingly aware that there are different types of texts e.g. stories, non fiction	With support, start to select texts that can be explored for enjoyment	Be encouraged to share text preferences with others, e.g. likes and dislikes, favourite story and give simple reasons for preference	Begin to develop vocabulary through listening to and exploring different text forms	Be guided to select appropriate texts within collaborative and play contexts	Enjoy exploring, identifying and generating rhyme
	Clap out syllables in own name and in familiar one to three syllable words	Enjoy exploring the rhythm of language found in texts and listening to stories read aloud by reading role model	Interact with predictable, patterned texts through repetition of rhyme, refrain etc	Begin to develop confidence with book handling skills e.g. holding book correctly, print directionality and mimic reading habits	Become increasingly aware that print conveys meaning	
Tools for Reading ENG 0-12a LIT 0-13a LIT 0-21a	With support, build a bank of sight vocabulary – core vocabulary, common words and subject specific vocabulary	Recognise and generate words with the same initial sounds and identify sounds within words	Recognise all initial sounds and blend to decode all through the word with support	Recognise and use some vowel digraphs to decode	Recognise and use some consonant digraphs to decode	With support, make links with known patterns and rhyme strings, e.g. ot, ut, ing
Sight vocab	Break or chunk up more complex words into manageable parts/syllables	Become aware of the terms 'consonant' and 'vowel' and may use in play activities	Recognise the difference between letters, letter names, sounds, words and sentences		Begin to use context clues to support reading of unfamiliar and phonetically irregular words	
Phonics						
Context clues	Recognise that a sentence is something that makes sense on its own	Recognise basic punctuation and explore effects when reading aloud	Begin to explore how add description	Begin to explore the use of simple conjunctions in sentences	With guidance, put together knowledge of tools for reading to read with increasing confidence	Start to self-correct using visual, syntax and meaning cues
Punctuation & Grammar						
Understanding Analysing and Evaluating LIT 0-07a ENG 0-17a LIT 0-16a LIT 0-19a	Build confidence in selecting and using Reading Tools to help make sense of a text	Explore and identify features such as title, author, blurb, illustrator and pictures	Begin to understand the basic differences between fiction and non fiction	With support, use what is known already about subject and text type to help understanding	Ask questions to find out more and to help when not sure what something means	
	Use knowledge of familiar patterns and texts to find out or predict what will happen next	Communicate likes and dislikes during and after reading	Begin to discuss character, setting and story from fiction texts and begin to make links with own experiences	Answer simple open ended questions after reading to demonstrate comprehension	Complete simple close reading tasks with support to demonstrate comprehension	
Finding & Using Information LIT 0-14a	Identify some familiar print from environment and use phonemic and word recognition strategies to explore less familiar print	With support, recognise some simple features of fiction texts, e.g. illustrations, chapters, rhymes	With support, recognise some simple features of non fiction texts, e.g. index, photographs	Begin to answer simple open ended questions about what has been explicitly stated in specific sections of non-fiction texts	Begin recognise that sometimes information is presented in alphabetical order and how this can help us find information	With directed support, find simple information from non fiction texts
	Begin to use simple graphic organisers to organise basic information	Use what has been learned from non-fiction and fiction texts during play and collaborative contexts	Begin to answer simple open ended questions about what has been explicitly stated in specific sections of fiction texts	Retell some of what has been found out in a story, e.g. with a story map that has been created by others	With support, create a story map to retell a story	

Reading at Early Level

Enjoyment and choice – within a motivating and challenging environment, developing an awareness of the relevance of texts in my life	I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. **LIT 0-01a / LIT 0-11a / LIT 0-20a** I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. **LIT 0-01b / LIT 0-11b**
Tools for reading – to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning	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. **ENG 0-12a / LIT 0-13a / LIT 0-21a**
Finding and using information – when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary	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 0-14a**
Understanding, analysing and evaluating – investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes	I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. **LIT 0-19a** To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. **LIT 0-07a / LIT 0-16a / ENG 0-17a**

Early Level 1

Writing- Shared, Guided and Independent

Enjoyment & Choice LIT 0-1a LIT 0-11a LIT 0-20a Supporting Guidance	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	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	
Tools for Writing ENG 0-12a LIT 0- 13a LIT 0-21a/b Supporting Guidance	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	Use a variety of tools to mark make e.g. sticks and fingers in the sand	Begin to explore writing letters	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
Organising and Using Information LIT 0-26a Supporting Guidance	With support, plan by thinking about, verbalising, acting out and/or drawing what they want to write about	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	Begin to use signs and labels from the environment in own texts and drawings	Contribute to a collaborative piece of writing		
Creating Texts LIT 0-09a ENG 0-31a Supporting Guidance	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	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	Be able to give meaning to own drawings and mark making		

Early Level 2

Writing- Shared, Guided and Independent

Enjoyment & Choice LIT 0-1a LIT 0-11a LIT 0-20a	Have opportunities to choose what they want to write about with support, inspired by what they have listened to, watched or read	Enjoy exploring a variety of engaging materials to create texts of their own choice	Develop confidence by having mark making **(progressing to have a go writing)** valued and share what they have created with others		Explore creating texts in meaningful contexts and in particular through play based and outdoor learning	Explore imitating letters and words and use print in their environment as a stimulus	Develop pride and ownership by writing own name with confidence
Tools for Writing ENG 0-12a LIT 0- 13a LIT 0-21a/b	Use knowledge of initial sounds/phonemes and grapheme correspondence to write letters	Use phonemic knowledge to sound out and break up unfamiliar or irregular words and apply to 'have a go' writing with increasing confidence	With support, use tools such as alphabet mats to assist with have a go and other types of writing	Spell CVC words with increasing confidence and accuracy	Begin to apply what has been learned to spell longer phonetically regular words with increasing accuracy, e.g. CVCC words	With support, begin to use some strategies to spell appropriate tricky/common words	With support, begin to consolidate what has been learned through different activities
Spelling	Become increasingly confident in identifying punctuation in texts and use some basic punctuation to communicate meaning	Begin to understand that capital letters are used for different purposes, e.g. for a name and at the start of a sentence	Become increasingly aware of how a sentence is constructed and construct one or more of their own		Begin to explore different ways of starting sentences with support	Begin to explore using one or more conjunctions to vary sentences with support	
Punctuation & Grammar							
Layout and Presentation	Develop gross and fine motor skills and pencil control	Develop letter formation of both lower and upper case letters	Attempt to write so that others can read what has been created, paying attention to letter size, directionality and spacing	Begin to use illustrations, diagrams, labels etc as appropriate to enhance written text	Begin to use a mixture of words, graphics and digital technology with support to make meaning		Understand the differences between sounds, letters and words and use to assist in writing process
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	With support, describe a variety of purposes for writing, e.g. to tell someone something, to write a list etc.	Sequence and describe graphics to retell events, personal experiences or explain processes	Share information and what has been learned using text and graphics and with support, begin to use headings to organise information	Share feelings and opinions through text and graphics	Use signs and labels from the environment in own texts	Begin to link basic ideas in a logical order
Creating Texts LIT 0-9b ENG 0-31a	Imitate familiar texts and patterns and develop confidence to create own ideas for fiction texts	Describe characters, using appropriate vocabulary	Describe settings, using appropriate vocabulary	Use story maps or other illustrations to retell own and familiar stories, using a combination of text and graphics as appropriate	With support, begin to give and receive simple but relevant feedback on how to improve writing		Be able to ascribe meaning to what has been created and discuss/answer questions with support

Writing at Early Level

Enjoyment and choice – within a motivating and challenging environment, developing an awareness of the relevance of texts in my life	I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. LIT 0-01a / LIT 0-11a / LIT 0-20a
Tools for writing – using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning	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. ENG 0-12a / LIT 0-13a / LIT 0-21a As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information. LIT 0-21b
Organising and using information – considering texts to help create short and extended texts for different purposes	Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT 0-26a
Creating texts – applying the elements which writers use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary	I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. LIT 0-09b / LIT 0-31a

Early Level 1

Listening and Talking

Enjoyment & Choice LIT 0-01a / LIT 0-11a / LIT 0-20a / LIT 0-01c / LIT 0-01b / LIT 0-11b Supporting Guidance	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	
	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
Tools for Listening and Talking LIT 0-02a/ ENG 0-03a Supporting Guidance	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
Finding and Using Information LIT 0-04a Supporting Guidance	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 LIT 0-07a / LIT 0-16a / ENG 0-17a Supporting Guidance	With support can draw on prior knowledge and experiences to make connections and talk about a range of texts	With support begin to make predictions based on prior knowledge and experiences e.g. repetition in storylines	Can understand and ask 'what', 'where' and 'who' questions to clarify meaning	With support can discuss and answer some questions to demonstrate understanding of what they have heard			
Creating Texts LIT 0-09a LIT 0-09b / LIT 0-31a LIT 0-10a Supporting Guidance	Begin to speak in well-formed short sentences to relay information and use some detail to give opinions, describe feelings, needs and events/experiences	Begin to use sequential language (first, next, now etc.) to describe or recount experiences	Speak clearly most of the time and begin to develop grammatical accuracy e.g. using correct verb/tense	Through modelling develop the use of a range of vocabulary including nouns, verbs, adverbs, adjectives, prepositions and pronouns during play and in different areas of the curriculum	Explore own and familiar stories through play and role play	Begin to ascribe meaning to what has been created e.g. drawings and models and discuss/answer questions with support	Use new vocabulary to which they have had repetitive exposure to

Early Level 2

Listening and Talking

Enjoyment & Choice LIT 0-01a / LIT 0-11a / LIT 0-20a LIT 0-01c LIT 0-01b / LIT 0-11b	Become increasingly aware that there are different types of texts e.g. those that can be read, watched or listened to	With support, start to select texts that can be explored for enjoyment	Be encouraged to share text preferences with others, e.g. likes and dislikes, favourite story/film and give simple reasons for preference	Continue to develop vocabulary through listening to and exploring different text forms	Be guided to select appropriate texts within collaborative and play contexts	Enjoy exploring the rhythm of language when listening to stories read aloud and other texts they watch or listen to	
	Interact with predictable, patterned texts through repetition of rhyme, refrain etc.	Interact confidently with songs, rhymes and stories and recite some well-known songs/rhymes from memory	Engage with and respond to texts using means of their choice, e.g. role play	Enjoy exploring, identifying and generating rhyme	Listen to, distinguish and identify syllables in familiar one to three syllable words	Keep a steady beat with increasing confidence when exploring familiar songs and rhymes	Recognise and generate words with the same initial sounds and identify sounds within words
Tools for listening and talking LIT 0-02a / ENG 0-03a	Listen to others with increasing attention and give some relevant feedback on what has been said	Demonstrate some use of appropriate body language when listening in a range of situations e.g. eye contact	Hold a conversation with one or more persons and stay on theme for increasing amounts of time	Be encouraged to take turns when listening and talking in a variety of contexts	Develop confidence in asking appropriate questions at appropriate times based on what others have said	Respond appropriately to different questions about what they have said with increasing confidence	Follow two or more part instructions and give simple instructions to others With support, talk about experiences, ideas and information to increasingly wide audience
Finding and Using Information LIT 0-04a	Listen to/watch texts with increasing concentration and with an outcome in mind, e.g. to learn from a visitor about their occupation	Identify verbally information that has been particularly interesting to them and/or information that is new	With support, ask and answer questions to demonstrate recall of key information	Use what has been learned through listening/watching to verbally describe, explain, group or compare things with support	With support, relate information learned to their own experiences in order to expand on a topic or theme	Begin with support to use subject specific vocabulary when talking about information they have heard	Use what they have listened to in order to make simple choices
UAE LIT 0-07a / LIT 0-16a / ENG 0-17a	With support, make links with prior knowledge and experience to enhance understanding of a range of texts	With support, make predictions based on prior knowledge and experience, e.g. patterns in texts, subject matter	With support, ask an increasing range of questions with the purpose of clarifying meaning	With support, answer an increasing range of questions to demonstrate understanding of what has been heard	Begin to develop opinions based on what they have listened to/watched		
Creating Texts LIT 0-09a LIT 0-09b / LIT 0-31a LIT 0-10a	Speak in sentences to relay information and use increasing detail to give opinions, describe feelings, needs and events/experiences	Understand and use sequential language with support e.g. before, after, next, yesterday, tomorrow to recount or describe	Speak clearly almost all of the time and develop grammatical accuracy, e.g. using correct verb/tense	Develop the use of a range of parts of speech including nouns, verbs, pronouns adjectives, adverbs and prepositions during play and in different areas of the curriculum.	Explore own and familiar stories through play and use story maps, illustrations or props to share own and familiar stories	Be able to ascribe meaning to what has been created and discuss/answer questions with support	Develop an increasing range of vocabulary through what they see, watch or listen to and use different strategies with support to learn new words

Listening and Talking at Early Level

Enjoyment and choice – within a motivating and challenging environment, developing an awareness of the relevance of texts in my life	I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn. **LIT 0-01a/LIT 0-11a/LIT 0-20a** I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. **LIT 0-01b/LIT 0-11b** I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. **LIT 0-01c**
Tools for listening and talking – to help me when interacting or presenting within and beyond my place of learning	*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.* ***LIT 0-02a/*****ENG 0-03a**
Finding and using information – when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary	*I listen or watch for useful or interesting information and I use this to make choices or learn new things.* ***LIT 0-04a***
Understanding, analysing and evaluating – investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes	*To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.* ***LIT 0-07a/LIT 0-16a/*****ENG 0-17a**
Creating texts – applying the elements which writers use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary	*Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.* ***LIT 0-09a*** *I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.* ***LIT 0-09b/LIT 0-31a*** *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.* ***LIT 0-10a***

Trackers – Points to Consider

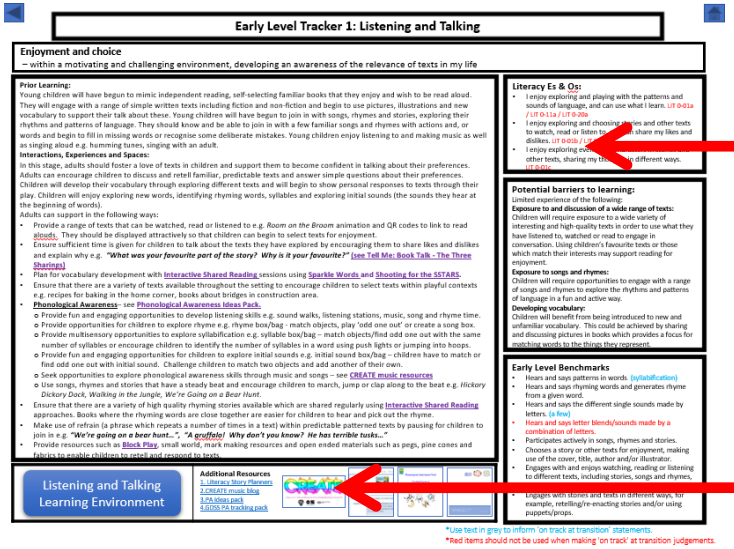
- The trackers assist in tracking progress within a CfE level. Not all children will be at the same CfE level within a setting, and not all children who are working at the same level will be progressing through the same tracker
- All progression points in early tracker 1 should be covered before transition to school e.g. a child may be on track at transition if the majority of boxes are covered **without significant gaps**.
- Tracker One – this goes alongside CfE guidance that all Literacy Experiences and Outcomes should be taught each year in order to achieve breadth, challenge and application
- Trackers should not be used in isolation – often it will be useful to look backwards and forwards in order to identify gaps and next steps

Trackers – Making Links

It is important that to ensure breadth, challenge and application there are numerous opportunities given for children to develop skills.

The framework aspects (reading, writing and listening and talking) have been presented separately, in line with the presentation of Literacy and English in CfE. However, the three aspects interlink naturally in many places and practitioners **should make these links where possible** and 'bundle' Experiences and Outcomes. Links with relevant experiences and outcomes have been made on the 'Supporting Guidance' pages.

You will notice that some of the links to Experiences and Outcomes start with **'ENG'** and some start with **'LIT'.** Those labelled **'LIT'** are Es and Os that transfer into a range of learning and life skills. **Literacy is the responsibility of all,** and is clearly noted in CfE guidance that the skills within the 'LIT' Es and Os should be practised in a variety of both familiar and unfamiliar contexts. Crucially, **links should be made across the curriculum** and this is signposted in the 'Supporting Guidance' pages.



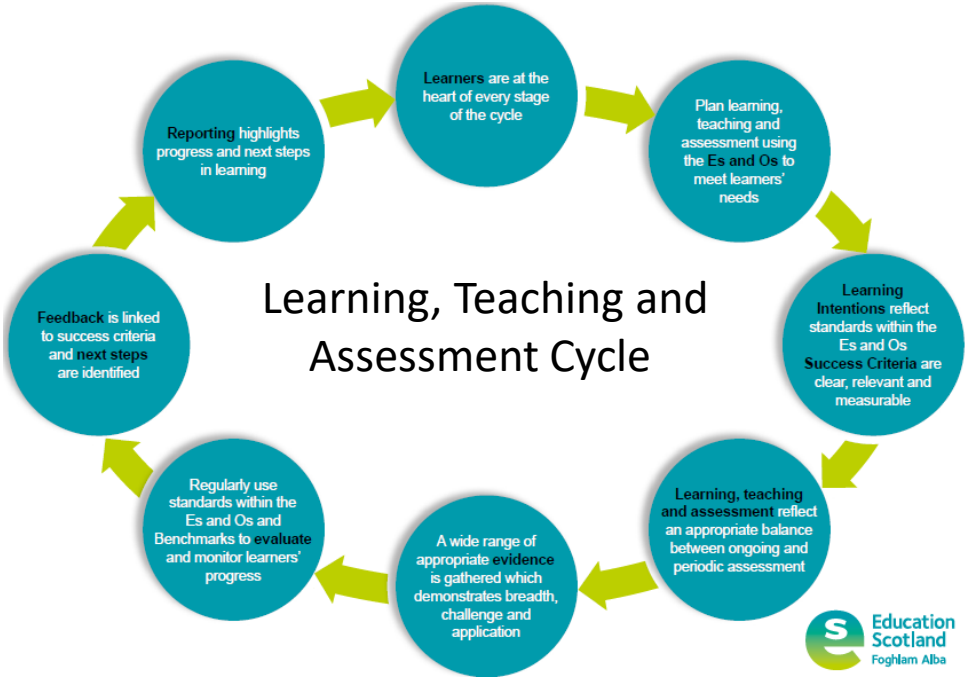
Links with other aspects of Literacy

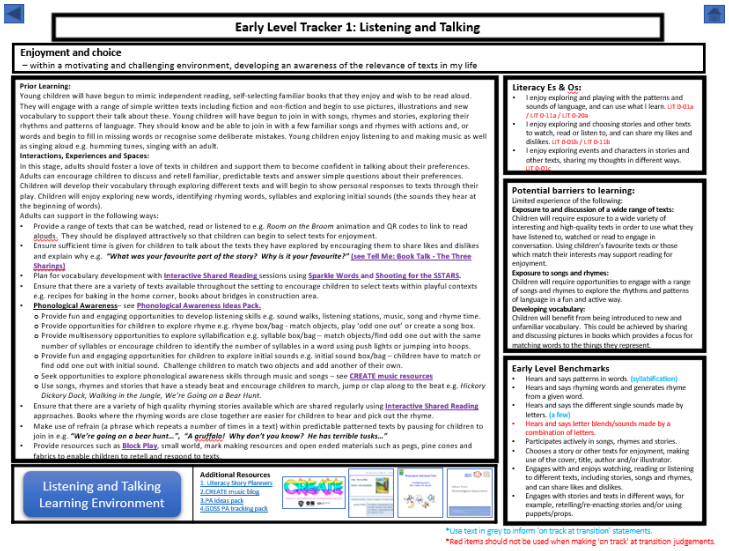
Links to Additional resources

Early years – on track at transition decisions

The moderation cycle should be embedded within and beyond early years' establishments so that professional dialogue underpins decisions about achieved learning and next steps. Practitioners need to have a shared understanding of literacy as outlined in the experiences and outcomes and Literacy framework. When making 'on track' judgements, establishments should consider:

1. Has a **breadth** of learning been offered and observed?
2. Have children responded consistently well to the level of **challenge**?
3. How have children demonstrated **application** of what they have learned in new and unfamiliar situations?





Early Level Tracker 1: Listening and Talking

Enjoyment and choice
– within a motivating and challenging environment, developing an awareness of the relevance of texts in my life

Prior Learning:
Young children will have begun to mimic independent reading, self-selecting familiar books that they enjoy and wish to be read aloud. They will engage with a range of simple written texts including fiction and non-fiction and begin to use pictures, illustrations and new vocabulary to support their talk about these. Young children will have begun to join in with songs, rhymes and stories, exploring their rhythms and patterns of language. They should know and be able to join in with a few familiar songs and rhymes with actions and, or words and begin to fill in missing words or recognise some deliberate mistakes. Young children enjoy listening to and making music as well as singing aloud e.g. humming tunes, singing with an adult.

Interactions, Experiences and Spaces:
In this stage, adults should foster a love of texts in children and support them to become confident in talking about their preferences. Adults can encourage children to discuss and retell familiar, predictable texts and answer simple questions about their preferences. Children will develop their vocabulary through exploring different texts and will begin to show personal responses to texts through their play. Children will enjoy exploring new words, identifying rhyming words, syllables and exploring initial sounds (the sounds they hear at the beginning of words).
Adults can support in the following ways:

- Provide a range of texts that can be watched, read or listened to e.g. *Room on the Broom* animation and QR codes to link to read alouds. They should be displayed attractively so that children can begin to select texts for enjoyment.
- Ensure sufficient time is given for children to talk about the texts they have explored by encouraging them to share likes and dislikes and explain why e.g. ***"What was your favourite part of the story? Why is it your favourite?"*** (see Tell Me: Book Talk - The Three Sharings)
- Plan for vocabulary development with Interactive Shared Reading sessions using Sparkle Words and Shooting for the 5STARS.
- Ensure that there are a variety of texts available throughout the setting to encourage children to select texts within playful contexts e.g. recipes for baking in the home corner, books about bridges in construction area.
- **Phonological Awareness** – see Phonological Awareness Ideas Pack.
  - Provide fun and engaging opportunities to develop listening skills e.g. sound walks, listening stations, music, song and rhyme time.
  - Provide opportunities for children to explore rhyme e.g. rhyme box/bag - match objects, play 'odd one out' or create a song box.
  - Provide multisensory opportunities to explore syllabification e.g. syllable box/bag – match objects/find odd one out with the same number of syllables or encourage children to identify the number of syllables in a word using push lights or jumping into hoops.
  - Provide fun and engaging opportunities for children to explore initial sounds e.g. initial sound box/bag – children have to match or find odd one out with initial sound. Challenge children to match two objects and add another of their own.
  - Seek opportunities to explore phonological awareness skills through music and songs – see CREATE music resources
  - Use songs, rhymes and stories that have a steady beat and encourage children to march, jump or clap along to the beat e.g. *Hickory Dickory Dock, Walking in the Jungle, We're Going on a Bear Hunt.*
- Ensure that there are a variety of high quality rhyming stories available which are shared regularly using Interactive Shared Reading approaches. Books where the rhyming words are close together are easier for children to hear and pick out the rhyme.
- Make use of refrain (a phrase which repeats a number of times in a text) within predictable patterned texts by pausing for children to join in e.g. ***"We're going on a bear hunt…", "A gruffalo! Why don't you know? He has terrible tusks…"***
- Provide resources such as Block Play, small world, mark making resources and open ended materials such as pegs, pine cones and fabrics to enable children to retell and respond to texts.

Literacy Es & Os:

- I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn. LIT 0-01a / LIT 0-11a / LIT 0-20a
- I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. LIT 0-02b / LIT 0-11b
- I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-03a

Potential barriers to learning:
Limited experience of the following:
Exposure to and discussion of a wide range of texts:
Children will require exposure to a wide variety of interesting and high-quality texts in order to use what they have listened to, watched or read to engage in conversation. Using children's favourite texts or those which match their interests may support reading for enjoyment.
Exposure to songs and rhymes:
Children will require opportunities to engage with a range of songs and rhymes to explore the rhythms and patterns of language in a fun and active way.
Developing vocabulary:
Children will benefit from being introduced to new and unfamiliar vocabulary. This could be achieved by sharing and discussing pictures in books which provides a focus for matching words to the things they represent.

Early Level Benchmarks

- Hears and says patterns in words. (syllabification)
- Hears and says rhyming words and generates rhyme from a given word.
- Hears and says the different single sounds made by letters. (a few)
- Hears and says letter blends/sounds made by a combination of letters.
- Participates actively in songs, rhymes and stories.
- Chooses a story or other texts for enjoyment, making use of the cover, title, author and/or illustrator.
- Engages with and enjoys watching, reading or listening to different texts, including stories, songs and rhymes, and can share likes and dislikes.
- Engages with stories and texts in different ways, for example, retelling/re-enacting stories and/or using puppets/props.

Listening and Talking Learning Environment

Additional Resources
1. Literacy Story Planners
2. CREATE music blog
3. PA Ideas pack
4. GOSS PA tracking pack

*Use text in grey to inform 'on track at transition' statements.
*Red items should not be used when making 'on track' at transition judgements.

At the end of their early years' experience, establishments are asked to consider if a child is on track at transition in literacy. When making judgements, practitioners can use the 'on track at transition' statements to support decisions. These statements align with the early level benchmarks, capturing the attainment that should **typically** be achieved by the nursery to primary transition point.

Next slide

Taking a Closer Look

(Listening and Talking)

Early Level Tracker 1

Listening and Talking

Enjoyment & Choice LIT 0-01a / LIT 0-11a / LIT 0-20a / LIT 0-01c / LIT 0-01b / LIT 0-11b Supporting Guidance	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	
	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
Tools for Listening and Talking LIT 0-02a/ ENG 0-03a Supporting Guidance	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
Finding and Using Information LIT 0-04a Supporting Guidance	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 LIT 0-07a / LIT 0-16a / ENG 0-17a Supporting Guidance	With support can draw on prior knowledge and experiences to make connections and talk about a range of texts	With support begin to make predictions based on prior knowledge and experiences e.g. repetition in storylines	Can understand and ask 'what', 'where' and 'who' questions to clarify meaning	With support can discuss and answer some questions to demonstrate understanding of what they have heard			
Creating Texts LIT 0-09a LIT 0-09b / LIT 0-31a LIT 0-10a Supporting Guidance	Begin to speak in well-formed short sentences to relay information and use some detail to give opinions, describe feelings, needs and events/experiences	Begin to use sequential language (first, next, now etc.) to describe or recount experiences	Speak clearly most of the time and begin to develop grammatical accuracy e.g. using correct verb/tense	Through modelling develop the use of a range of vocabulary including nouns, verbs, adverbs, adjectives, prepositions and pronouns during play and in different areas of the curriculum	Explore own and familiar stories through play and role play	Begin to ascribe meaning to what has been created e.g. drawings and models and discuss/answer questions with support	Use new vocabulary to which they have had repetitive exposure to

Early Level Tracker 1: Listening and Talking

Enjoyment and choice

– within a motivating and challenging environment, developing an awareness of the relevance of texts in my life

Prior Learning:

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- Ensure sufficient time is given for children to talk about the texts they have explored by encouraging them to share likes and dislikes and explain why e.g. ***"What was your favourite part of the story? Why is it your favourite?"*** (see Tell Me: Book Talk - The Three Sharings)
- Plan for vocabulary development with Interactive Shared Reading sessions using Sparkle Words and Shooting for the SSTARS.
- Ensure that there are a variety of texts available throughout the setting to encourage children to select texts within playful contexts e.g. recipes for baking in the home corner, books about bridges in construction area.
- **Phonological Awareness**– see Phonological Awareness Ideas Pack.
  - Provide fun and engaging opportunities to develop listening skills e.g. sound walks, listening stations, music, song and rhyme time.
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Listening and Talking Learning Environment

Additional Resources

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4. GDSS PA tracking pack

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- I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. LIT 0-01b / LIT 0-11b
- I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-01c

Potential barriers to learning:

Limited experience of the following:

Exposure to and discussion of a wide range of texts:
Children will require exposure to a wide variety of interesting and high-quality texts in order to use what they have listened to, watched or read to engage in conversation. Using children's favourite texts or those which match their interests may support reading for enjoyment.

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Children will require opportunities to engage with a range of songs and rhymes to explore the rhythms and patterns of language in a fun and active way.

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

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*Red items should not be used when making 'on track' at transition judgements.

Interactive Shared Reading 1

Interactive Shared Reading is an approach intended to support children's engagement and understanding of stories. Children will develop awareness of **book handling skills** and **concepts of print** whilst exploring **story elements** and **story structure** to support their **comprehension**.

These sessions should be planned and include multisensory opportunities for children to interact with a text. In small groups, children should have the opportunity to revisit and hear the same story on several occasions. Adults should use **Think Alouds** and **Effective Questions** to encourage thinking and conversation whilst remembering to follow the child's lead to enable sustained interactions.

Listening and Talking

Providing a literacy rich environment is vitally important to encourage the development of language and communication.
A literacy rich environment should offer:

Talk Rich:

- An attractive, social environment where adults sit alongside children to encourage conversation and discussion e.g. at meal times
- Story provocations linked to book or rhyme of the month with retelling and role play opportunities
- Provocations that stimulate children's curiosity and exploration and extend children's interests e.g. curiosity cubes, interest table
- Opportunities for collaborative play and discussion will encourage children to have meaningful conversations, take turns, share, compromise and negotiate with each other

Listening Rich:

- Interactive resources which provide opportunities to listen to well known rhymes and stories e.g. rhyme listening wall or listening station
- Opportunities to engage in **Interactive Shared Reading** sessions, facilitated by an adult
- Regular opportunities to engage in discussion, making use of strategies such as; **Extending Conversations**, **Observing, Waiting and Listening** and **Sparkle Words**
- Have a range of quiet spaces to encourage conversation with peers and adults
- Spaces for music and movement with access to instruments to develop aural discrimination

CREATE
CREATIVITY AND EXPRESSIVE ARTS TRANSFORMING EDUCATION

Early Level Literacy

Reading	Writing	Listening and Talking
Tracker 1	Tracker 1	Tracker 1

Additional supporting guidance for all aspects of literacy

Early Level Literacy

Literacy Strategies and Approaches

English as an Additional Language

Digital Enhancements

Glasgow Outdoors

Learning at Home

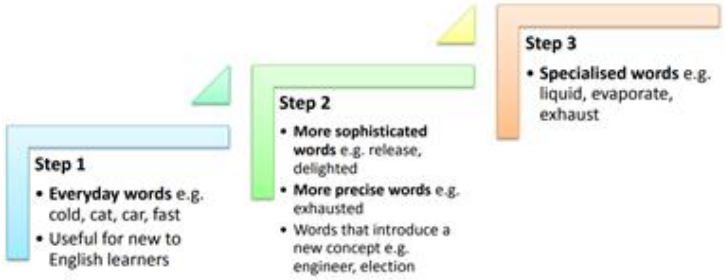
Early Level Tracker 1: Strategies for Building Vocabulary

Sparkle Words

Supporting and building vocabulary are key to developing children's language and communication skills. Sparkle words is an approach for making the exploration of vocabulary a natural part of book sharing sessions and everyday conversation.

When planning a book sharing session (see Interactive Shared Reading):

- Review the book and select the best **sparkle words** (focus vocabulary) you wish to draw children's attention to. These may be words of interest or important words children need to know in order to understand the text.
- Select no more than five focus words per book.
- Ensure that there are a variety of words; nouns, adjectives, verbs and adverbs.
- Consider the three-step approach to introduce children to more complex and subject specific vocabulary.



- Plan how you will explain and bring the sparkle words to life to ensure children understand their meaning (see Shooting for the SSTARS)
- Seek opportunities to use and reinforce the **sparkle words** in a range of different contexts.

Shooting for the SSTARS

Vocabulary development is essential in the early years, but it is not just the number of words a child knows that is important but how well a child understands these words.
Shooting for the SSTARS is a strategy you can use to support children's understanding of new vocabulary.

Stress	a new word before, during and after reading to focus children's attention.
Show	children what the word means by pointing to an illustration, using your facial expressions, acting it out or altering how you say the word.
Tell	children what the word means by giving a simple definition, using other words which mean the same or talking about the group or category the word belongs to, if appropriate.
and	
Relate	the word to children's own knowledge, experiences or familiar situations and talk about other words with a similar meaning or an opposite meaning.
Say it again	read the book again and again, allowing for more conversation relating to the new word and use the **sparkle word** throughout the setting in different contexts. Hearing the word repeated is essential for children to be able to adopt and use this vocabulary in their own interactions.

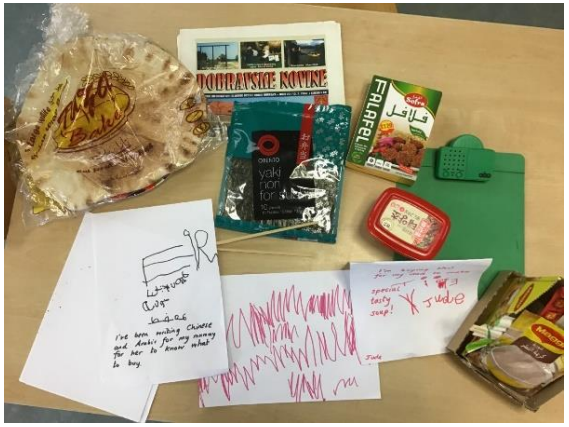
Example: Sparkle word – *feast*

Show	Pictures of a feast e.g. buffet at a birthday/wedding/celebration.
Tell	A special meal with delicious food or a large meal for lots people.
Relate	Recall a time when there has been a 'feast' in nursery, e.g. Christmas lunch. Share a time when you have had a 'feast' at a celebration. Ask children, ***"Have you ever had a feast?"***
Say it again	Seek opportunities to use the word through play e.g. house corner, ***"Shall we make a feast for the family?"*** or whilst exploring other stories e.g. ***"The Very Hungry Caterpillar had a feast on Saturday."***

Early Level Tracker 1: EAL Guidance for Listening and Talking

For EAL learners, it is vital that adults facilitate the use of home languages through listening, talking and singing. Fluency and exposure to strong models of home language can be a factor in determining the rate of acquisition of English as a second or new language. It is important to observe children's use of all languages, noting where, when and with whom they use them. Adults should pay close attention to non-verbal communication when observing children.

Interactions, Experiences and Spaces:
It is important to promote an ethos of using home languages within the setting. Adults can encourage the use of home language with bilingual practitioners, parents and carers providing stories, songs and rhymes in first languages and facilitating play with same language peers. Offering inviting provocations for talk, based on children's interests and scaffolding asking and answering questions by offering choices e.g. ***"Is the cat under the hat or in the box?"*** can help to support bilingual learners. Adults should model clear and concise language, highlighting new vocabulary and using visuals where appropriate.



Early Level Tracker 1

The following pages give some suggestions of how you may incorporate digital literacy into your learning environment. For further information please access Glasgow's Digital Literacy and Computing Science Framework.

Digital Enhancements

Digital Literacy Key Concept – Using digital products and services in a variety of contexts to achieve a purposeful outcome

How things work

Tinker table or exploration station

Problem solving

Online resources

Understanding routine and procedure

Make digital books about routines

Make selections digitally

Create instructions using voice, video and text

Technology that helps us

Instructions without text

Microsoft Translator App

Imaginative Play

Programmable devices

I can explore digital technologies and use what I learn to solve problems and share ideas and thoughts. TCH 0-01a

Early Level Tracker 1

Glasgow Outdoors

This resource has been created to **support the learning and teaching of literacy outdoors** and is comprised of suggested experiences and interactions linked to the Literacy and English organisers, in line with the CfE Experiences and Outcomes.

- Each resource pack has been designed to be **used alongside** the **Literacy for All Framework**.
- The boxes within each organiser have been **bundled** with complimentary boxes for the **purpose of this resource only**. This is only one example of how these boxes may be bundled.
- As with all Literacy for All materials, please note that guidance on experiences, interactions and resources are not exhaustive.
- Practitioners should **adapt and develop** the learning experiences to **best support** the **learners** within their setting.

You can access this suite of resources via the Leaders of Early Learning blog by scanning the QR code and clicking the 'Glasgow Outdoors' tab or click the links below.

SCAN ME

Reading	Writing	Listening and Talking
This section currently features suggested experiences for each organiser. CLICK HERE to access experiences.	This section currently features suggested experiences for each organiser. CLICK HERE to access experiences.	This section currently features suggested experiences for each organiser. CLICK HERE to access experiences.

Early Level Tracker 1

Learning at Home

This resource has been created to **support the learning and teaching of literacy within the home** and is comprised of suggested experiences and interactions linked to the Literacy and English organisers, in line with the CfE Experiences and Outcomes.

- Each resource pack has been designed to be **used alongside** the **Literacy for All Framework**.
- The boxes within each organiser have been **bundled** with complimentary boxes for the **purpose of this resource only**. This is only one example of how these boxes may be bundled. Each bundle has one suggested home experience.
- There is a practitioner page for reference and a "Take Home Page" to be sent home either with the child or digitally.
- As with all Literacy for All materials, please note that guidance on experiences, interactions and resources are not exhaustive.
- Practitioners should **adapt and develop** the learning experiences to **best support** the **learners** within their setting.
- Practitioners should consider the potential barriers to learning at home, including access to resources, levels of parental engagement and differentiation.

SCAN ME

You can access this suite of resources via the Leaders of Early Learning blog by scanning the QR code and clicking the 'Learning at Home' tab or click the links below.

Reading	Writing	Listening and Talking
This section currently features suggested experiences for each organiser. CLICK HERE to access experiences.	This section currently features suggested experiences for each organiser. CLICK HERE to access experiences.	This section currently features suggested experiences for each organiser. CLICK HERE to access experiences.

Considerations for Use

- Not intended to be read cover to cover.
- Dip into sections appropriate to your settings and practitioners.
- Use to support moderation discussions.

Using the digital version of the frameworks

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 reselecting 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.

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G21 2NU
0141 287 9751

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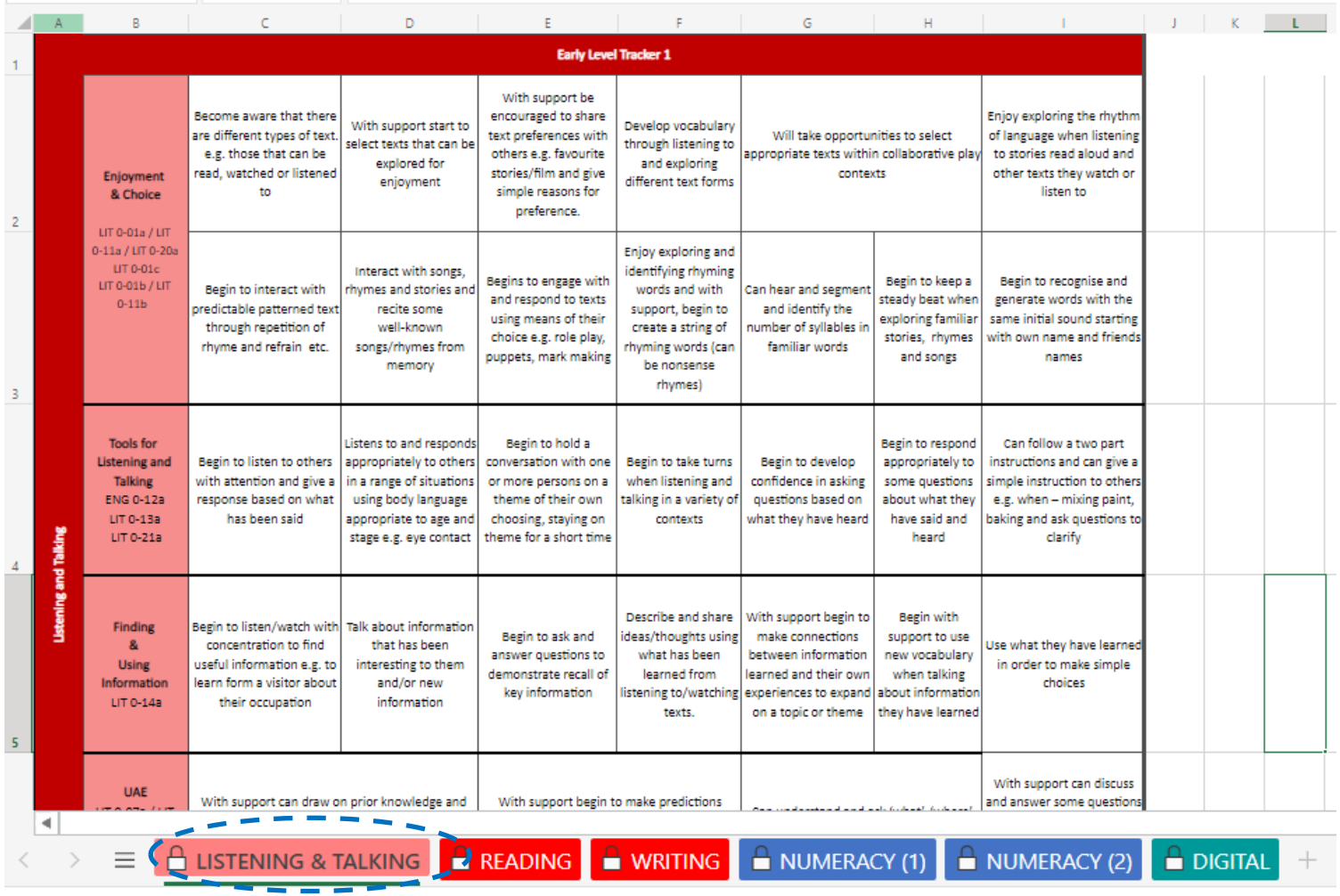
Digital Version of Early Level Framework



Early Level Tracker 1

Listening and Talking	Enjoyment & Choice LIT 0-01a / LIT 0-11a / LIT 0-20a LIT 0-01c LIT 0-01b / LIT 0-11b	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
		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
	Tools for Listening and Talking ENG 0-12a LIT 0-13a LIT 0-21a	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
	Finding & Using Information LIT 0-14a	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

LISTENING & TALKING | READING | WRITING | NUMERACY (1) | NUMERACY (2) | DIGITAL

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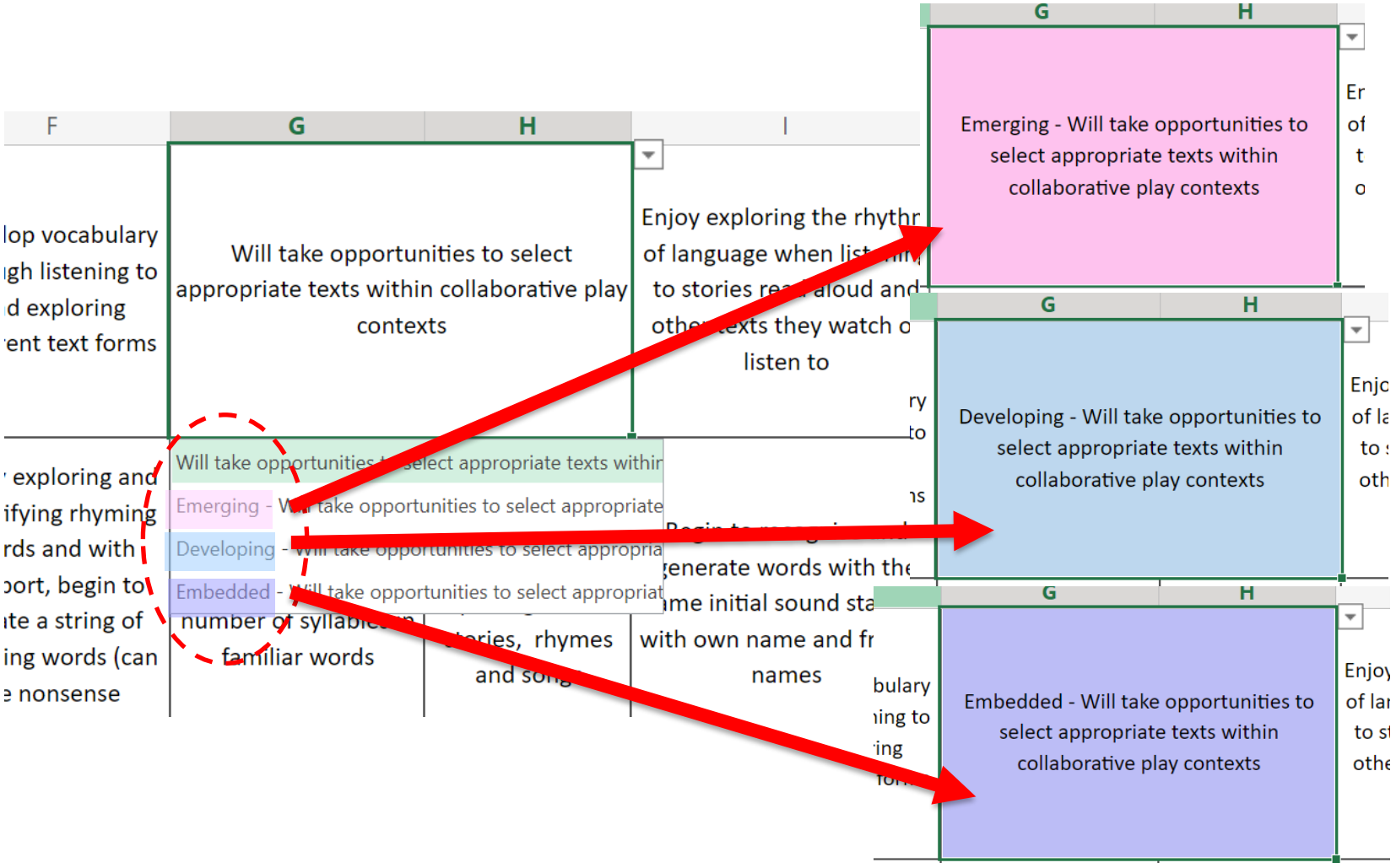
Glasgow's Improvement Challenge — Unlocking Learning

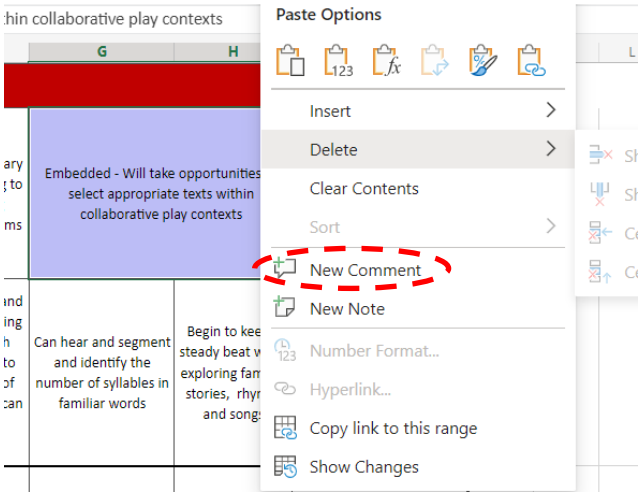
THE SCOTTISH ATTAINMENT CHALLENGE — LITERACY NUMERACY HEALTH & WELLBEING

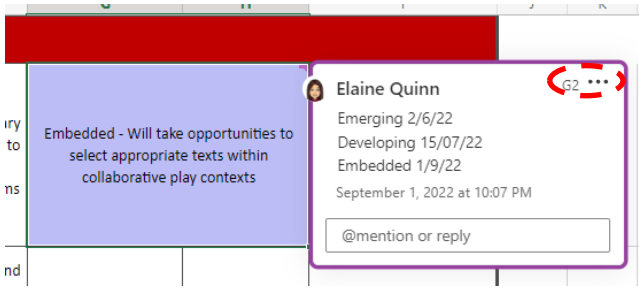
Glasgow CITY COUNCIL

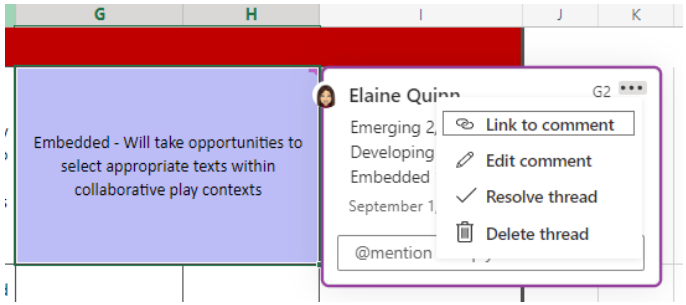
Digital Version of Early Level Framework

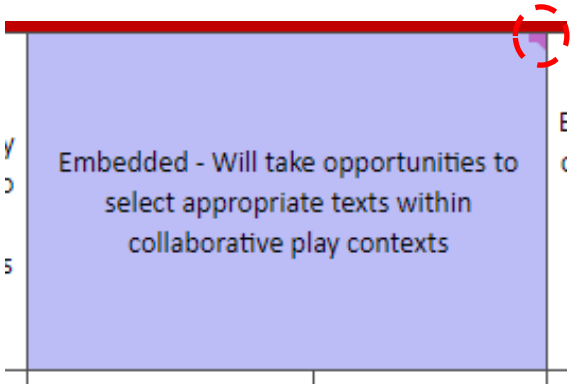


Adding and Removing Comments

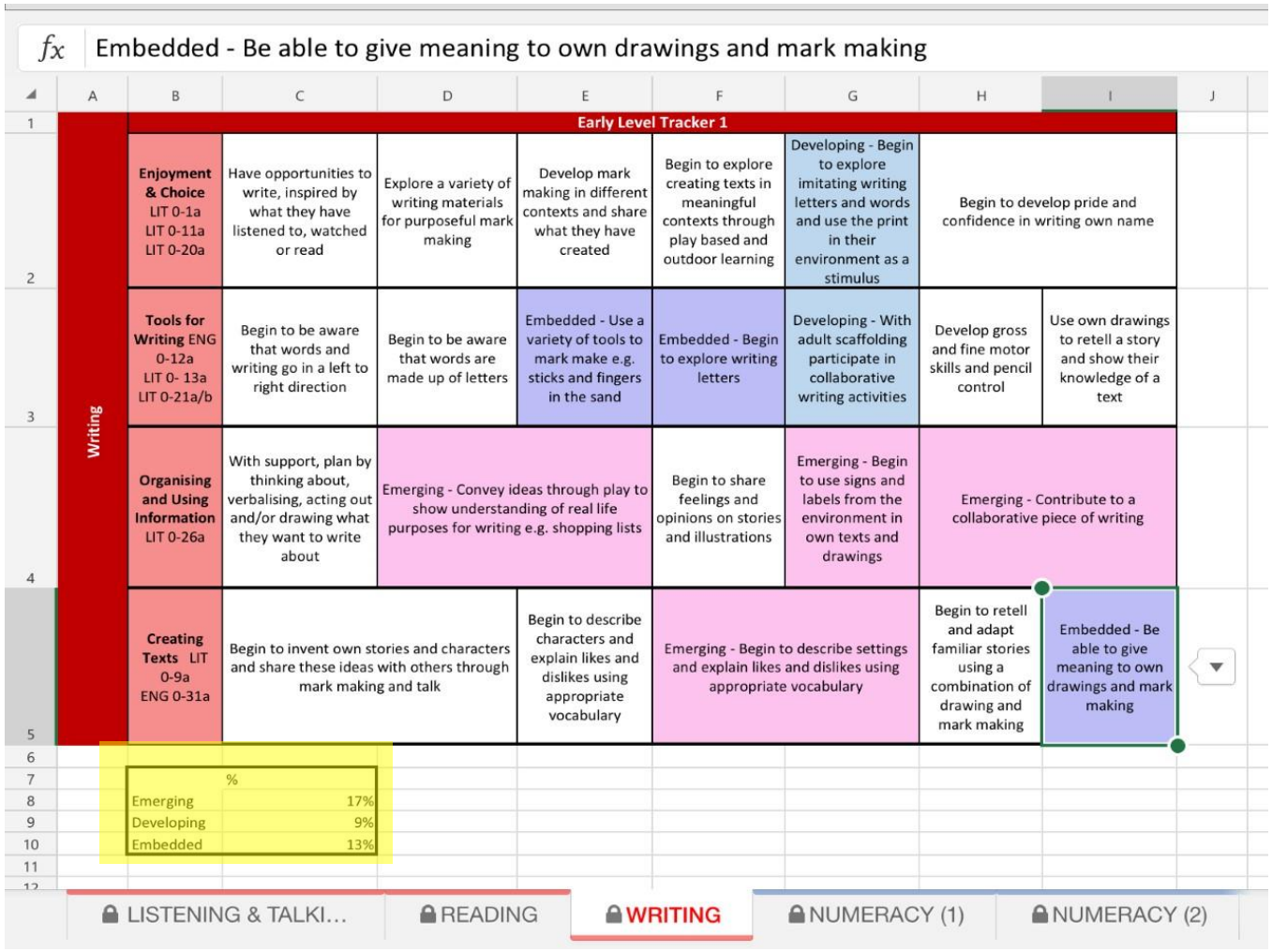








Percentages



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

	Early Level Tracker 1							
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	
	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
	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	
	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

	%
Emerging	17%
Developing	9%
Embedded	13%

LISTENING & TALKI… | READING | WRITING | NUMERACY (1) | NUMERACY (2)

Defining 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

References

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Literacy for All in our Playrooms

THE SCOTTISH ATTAINMENT CHALLENGE
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