

Framework for Literacy

Important Information
& User Guide



Early Level Literacy





Important Information and User Guide

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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:

Early Level Tracker 1							
Reading	Enjoyment & Choice UT 0-01a UT 0-01b UT 0-01c	Become increasingly aware that there are different types of texts e.g. stories, non-fiction	With support, start to select texts that can be enjoyed for enjoyment	With support, discuss a story through illustrations and share like 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	With exploring and reading (nursery) rhymes, songs or chants Generate a short string of rhyming words (can be nonsense rhymes)
	Tools for Reading EMG 0-02a UT 0-03a UT 0-03b	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 using 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 handling skills e.g. holding book correctly Begin to become aware that print conveys meaning
	Understanding & Analysing and Devising UT 0-07a EMG 0-07b UT 0-08a UT 0-08b	Can recognise own name and some other familiar words as appropriate	With support can surely identify most familiar visual sounds starting with own name and named names	With support begin to generate some words with same initial sound	With support begin to generate some words with same final sound	With support, use what is known already about subject and text type to help understanding	All and answer simple open ended questions about events and ideas in a text
	Finding & Using Information UT 0-16a	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	Explore and discuss features such as title, author, title, illustrator and picture	Discuss the basic difference 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

Detailed exploration of the core aspects can be found on subsequent pages

Early Level Tracker 1: Reading	
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 be increasingly aware of how to self select familiar books, turning pages and inspecting pictures to find out about the illustrations and characters. Young children will learn new vocabulary by listening to and joining in with repeated words or phrases in a text. They will become increasingly aware of familiar songs and rhymes, joining in with actions and/or words and will begin to follow the rhythm and beat. Through sharing these songs and rhymes young children will begin to recognise rhyming words. Young children are beginning to understand that turning the page means moving on to the next part of the story. By reading the same book repeatedly, young children become aware that print remains the same each time the book is read.	Literacy Es & Os: <ul style="list-style-type: none"> Enjoy exploring and playing with the patterns and sounds of language and can use what I learn. UT 0-01a / UT 0-11a / UT 0-20a Enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. UT 0-01b / UT 0-11b
Interactions, Experiences and Spaces: Within this stage of development, it is important to engage children with a variety of different forms of texts, this includes fiction, non-fiction and digital texts (see definition of texts). Children will require daily opportunities to listen to, engage with and discuss stories, songs and rhymes. They will benefit from observing adults read aloud, modelling book handling and drawing attention to print that carries meaning. Adults can support in the following ways: <ul style="list-style-type: none"> Create a reading rich environment, including a reading area which is attractive and welcoming and has a variety of different texts. Involve children in choosing which texts they would like to display in different spaces e.g., recipe books in the mud kitchen. This will ensure children have access to texts within collaborative play contexts. Plan for interactive shared reading sessions to support children to discuss and develop their ideas about texts. Encourage children to share and justify their likes and dislikes through exploring the story elements. Plan for developing new vocabulary through identifying specific words within texts and use shooting for the STARS to bring these new words to life and use these within interactions during play. Provide daily opportunities for children to hear and become familiar with nursery rhymes, songs and chants and encourage children to keep a steady beat by clapping, tapping or shaking instruments. Provide engaging opportunities for children to begin exploring, identifying and generating words that rhyme e.g., silly name rhymes, add one out and deliberate mistakes (see phonological awareness ideas pack). Provide multisensory opportunities for children to learn about syllabification e.g., body tapping, jumping through hoops, touch lights (see phonological awareness ideas pack). Draw attention to print that carries meaning for the reader when reading aloud e.g., text in bold, capital letters, different sizes and colours. Discuss with children what this means for the reader e.g., a character is shouting, clues about how to say the word. 	
Barriers to learning: Lack of the following aspects can result in barriers to learning: Listening and talking skills: Many children will require support to develop their early listening and talking skills in order to engage with interactive shared reading groups. All children will require small group sessions and some will benefit from 1:1 sessions with a key adult. Exposure to stories, songs and rhymes: Children who have not been exposed to lots of stories, songs and rhymes from an early age will require a focus on this. Vocabulary development: Many children will require a strong focus on developing vocabulary in fun and engaging ways in order to enjoy and understand texts.	
Early Level Benchmarks: <ul style="list-style-type: none"> Choose a story or other texts for enjoyment making use of the cover, title, author and/or illustrator. Engage with and enjoys watching, reading or listening to different texts, including stories, songs and rhymes, and can share likes and dislikes. 	
Reading Learning Environment	Additional Resources EMG 0-02a link to audio Resources for exploring 'Name my' rhymes
*Red items should not be used when making 'on track' at transition judgements	

Trackers

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



Framework – 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



Early Level Tracker 1

Enjoyment & Choice LIT 0-10a LIT 0-10b LIT 0-10c	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 rhymes 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 slip out syllables in own name and familiar 3-3 syllable words	Begin to develop confidence with book handling skills e.g. holding book correctly	Begin to become aware that print conveys meaning
Supporting Guidance							
	Tools for Reading ENG 0-12a LIT 0-13a LIT 0-14a	Can recognise own name and some other familiar words as appropriate	With support can accurately 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 LIT 0-16a LIT 0-16b	Explore and discuss features such as title, author, blank, 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 ways 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							



Framework – 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 texts I like 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 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							
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
	Can recognise own name and some other familiar words as appropriate	With support can orally 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			
Tools for Reading ENG 0-12a LIT 0-13a LIT 0-21a 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				
	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			
Understanding Analysing and Evaluating LIT 0-07a ENG 0-17a LIT 0-16a LIT 0-19a 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			Begin to answer simple			



Supporting Guidance – Important Points

- Clicking on the ‘Supporting Guidance’ button will take you to useful further explanation of the progression points.
- You will also be given guidance on prior learning, suggested interactions, experiences and spaces as well as appropriate Literacy for ALL strategies and approaches.
- In addition, the end of level benchmarks for each organiser are displayed and there are links to additional resources.

Early Level Tracker 1										
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	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 tools 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 elaborate mistakes.	Begin to keep a steady beat along with familiar songs and rhymes	Begin to develop confidence to clap and 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	Can recognise own name and some other familiar words as appropriate	With support can orally 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 LIT 0-17a 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	Share 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 Tracker 1: Reading

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 be increasingly aware of how to self select familiar books, turning pages and inspecting pictures to find out about the illustrations and characters. Young children will learn new vocabulary by listening to and joining in with repeated words or phrases in a text. They will become increasingly aware of familiar songs and rhymes, joining in with actions and/or words and will begin to follow the rhythm and beat. Through sharing these songs and rhymes young children will begin to recognise rhyming words. Young children are beginning to understand that turning the page means moving on to the next part of the story. By reading the same book repeatedly, young children become aware that print remains the same each time the book is read.

Interactions, Experiences and Spaces:
Within this stage of development, it is important to engage children with a variety of different forms of texts, this includes fiction, non-fiction and digital texts (see definition of texts). Children will require daily opportunities to listen to, engage with and discuss stories, songs and rhymes. They will benefit from observing adults read aloud, modelling book handling and drawing attention to print that carries meaning.

Adults can support in the following ways:

- Create a **reading rich environment**, including a reading area which is attractive and welcoming and has a variety of different texts.
- Involve children in choosing which texts they would like to display in different spaces e.g., recipes books in the mud kitchen. This will ensure children have access to texts within collaborative play contexts.
- Plan for **interactive shared reading** sessions to support children to discuss and develop their ideas about texts.
- Encourage children to share and justify their likes and dislikes through exploring the **story elements**.
- Plan for developing new vocabulary through identifying **spare words** within texts and use **shouting for the SSTARs** to bring these new words to life and use these within interactions during play.
- Provide daily opportunities for children to hear and become familiar with nursery rhymes, songs and chants and encourage children to keep a steady beat by clapping, tapping or shaking instruments.
- Provide engaging opportunities for children to begin exploring, identifying and generating words that rhyme e.g., silly name rhymes, odd one out and deliberate mistakes (see **phonological awareness ideas pack**).
- Provide multisensory opportunities for children to learn about syllabification e.g., body tapping, jumping through hoops, touch lights (see **phonological awareness ideas pack**).
- Draw attention to print that carries meaning for the reader when reading aloud e.g., text in bold, capital letters, different sizes and colours. Discuss with children what this means for the reader e.g., a character is shouting, clues about how to say the word.

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 0-01b LIT 0-11b

Barriers to learning:
Lack of the following aspects can result in barriers to learning:

- **Listening and talking skills** Many children will require support to develop their early listening and talking skills in order to engage with interactive shared reading groups. All children will require small group sessions and some will benefit from 1:1 sessions with a key adult.
- **Exposure to stories, songs and rhymes** Children who have not been exposed to lots of stories, songs and rhymes from an early age will require a focus on this.
- **Vocabulary development** Many children will require a strong focus on developing vocabulary in fun and engaging ways in order to enjoy and understand texts.

Early Level Benchmarks:

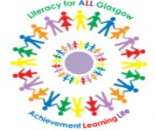
- Chooses a story or other texts for enjoyment, making use of the cover, title, author and/or illustration.
- Engages with and enjoys watching, reading or listening to different texts, including stories, songs and rhymes, and can share likes and dislikes.

Reading Learning Environment

Additional Resources

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

Framework – Points to Consider



- The trackers assist in tracking progress within a Curriculum for Excellence (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.



Framework – 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.

Early Level Tracker 1: Reading	
<p>Enjoyment and choice – within a motivating and challenging environment, developing an awareness of the relevance of texts in my life</p>	
<p>Prior Learning: Young children will be increasingly aware of how to self select familiar books, turning pages and inspecting pictures to find out about the illustrations and characters. Young children will learn new vocabulary by listening to and joining in with repeated words or phrases in a text. They will become increasingly aware of familiar songs and rhymes, joining in with actions and/or words and will begin to follow the rhythm and beat. Through sharing these songs and rhymes young children will begin to recognise rhyming words. Young children are beginning to understand that turning the page means moving on to the next part of the story. By reading the same book repeatedly, young children become aware that print remains the same each time the book is read.</p>	<p>Literacy Es & Os:</p> <ul style="list-style-type: none"> I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. UT 0-01a / UT 0-11a / UT 0-20a I enjoy exploring and choosing stories, texts to watch, read or listen to, and can my likes and dislikes. UT 001b / UT 0-11b
<p>Interactions, Experiences and Spaces: Within this stage of development, it is important to engage children with a variety of different forms of texts, this includes fiction, non-fiction and digital texts (see definition of texts). Children will require daily opportunities to listen to, engage with and discuss stories, songs and rhymes. They will benefit from observing adults read aloud, modelling book handling and drawing attention to print that carries meaning. Adults can support in the following ways:</p> <ul style="list-style-type: none"> Create a reading rich environment, including a reading area which is attractive and welcoming and has a variety of different texts. Involve children in choosing which texts they would like to display in different spaces e.g., recipe books in the mud kitchen. This will ensure children have access to texts within collaborative play contexts. Plan for interactive shared reading sessions to support children to discuss and develop their ideas about texts. Encourage children to share and justify their likes and dislikes through exploring the story elements. Plan for developing new vocabulary through identifying sparkle words within texts and use shootout for the SSTARs to bring these new words to life and use these within interactions during play. Provide daily opportunities for children to hear and become familiar with nursery rhymes, songs and chants and encourage children to keep a steady beat by clapping, tapping or shaking instruments. Provide engaging opportunities for children to begin exploring, identifying and generating words that rhyme e.g., silly name rhymes, odd one out and deliberate mistakes (see phonological awareness ideas pack). Provide multisensory opportunities for children to learn about syllabification e.g., body tapping, jumping through hoops, touch lights (see phonological awareness ideas pack). Draw attention to print that carries meaning for the reader when reading aloud e.g., text in bold, capital letters, different sizes and colours. Discuss with children what this means for the reader e.g., a character is shouting, clues about how to say the word. 	<p>Barriers to learning: Lack of the following aspects can result in barriers to learning:</p> <p>Listening and talking skills: Many children will require support to develop their early listening and talking skills in order to engage with interactive shared reading groups. All children will require small group sessions and some will benefit from 1:1 sessions with a key adult.</p> <p>Exposure to stories, songs and rhymes: Children who have not been exposed to lots of stories, songs and rhymes from an early age will require a focus on this.</p> <p>Vocabulary development: Many children will require a strong focus on developing vocabulary in fun and engaging ways in order to enjoy and understand texts.</p>
<p>Reading Learning Environment</p>	<p>Additional Resources</p> <p>Early Level Tracker 1: Reading</p> <p>Phonological Awareness Ideas Pack</p> <p>Story Elements</p> <p>Sparkle Words</p> <p>Shootout for the SSTARs</p>
<p>Early Level Benchmarks:</p> <ul style="list-style-type: none"> 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 stories, songs and rhymes, and can share likes and dislikes. 	

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

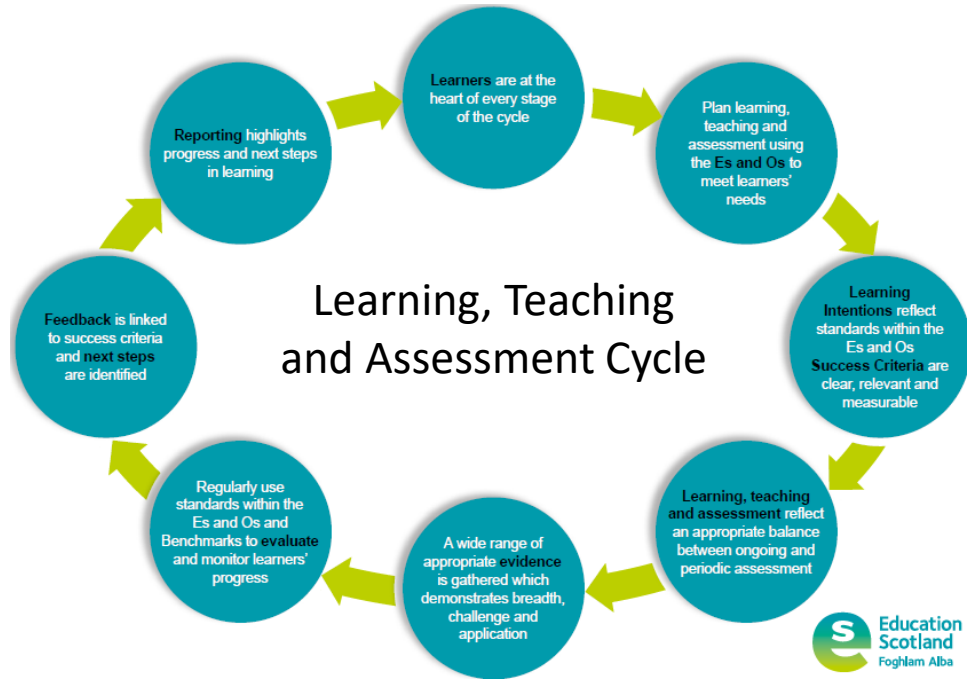
Links with other aspects of Literacy

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: Reading	
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 be increasingly aware of how to self select familiar books, turning pages and inspecting pictures to find out about the illustrations and characters. Young children will learn new vocabulary by listening to and joining in with repeated words or phrases in a text. They will become increasingly aware of familiar songs and rhymes, joining in with actions and/or words and will begin to follow the rhythm and beat. Through sharing these songs and rhymes young children will begin to recognise rhyming words. Young children are beginning to understand that turning the page means moving on to the next part of the story. By reading the same book repeatedly, young children become aware that print remains the same each time the book is read.	Literacy Es & Os: <ul style="list-style-type: none"> • I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. LT 0-01a / LT 0-11a / LT 0-20a • I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. LT 0-01b / LT 0-11b
Interactions, Experiences and Spaces: Within this stage of development, it is important to engage children with a variety of different forms of texts, this includes fiction, non-fiction and digital texts (see definition of texts). Children will require daily opportunities to listen to, engage with and discuss stories, songs and rhymes. They will benefit from observing adults read aloud, modelling book handling and drawing attention to print that carries meaning. Adults can support in the following ways: <ul style="list-style-type: none"> • Create a reading rich environment, including a reading area which is attractive and welcoming and has a variety of different texts. • Involve children in choosing which texts they would like to display in different spaces e.g., recipe books in the mud kitchen. This will ensure children have access to texts within collaborative play contexts. • Plan for interactive shared reading sessions to support children to discuss and develop their ideas about texts. Encourage children to share and justify their likes and dislikes through exploring the story elements. • Plan for developing new vocabulary through identifying spelling words within texts and use shotguns for the SSTARs to bring these new words to life and use these within interactions during play. • Provide daily opportunities for children to hear and become familiar with nursery rhymes, songs and chants and encourage children to keep a steady beat by clapping, tapping or shaking instruments. • Provide engaging opportunities for children to begin exploring, identifying and generating words that rhyme e.g., silly name rhymes, odd one out and deliberate mistakes (see phonological awareness ideas page). • Provide multisensory opportunities for children to learn about syllabification e.g., body tapping, jumping through hoops, touch lights (see phonological awareness ideas page). • Draw attention to print that carries meaning for the reader when reading aloud e.g., text in bold, capital letters, different sizes and colours. Discuss with children what this means for the reader e.g., a character is shouting, clues about how to say the word. 	Barriers to learning: Lack of the following aspects can result in barriers to learning: <ul style="list-style-type: none"> Listening and talking skills: Many children will require support to develop their early listening and talking skills in order to engage with interactive shared reading groups. All children will require small group sessions and some will benefit from 1:1 sessions with a key adult. Exposure to stories, songs and rhymes: Children who have not been exposed to lots of stories, songs and rhymes from an early age will require a focus on this. Vocabulary development: Many children will require a strong focus on developing vocabulary in fun and engaging ways in order to enjoy and understand texts.
Reading Learning Environment	Early Level Benchmarks: <ul style="list-style-type: none"> • 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.
Additional Resources: Add to my reading plan , Phonological awareness ideas page , Shotguns for the SSTARs	
*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.

Framework – Definition of Texts

Within the LfA framework, regular reference to ‘texts’ is made. It is essential that practitioners provide learners with opportunities to explore and create a wide range of texts in order to build on the principles of 21st century relevance and personalisation and choice. Please refer to the CfE definition of texts:

What is meant by ‘texts’?

The definition of ‘texts’ needs to be broad and future proof: therefore within *Curriculum for Excellence*,

“a text is the medium through which ideas, experiences, opinions and information can be communicated.”

Reading and responding to literature and other texts play a central role in the development of learners’ knowledge and understanding. Texts not only include those presented in traditional written or print form, but also orally, electronically or on film. Texts can be in continuous form, including traditional formal prose, or non-continuous, for example charts and graphs. The literacy and English framework reflects the increased use of multimodal texts, digital communication, social networking and the other forms of electronic communication encountered by children and young people in their daily lives. It recognises that the skills which children and young people need to learn to read these texts differ from the skills they need for reading continuous prose. Examples are given below.

Examples of Texts

novels	short stories	plays	poems	reference texts	spoken words
charts	maps	graphs	timetables	advertisements	leaflets
comics	newspapers	magazines	letters	CVs	emails
films	games	TV programmes	labels	signs	posters
recipes	manuals	instructions	reports	reviews	text messages
blogs	directories	web pages	catalogues	social networking sites	

In planning for learning in any curriculum area it is important for practitioners to ensure that children and young people encounter a wide range of different types of text in different media. As they progress in their learning, children and young people will encounter texts of increasing complexity in terms of length, structure, vocabulary, ideas and concepts.

Early Level Literacy

Reading

Tracker 1

Writing

Tracker 1

Listening and
Talking

Tracker 1

Additional supporting guidance for all aspects of literacy



Early Level Tracker 1

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)
	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	
	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		
	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							

Reading at Early Level

<p>Enjoyment and choice</p> <p>– within a motivating and challenging environment, developing an awareness of the relevance of texts in my life</p>	<p>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</p> <p>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</p>
<p>Tools for reading</p> <p>– to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning</p>	<p>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</p>
<p>Finding and using information</p> <p>– when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary</p>	<p>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</p>
<p>Understanding, analysing and evaluating</p> <p>– investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes</p>	<p>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-19a</p> <p>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</p>

Early Level Tracker 1: Reading

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 be increasingly aware of how to self select familiar books, turning pages and inspecting pictures to find out about the illustrations and characters. Young children will learn new vocabulary by listening to and joining in with repeated words or phrases in a text. They will become increasingly aware of familiar songs and rhymes, joining in with actions and/or words and will begin to follow the rhythm and beat. Through sharing these songs and rhymes young children will begin to recognise rhyming words. Young children are beginning to understand that turning the page means moving on to the next part of the story. By reading the same book repeatedly, young children become aware that print remains the same each time the book is read.

Interactions, Experiences and Spaces:

Within this stage of development, it is important to engage children with a variety of different forms of texts, this includes fiction, non-fiction and digital texts (see [Definition of Texts](#)). Children will require daily opportunities to listen to, engage with and discuss stories, songs and rhymes. They will benefit from observing adults reading aloud, modelling book handling and drawing attention to print that carries meaning.

Adults can support in the following ways:

- Create a [reading rich environment](#), including a reading area which is attractive and welcoming and has a variety of different texts.
- Involve children in choosing which texts they would like to display in different spaces e.g. recipe books in the mud kitchen. This will ensure children have access to texts within collaborative play contexts.
- Plan for [Interactive Shared Reading](#) sessions to support children to discuss and develop their ideas about texts. Encourage children to share and justify their likes and dislikes through exploring the [Story Elements](#).
- Plan for developing new vocabulary through identifying [Sparkle Words](#) within texts and use [Shooting for the SSTARS](#) to bring these new words to life and use them within interactions during play.
- Provide daily opportunities for children to hear and become familiar with nursery rhymes, songs and chants and encourage children to keep a steady beat by clapping, tapping or shaking instruments.
- Provide engaging opportunities for children to begin exploring, identifying and generating words that rhyme e.g. silly name rhymes, odd one out and deliberate mistakes (see [Phonological Awareness Ideas Pack](#)).
- Provide multisensory opportunities for children to learn about syllabification e.g. body tapping, jumping through hoops, touch lights (see [Phonological Awareness Ideas Pack](#)).
- Draw attention to print that carries meaning for the reader when reading aloud e.g. text in bold, capital letters, different sizes and colours. Discuss with children what this means for the reader e.g. a character is shouting, clues about how to say the word.

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 0-01b / LIT 0-11b](#)

Potential barriers to learning:

Limited experience of the following:

Listening and talking opportunities:

Many children will require support to develop their early listening and talking skills in order to engage with interactive shared reading groups. All children will require small group sessions and some will benefit from 1:1 sessions with a key adult.

Exposure to stories, songs and rhymes:

Children will require opportunities to engage with a range of stories, 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:

- 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.

Reading Learning
Environment

Additional Resources

1. [GDSS PA Tracking Pack](#)
2. [PA Ideas Pack](#)
3. [Shooting for the SSTARS](#)



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

Early Level Tracker 1: Reading

Tools for reading

- to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning

Prior Learning:

Young children are beginning to recognise their name or symbols to identify their personal possessions and can recognise frequently seen signs and symbols in the environment. They are at the early stages of recognising some letters and numerals in real contexts such as the initial letter in their name and their age. They are able to distinguish between pictures and print, following and responding to extended talk about illustrations within a text and using these to prompt recall. Young children will also use these in discussion about illustrations to match the words that are spoken to the objects or images they represent.

Interactions, Experiences and Spaces:

Within this stage, children will be supported to become familiar with sounds, letters and words through the early stages of phonological awareness. The focus will initially be on hearing the sounds at the beginning of their own name, friends' names and other familiar words. This will lead to children beginning to identify other words which begin with the same sound and eventually where they hear some sounds within a word. Adults must be clear about the difference between the **sound we hear** at the beginning of a word and the **letter that we see**. Strong [Phonological Awareness](#) is based on being able to **hear** the sounds and patterns which make up language. It is important to use short 'pure' sounds with correct pronunciation (see [GDSS Consonant Phonemes Pronunciation video](#)). This will provide the basis for moving on to phonics when children transition to school. Children will become aware that clusters of letters, framed by spaces, are words, and may start to recognise the shape of some words they have seen repeatedly.

Adults can support learners in the following ways:

- Provide daily high-quality, engaging opportunities to hear stories, songs, rhymes and chants. This will help children to hear the sounds and rhythm of their language.
- Provide lots of opportunities for children to find, recognise, and use their own name e.g. to label their models/ pictures, to request a turn, or find their placemat at snack time. Printed names should begin with a capital letter, with the rest of the letters in lower case.
- When children show an interest in some words take the opportunity to draw children's attention to the shape of the words noting the tall (e.g. d, h) and trailing (e.g. g, j) letters. When sharing texts support children to become aware of the difference between a letter and a word. This can be modelled by drawing attention to words and asking questions such as **"Did you hear a word that starts with the same sound as your name?"** **"Can you see if it has the same letter at the start as your name?"** **"Can we think of any more words which start with this sound?"** **"How many syllables can we hear in the word?"**
- Encourage children to interact and have extended conversations about stories through talking about the illustrations, finding clues and making predictions about what might happen next. Use story elements to support discussion and understanding of stories e.g. **"How do you think the character is feeling?"** **"Where is this story set?"**
- When sharing stories, adults can point out the basic punctuation including question marks, exclamation marks or capital letters, drawing attention to what they mean for both the reader and the listener e.g. a question mark means a question has been asked or an exclamation mark means a character is displaying a strong emotion such as anger.

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

LIT 0-21a

Potential barriers to learning:

Limited experience of the following:

Listening and talking opportunities:

Many children will require further support to develop their early listening and aural discrimination. Children need to be involved in high quality back and forth verbal and non-verbal interactions, with peers and attuned adults, to develop their early listening skills.

Exposure to stories, songs and rhymes:

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

Exposure to a wide range of stories:

Children will require exposure to a wide variety of interesting and high-quality texts in order to develop their understanding of stories. Adults can support this by modelling their thinking aloud and talking about illustrations as they engage with stories. This may require 1:1 sessions, interactive shared reading or other tailored approaches.

Early Level Benchmarks:

- Hears and says patterns in words.
- Hears and says the different single sounds made by letters.
- Hears and says blends/sounds made by a combination of letters.
- Knows the difference between a letter, word and numeral.
- Reads from left to right and top to bottom.
- Uses knowledge of sounds, letters and patterns to read words. (beginning to use, e.g. own name)
- **Uses knowledge of sight vocabulary/tricky words to read familiar words in context.**
- **Reads aloud familiar texts with attention to simple punctuation.**
- Uses context clues to support understanding of different texts. (beginning to, with support)

Reading Learning
Environment

Additional Resources

[GDSS Consonant Phonemes Pronunciation video](#)



*Use text in blue to inform 'on track at transition' statements.

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

Early Level Tracker 1: Reading

Understanding, analysing and evaluating

– investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes

Prior Learning:

Young children will have an awareness of what authors and illustrators do. They will engage with a range of written texts, for example rhyme, story and information books. Young children will begin to use illustrations to develop their understanding of a story and to support their recall of events. They may be able to predict what happens next and join in with repeated words or phrases from texts they are familiar with. Young children will convey their enjoyment of a variety of texts through verbal and non-verbal communication. They can follow and respond to discussions about illustrations, including making connections to their own experience, enabling them to recall key events of a story.

Interactions, Experiences and Spaces:

Within this stage, children will become familiar with the basic features of fiction and non-fiction texts. They will become aware that fiction texts are created from imagination and have basic **Story Elements** and that non-fiction refers to texts that are based on facts, actual events and real people. They will begin to understand that non-fiction texts are one method for learning about things that interest them. Children will begin to discuss the title, author, illustrator and blurb which may support them to recognise other texts from familiar authors and illustrators. They will begin to explore their preferences, sharing their ideas, likes and dislikes, about **Story Elements** and link these to their own experiences and other texts.

Adults can support in this stage by:

- Planning to explore and discuss important key features of texts such as title, author and blurb to enable children to make predictions about texts. Seeking opportunities to use books with a repetitive storyline to allow children to make predictions during the read e.g. The Three Little Pigs, Room on the Broom etc.
- Ensure there is a balance of fiction and non-fiction texts available throughout play spaces and take opportunities, when appropriate, to discuss and draw attention to the basic differences between these types of texts e.g. illustrations/photographs, made-up/facts.
- Through playful contexts and real life experiences support children to make links between different types of texts and prior knowledge about a subject e.g. play context - when we are baking we use a recipe, we also use recipes in the mud kitchen and when making playdoh, real-life context – when we go on a journey we use a timetable such as a train or bus timetable.
- Using **Effective Questioning** techniques to encourage children to answer open ended questions about **Story Elements** within a text. Through modelling, asking questions and using **Think Alouds**, children may begin to ask their own questions to further their understanding. Providing time for children to ask their own questions is important. Ensure there is sufficient time to reflect on stories after they have been read aloud using **Tell Me: Book Talk – The Three Sharings**.
- Encouraging children to share their own experiences and making connections to other texts using **Tell Me: Book Talk The Three Sharings**.
- Providing engaging daily opportunities for children to share stories in small groups. Make use of **Interactive Shared Reading** to encourage children to talk about texts, sharing their thoughts, ideas, feelings and preferences. Use strategies **Observing**, **Waiting and Listening** and **Extending Conversations** to ensure high-quality interaction leading to meaningful conversations.
- Providing a variety of props, materials and provocations to allow children to revisit and retell stories through role play, small world, **block play** and construction.

Literacy Es & Os:

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

Potential barriers to learning:

Limited experience of the following:

Exposure to a wide range of texts:

Children will require exposure to a wide variety of interesting and high-quality texts. Children will need opportunities to turn book reading into a conversation using texts appropriate to their developmental stage. Adults can support children's understanding of the story by modelling their thinking aloud as they engage with texts.

This may require 1:1 sessions, interactive shared reading or other tailored approaches.

Early Level Benchmarks:

- Engages with texts read to them.
- Asks and answers questions about events and ideas in a text.
- Answers questions to help predict what will happen next.
- Contributes to discussions about events, characters and ideas relevant to the text.
- Shares thoughts and feelings about stories and other texts in different ways.
- Retells familiar stories in different ways, for example, role play, puppets and/or drawings.
- Relates information and ideas from a text to personal experiences.

Reading Learning
Environment

Additional Resources

[Tell Me: Book Talk – The Three Sharings](#)

Tell Me: Book Talk – The Three Sharings



Early Level Tracker 1: Reading

Finding and using information

– when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary

Prior Learning:

Young children will be able to recognise frequently seen signs and symbols in their environment. They will engage with a variety of written texts for example rhyme, story and information books which will support them to learn new words and information about the world around them. Young children will be able to answer simple who, what and where questions about a text. They will be able to use illustration to prompt recall and retell simple predictable texts.

Interactions, Experiences and Spaces:

Within this stage, children will be able to recognise and identify familiar print seen in the environment relating this to their personal experience. They will be supported to find information within texts and use that information to learn about things which interest them. They will become more aware of which types of text will help them to find the information that they need. These texts include fiction and non-fiction texts such as websites, magazines, recipes and posters. Children will begin to respond to questions encouraging them to share their learning from these texts.

Adults can support children by:

- Providing a [reading rich environment](#) with a wide range of texts available for children in all areas of the playroom and outdoors e.g. recipes in the mud kitchen, books about bridges in the construction area and signs and labels in the environment. This will support children to use print to find information e.g. where to return resources, where to hang their coat.
- Drawing attention to the features and purpose of fiction and non-fiction texts through playful interactions such as, using a recipe to follow instructions in the home corner.
- Using [Effective Questions](#) and [Think Alouds](#) to elicit the recall of information from non-fiction texts e.g. using instructions for making playdough, *“how many cups of flour do we need?”*
- Using [Interactive Shared Reading](#) approaches to encourage children to engage with stories and to retell key events through story sequencing and role play.
- Using the [Story Acting](#) approach to support children in retelling key events from familiar stories.

Literacy Es & Os:

- 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**

Potential barriers to learning:

Limited experience of the following:

Listening and talking opportunities:

Many children will require further support to develop their early listening skills before they can engage with finding information from texts. Children need to be involved in high-quality back and forth, verbal and non-verbal, interactions with peers and attuned adults to develop their early listening skills.

Exposure to a range of fiction and non-fiction texts:

Children who have not used a text to find simple information may benefit from adults modelling this. This may include adults asking simple literal questions about texts such as ‘what colour is...?’, ‘where is...?’

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.

Real-life use of text:

Children will require exposure to texts being used in meaningful, real-life contexts through adult modelling and play in order to understand the purpose of texts.

Early Level Benchmarks:

- Finds information in a text to learn new things. **(beginning to, with support)**
- Shows an awareness of a few features of fiction and non-fiction texts when using/choosing texts for particular purposes. **(beginning to, with support)**

Reading Learning Environment

Additional Resources

[Story Acting](#)

The thumbnail shows a page titled 'Story Acting' with several bullet points. The text is mostly black, but some words and phrases are highlighted in blue, including 'beginning to, with support' and 'beginning to, with support'.

Early Level Tracker 1

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

Writing at Early Level

<p>Enjoyment and choice</p> <ul style="list-style-type: none">– within a motivating and challenging environment, developing an awareness of the relevance of texts in my life	<p>I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.</p> <p>LIT 0-01a / LIT 0-11a / LIT 0-20a</p>
<p>Tools for writing</p> <ul style="list-style-type: none">– using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning	<p>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.</p> <p>ENG 0-12a / LIT 0-13a / LIT 0-21a</p> <p>As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information.</p> <p>LIT 0-21b</p>
<p>Organising and using information</p> <ul style="list-style-type: none">– considering texts to help create short and extended texts for different purposes	<p>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.</p> <p>LIT 0-26a</p>
<p>Creating texts</p> <ul style="list-style-type: none">– applying the elements which writers use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary	<p>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.</p> <p>LIT 0-09b / LIT 0-31a</p>

Early Level Tracker 1: Writing

Enjoyment and choice

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

Prior Learning:

Development of [gross and fine motor skills](#) are essential for young children to strengthen the muscles needed to hold and manoeuvre tools for mark making and writing. Sharing stories and books with adults and seeing writing in different contexts helps young children begin to make links between words that they hear and print that they see. Young children should be aware of the print that they see around them and be beginning to understand that this print has meaning. It is also important for young children to begin to become familiar with and recognise their own name, this is often the first indication to them that print conveys meaning.

Experiences, Interactions and Spaces:

Within this stage of development children require plenty of opportunities to make marks or write with a purpose in mind. They will benefit from a variety of opportunities to develop and communicate their ideas that may be inspired by texts they have heard. These experiences should be provided in a range of meaningful play contexts indoors and outdoors. A print rich environment is essential in order to provide a stimulus for real life purposes of writing.

Adults can support in the following ways:

- Provide a range of interesting [mark making tools](#) to stimulate curiosity and promote exploration of making marks.
- Ensure there are opportunities for mark making across all areas of the playroom and in the outdoor space. E.g. a portable writing caddy to enable mark making in all areas.
- Draw characters and make stick or finger puppets to retell familiar stories.
- Provide opportunities for children to listen to, watch and read a range of texts e.g. listening stations, picture books, interactive stories, animations and films. Use these experiences to encourage mark making e.g. drawing their favourite character or part of the story.
- Encourage mark making in the [block play](#) and [Deconstructed Role Play](#) areas. Ensure that you provide the tools to allow children to plan, label and record their models. Children may wish to label parts of their model, draw what they have constructed, or write a sign to tell their friends that it is a work in progress. They may also wish to write their name, placing beside their models to enable them to record, photograph and revisit their models.
- Create books, floor books and displays with children to document their experiences and learning. These can be created using a combination of adult scribing and children's mark making, drawings and early writing.
- Ensure that there are plenty of opportunities for children to recognise and identify their own name e.g. name badge, label with their name to put on pictures/models. When children can recognise their name, provide opportunities for them to begin to write these for a purpose e.g. when they arrive at nursery or when they have had snack. At this age, children may not be able to accurately write their name but may be making an attempt with making marks or squiggles.
- Create a [reading rich environment](#) to support children's attempts at imitating writing letters and words using the print around them. E.g. name labels, simple menus, self registration, recipes, environmental signs.

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 020a](#)

Potential barriers to learning:

Limited experience of the following:

Sensory play:

This offers children the opportunity to engage in fun sensory experiences where they can explore and experiment with making marks which may help to develop children's interest in writing e.g. playing with shaving foam, sand and gloop.

Real-life use of writing:

Children will require exposure to writing being used in meaningful, real-life contexts through adult modelling and play in order to understand that print is used to convey meaning e.g. writing signs, labelling work, writing lists or invitations.

Exposure to a wide range of texts:

Children will require exposure to a wide variety of interesting and high-quality texts including environmental print, in order to use what they have listened to, watched or read as a stimulus for writing and mark making.

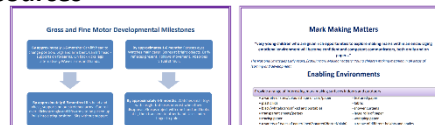
Early Level Benchmarks:

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

Writing Learning Environment

Additional Resources

- [1. Mark Making Resources](#)
- [2. Gross and Fine Motor Milestones](#)



Early Level Tracker 1: Writing

Tools for writing

– using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning

Prior Learning:

Young children will benefit from developing their [gross and fine motor skills](#) as these are essential for them to be able to move their arms, wrists and hands effectively to be able to mark make and in turn, learn to write. Young children may have settled on a preferred dominant hand, holding tools using a [palmer or pincer grip](#). They can also use both sides of their body simultaneously and together (bi-lateral integration) and reach across the midline to complete tasks. Young children's marks may show some understanding of writing conventions such as making marks from left to right to represent symbols, letters and words. Young children will be beginning to show more control over manipulating mark making tools progressing from scribbles to more circular and straight strokes.

Experiences, Interactions and Spaces:

Within this stage of development, children will begin to learn that words and sentences are written from left to right (in English) and that sentences are made up of words, and words made up of letters. With well developed gross and fine motor skills, children will be able to explore letters through early mark making using a variety of tools and materials e.g. sticks in mud, fingers in sand. Through engaging children with stories and other texts they can be encouraged to participate in joint and collaborative writing experiences such as creating [Story Maps](#), contributing to floor books or writing instructions or recipes for others. Children may also show their knowledge of a text through creating their own drawings and using these as a stimulus to retell a story, this may include scribing personal stories and labelling drawings.

Adults can support by offering the following:

- Ensure that children have plenty of opportunities to develop [gross motor skills](#) indoors and outdoors e.g. climbing, swinging on monkey bars, throwing, catching, kicking balls, sweeping up leaves etc. Seek opportunities to enable children to cross the midline e.g. reaching across body to pop bubbles.
- Ensure that children have plenty of opportunities to develop [fine motor skills](#) indoors and outdoors e.g. threading, buttoning and zipping jackets, kneading, stretching and making shapes with play dough, and manipulating small blocks etc.
- Create inviting provocations for children to make marks by incorporating opportunities into all areas of the nursery e.g. measuring tapes with writing caddy in the construction area, using natural paintbrushes outdoors on a large shower curtain.
- Ensure that you have well stocked and attractive areas for children to write with a variety of mark making tools in different thicknesses as well as novelty tools such as stampers, character pens, scented crayons, a giant pencil etc. It is important to consider the different surfaces and materials children will make marks on e.g. different sizes and colours of paper, variety of textures such as bubble wrap, foam and different types of paper such as note books, diaries, post its, labels etc.
- Provide portable baskets or bags with writing materials for children to take to other areas of nursery or out on trips. Small tool bags or bum bags are ideal for this.
- Discuss letters and words with children in different contexts e.g. whilst reading stories or looking at signs and labels. Encourage children to look for letters that are relevant to them such as the letters in their name.
- Ensure that your spaces are rich in print to enable children to begin to explore writing letters e.g. menu for an ice cream stall, labels for models.
- Provide opportunities for children to engage in collaborative writing and to talk about the drawings they have created e.g. writing a shopping list, drawing favourite part of a book etc.

Literacy Es & Os:

- 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](#)

Potential barriers to learning:

Limited experience of the following:

Sensory play:

This offers children the opportunity to engage in fun sensory experiences where they can explore and experiment with making marks which may help to develop children's interest in writing e.g. playing with shaving foam, sand and gloop.

Opportunities to develop gross and fine motor skills:

Young children will require a strong focus on developing the gross and fine motor skills necessary to be able to engage with and use a variety of mark making tools. Development of these large and small muscle groups are essential in supporting children to be effective writers.

Exposure to a wide range of texts:

Children will require exposure and opportunities to talk about a wide variety of interesting and high-quality texts including [print in other scripts](#). This will support them to use what they have listened to, watched or read as a stimulus for writing and mark making.

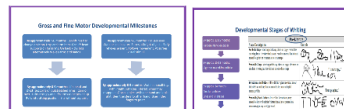
Early Level Benchmarks:

- **Forms most lowercase letters legibly.**
- Uses a pencil with increasing control and confidence.
- **Knows the sounds of lowercase and some uppercase letters.**
- **Leaves a space between words when writing.**
- Writes words from left to right.
- **Makes an attempt to spell familiar words correctly.**
- **Makes an attempt to use a capital letter and a full stop in at least one sentence.**

Writing Learning Environment

Additional Resources

1. [Gross and Fine Motor Milestones](#)
2. [Developmental Stages of Writing and Grasp](#)



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

Early Level Tracker 1: Writing

Organising and using information

– considering texts to help create short and extended texts for different purposes

Prior Learning:

Young children will be able to talk whilst drawing, ascribing meaning to the marks that they are making and may be beginning to discuss the pictures they have created. Whilst sharing stories young children will be able to show understanding by relating to their own experience through commenting or responding to questions. Young children will be beginning to understand that people write for a purpose and will imitate this through play. They may be showing an interest in participating in a collaborative piece of writing such as a floor book.

Experiences, Interactions and Spaces:

Within this stage, children are beginning to plan a text through discussing, acting out or drawing their ideas with adult support and scribing. Children will engage in real-life opportunities to write for a purpose in playful contexts. This may include incorporating signs and labels from the environment into the marks they make. Whilst sharing stories, children are beginning to express their feelings and opinions through discussion around [Story Elements](#) and illustrations. Adult support will be required to bring these discussions and ideas together into a piece of collaborative writing.

Adults can assist in this process in the following ways:

- Ensure that children have plenty of opportunities to be involved in [Interactive Shared Reading](#) sessions with small groups, to enable children to share their thoughts, feelings and opinions about [Story Elements](#) within a text.
- Model creating new stories from familiar texts e.g. instead of *The Tiger Who Came to Tea* – The Giant Who Came to Tea.
- Encourage children to show their thoughts about texts by drawing and mark making. This could be on paper, together with their friends outside on the ground or on large sheets of paper on a table or floor.
- Provide opportunities to plan and think out what children want to write about through collaborating with others, acting out and showing ideas through play or drawing e.g. using stories as a stimulus to act out or create alternative storylines, creating a text from information they have learned or contributing to floor books and wall displays.
- Plan meaningful opportunities to write for a purpose, allowing children to explore what they have learned in a playful context e.g. [block play](#), outdoors, role play, [Story Acting](#) etc.
- Provide opportunities for children to create collaborative [Story Maps](#) of texts using visuals and/or props.
- Take opportunities to explore and discuss signs and labels in the environment, encouraging children to create their own within playful contexts e.g. welcome sign for café, labels for plants, work in progress for models.

Literacy Es & Os:

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

Potential barriers to learning:

Limited experience of the following:

Listening and talking opportunities:

Children need to be involved in high quality back and forth verbal and non-verbal interactions, with peers and attuned adults to develop their early communication skills. Modelling and using the language of emotional literacy may support children to identify and talk about their own feelings.

Hearing adults thinking aloud:

Children need to be exposed to good language models who use commentary talk when thinking aloud or describing what is happening in the moment e.g. child's actions, emotions and drawings. This may support children's awareness and ability to verbalise what they are doing.

Real-life use of writing:

Children will require exposure to writing being used in meaningful, real-life contexts through adult modelling and play in order to understand that print is used to convey meaning e.g. writing signs, labelling work, writing lists or invitations.

Exposure to a wide range of texts:

Children will require exposure to a wide variety of interesting and high-quality texts including environmental print, in order to use what they have listened to, watched or read as a stimulus for writing and mark making.

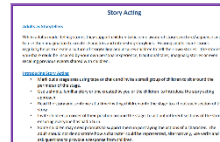
Early Level Benchmarks:

- Writes to convey ideas, messages and information in different ways in play, imaginative and real contexts.
- Writes to reflect own experiences and feelings using appropriate vocabulary to convey meaning.

Writing Learning Environment

Additional Resources

[Story Acting](#)



Early Level Tracker 1: Writing

Creating texts

– applying the elements which writers use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary

Prior Learning:

It is important for young children to share texts with adults from an early age and to engage with discussions about these texts through commenting using some descriptive vocabulary, responding to questions and relating to their own experience. Young children are developing the ability to express their needs, wants, choices and feelings using words and gestures. In playful contexts, young children will begin to describe imaginative actions or events they have experienced. They will also be able to talk whilst drawing, ascribing meaning to the marks that they are making and may begin to discuss the pictures they have created.

Interactions, Experiences and Spaces:

Within this stage children will become aware of various **Story Elements** including characters, setting and storyline such as the problems, actions, and resolutions. This will help children to develop a sense of which texts, characters and settings they like or dislike and begin to use **High Order Thinking** to evaluate the reasons why. Children will become more aware of and begin to use interesting and specialised vocabulary when talking about texts and retelling and adapting familiar stories. Children are beginning to invent their own text and characters through discussing and ascribing meaning to their drawings and marks.

Adults can support by offering the following:

- Involve children in regular **Interactive Shared Reading** sessions to develop their understanding of **Story Elements** and give opportunities to express feelings, ideas and opinions using appropriate vocabulary e.g. character, setting, likes, dislikes.
- Use **Effective Questions** and **Think Alouds** to encourage children to describe and share likes and dislikes about characters settings e.g.
 - Character – *“Which character was your favourite? Can you tell me why?” “I wonder how the character is feeling? How do you know?” “How did she solve that problem?” “I wonder what you would do if you were in the story?”*
 - Setting – *“I wonder why the author chose this setting?” “Can you tell me about the setting?” “What do you like/dislike about the setting?” “If we were to write a story together, where would our setting be?”*
- Support children to retell and adapt familiar stories orally and through a combination of drawing and mark making e.g. creating a new character, introducing a different setting or suggesting an alternative ending.
- Ensure children have the opportunity to explore story structure whilst listening to and retelling stories. This will enable them to sequence their own drawings, paintings or marks when inventing and sharing their own stories.
- Ensure there are opportunities for children to revisit more than one shared story throughout your spaces to enable them to engage with and explore different texts. This may allow children to link ideas from one story to another, combining characters, settings and storylines from a range of texts to inspire the creation of their own stories through mark making and talk.
- Allow plenty of time for children to discuss, share and ascribe meaning to their drawings and marks. You may need to scaffold this by commenting on the process of their drawings and marks e.g. “I can see you have drawn a circle can you tell me about it?”

Literacy Es & Os:

- 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**

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 as a stimulus for writing and mark making. Children will need opportunities to turn book reading into a conversation using texts appropriate to their developmental stage. Adults can support children’s understanding of fiction texts by modeling their thinking aloud when discussing story elements and talking about likes and dislikes.

Opportunities to explore stories through play:

In order to develop understanding of stories, children will require opportunities to explore and retell these in meaningful ways with attuned adults e.g. drawing, mark making, role play and block play.

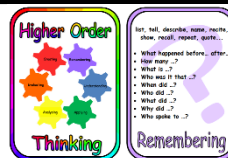
Hearing adults thinking aloud:

Children need to be exposed to good language models who use commentary talk when thinking aloud or describing what is happening in the moment e.g. child’s actions, emotions and drawings etc. This may support children’s awareness and ability to verbalise what they are doing.

Writing Learning
Environment

Additional Resources

[Higher Order Thinking fans](#)



Early Level Benchmarks:

- Invents own stories and characters to share with others in play, imaginative and real contexts.
- Shares feelings, experiences, information, messages or ideas in pictures, print or digital texts.

Early Level Tracker 1

Listening and Talking

<p>Enjoyment & Choice</p> <p>LIT 0-01a / LIT 0-11a / LIT 0-20a / LIT 0-01c / LIT 0-01b / LIT 0-11b</p>	<p>Become aware that there are different types of text. e.g. those that can be read, watched or listened to</p>	<p>With support start to select texts that can be explored for enjoyment</p>	<p>With support be encouraged to share text preferences with others e.g. favourite stories/film and give simple reasons for preference.</p>	<p>Develop vocabulary through listening to and exploring different text forms</p>	<p>Will take opportunities to select appropriate texts within collaborative play contexts</p>	<p>Enjoy exploring the rhythm of language when listening to stories read aloud and other texts they watch or listen to</p>	
<p>Supporting Guidance</p>	<p>Begin to interact with predictable patterned text through repetition of rhyme and refrain etc.</p>	<p>Interact with songs, rhymes and stories and recite some well-known songs/rhymes from memory</p>	<p>Begins to engage with and respond to texts using means of their choice e.g. role play, puppets, mark making</p>	<p>Enjoy exploring and identifying rhyming words and with support, begin to create a string of rhyming words (can be nonsense rhymes)</p>	<p>Can hear and segment and identify the number of syllables in familiar words</p>	<p>Begin to keep a steady beat when exploring familiar stories, rhymes and songs</p>	<p>Begin to recognise and generate words with the same initial sound starting with own name and friends names</p>
<p>Tools for Listening and Talking</p> <p>LIT 0-02a / ENG 0-03a</p> <p>Supporting Guidance</p>	<p>Begin to listen to others with attention and give a response based on what has been said</p>	<p>Listens to and responds appropriately to others in a range of situations using body language appropriate to age and stage e.g. eye contact</p>	<p>Begin to hold a conversation with one or more persons on a theme of their own choosing, staying on theme for a short time</p>	<p>Begin to take turns when listening and talking in a variety of contexts</p>	<p>Begin to develop confidence in asking questions based on what they have heard</p>	<p>Begin to respond appropriately to some questions about what they have said and heard</p>	<p>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</p>
<p>Finding and Using Information</p> <p>LIT 0-04a</p> <p>Supporting Guidance</p>	<p>Begin to listen/watch with concentration to find useful information e.g. to learn form a visitor about their occupation</p>	<p>Talk about information that has been interesting to them and/or new information</p>	<p>Begin to ask and answer questions to demonstrate recall of key information</p>	<p>Describe and share ideas/thoughts using what has been learned from listening to/watching texts.</p>	<p>With support begin to make connections between information learned and their own experiences to expand on a topic or theme</p>	<p>Begin with support to use new vocabulary when talking about information they have learned</p>	<p>Use what they have learned in order to make simple choices</p>
<p>UAE</p> <p>LIT 0-07a / LIT 0-16a / ENG 0-17a</p> <p>Supporting Guidance</p>	<p>With support can draw on prior knowledge and experiences to make connections and talk about a range of texts</p>	<p>With support begin to make predictions based on prior knowledge and experiences e.g. repetition in storylines</p>	<p>Can understand and ask 'what', 'where' and 'who' questions to clarify meaning</p>	<p>With support can discuss and answer some questions to demonstrate understanding of what they have heard</p>			
<p>Creating Texts</p> <p>LIT 0-09a / LIT 0-09b / LIT 0-31a / LIT 0-10a</p> <p>Supporting Guidance</p>	<p>Begin to speak in well-formed short sentences to relay information and use some detail to give opinions, describe feelings, needs and events/experiences</p>	<p>Begin to use sequential language (first, next, now etc.) to describe or recount experiences</p>	<p>Speak clearly most of the time and begin to develop grammatical accuracy e.g. using correct verb/tense</p>	<p>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</p>	<p>Explore own and familiar stories through play and role play</p>	<p>Begin to ascribe meaning to what has been created e.g. drawings and models and discuss/answer questions with support</p>	<p>Use new vocabulary to which they have had repetitive exposure to</p>

Listening and Talking at Early Level

<p>Enjoyment and choice – within a motivating and challenging environment, developing an awareness of the relevance of texts in my life</p>	<p>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</p> <p>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</p> <p>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-01c</p>
<p>Tools for listening and talking – to help me when interacting or presenting within and beyond my place of learning</p>	<p><i>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</i></p>
<p>Finding and using information – when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary</p>	<p><i>I listen or watch for useful or interesting information and I use this to make choices or learn new things. LIT 0-04a</i></p>
<p>Understanding, analysing and evaluating – investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes</p>	<p><i>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</i></p>
<p>Creating texts – applying the elements which writers use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary</p>	<p><i>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT 0-09a</i></p> <p><i>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</i></p> <p><i>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</i></p>

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?”* ([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.
 - 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 0-01b / 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.

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.

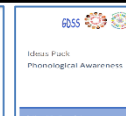
Early Level Benchmarks

- 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. [GDSS 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.

Early Level Tracker 1: Listening and Talking

Tools for listening and talking

- to help me when interacting or presenting within and beyond my place of learning

Prior Learning:

Young children will be beginning to hold conversations with adults and give an appropriate verbal or non-verbal response when interactions are focused around their interests. They will engage in non-verbal turn-taking through sharing toys and playing turn-taking games. From a very young age, children can pick up on the facial expressions and body language of those around them. They are able to use eye contact when communicating with others, using gestures alongside words. Young children can initiate conversations, putting simple sentences together to share what they have seen and done and things which are going to happen. They are able to follow conversation with adults and respond appropriately with actions or talk, asking simple questions such as *“What’s that?”* *“Where is...?”* Young children will be able to follow simple instructions without visual clues.

Interactions, Experiences and Spaces:

Children in this stage will require lots of opportunities to develop their conversational skills to be able to confidently hold conversations about the things that interest them in order to further their learning. Adults can encourage meaningful interactions by providing exciting and thought provoking experiences which will develop children’s curiosity and encourage involvement and interest. Adults can model turn taking in conversations, use of questions and giving instructions in engaging and context based situations.

Adults can support in the following ways:

- Ensure interactions are supported by early literacy strategies such as [Observing, Waiting and Listening](#), [Extending Conversations](#) and [Interactive Shared Reading](#).
- Provide opportunities for intentional interactions in everyday experiences and social situations such as snack time, baking, story time, show and tell etc. This could be 1-1 between adult and child or in group situations. Use of approaches such as sustained shared thinking and alternatives to questions may help extend children’s thinking during naturally occurring play.
- Provide lots of opportunities for turn taking in a variety of contexts e.g. games, turns on the iPad etc.
- Make use of [Think Alouds](#), [visible thinking routines](#) and questioning to encourage conversation and support children to ask and answer questions to further their learning e.g. *“I wonder what might happen if...?”*
- Ensure that children have opportunities to follow more complex two part instructions e.g. *“First get a plate and then choose your snack”* in your daily interactions.
- Play games such as ‘Simon Says’ allowing opportunities for children to be ‘Simon’ and give directions.
- Include children in opportunities to follow step by step instructions e.g. baking, making playdough, mixing paints and potion making.

Literacy Es & Os:

- 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](#)

Potential barriers to learning:

Limited experience of the following:

Opportunities to engage in interactions with attuned adults:

Many children will require further support to develop their early listening and talking skills in order to engage in back and forth conversation. This may be in small groups or 1:1 enabling adults to model being a good conversational partner e.g. taking turns in conversation.

High-quality learning environments:

Children will require learning environments which stimulate their curiosity providing a joint focus of attention and encourages them to ask and answer questions. This can be modelled by adults thinking aloud about what they see, think and wonder.

Listening and responding to instructions:

Children may require further support to follow simple one-step instructions. Adults can support this by providing visual clues and simplifying their language to short sentences.

Early Level Benchmarks

- Makes an attempt to take turns when listening and talking in a variety of contexts.
- Makes an attempt to use appropriate body language when listening to others, for example, eye contact.
- Listens and responds to others appropriately.
- Asks questions and responds relevantly to questions from others.
- Follows and gives simple instructions.
- Shares ideas with a wider audience, for example, group or class.

Listening and Talking
Learning Environment

Additional Resources

[Sustained Shared Thinking and Alternatives to Questions](#)



Early Level Tracker 1: Listening and Talking

Finding and using information

– when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary

Prior Learning:

Young children will actively seek interaction with familiar adults, engaging in and following conversation in line with their interests and personal experience. They will show their understanding during discussions of recent events by responding to questions or making comments and will talk about pictures and stories. Young children will be beginning to use a range of vocabulary, including a few descriptive words, during conversation. They can express their needs, wants and choices through gestures and words, progressing to using sentences.

Interactions, Experiences and Spaces:

In this stage, children will be able to follow conversations with adults and respond with appropriate verbal or non-verbal communication. They will be able to listen and watch with concentration and use this information in discussions and conversations with others. Children will be learning to ask and answer simple questions to further their understanding and to demonstrate their learning. They will be able to follow and respond to talk about pictures and texts and may be able to make connections to their own experiences, sharing their thoughts and feelings.

Children will require a large expressive vocabulary in order to create sentences, ask questions and engage in conversations.

Adults can support the development of these skills in the following ways:

- Invite visitors such as engineers, musicians etc. in to talk about their jobs. Children could be supported to think of questions to ask in preparation for the visit.
- Use a variety of texts including digital texts, such as video clips, to enable children to find out information relating to their interests or themes being explored.
- Consult with children, through the use of mind maps and simple thinking routines, to establish what children already know and plan what they would like to learn about. Revisit these to enable children to talk about what they have learned and recall key information.
- Ask questions to encourage children to share thoughts, feelings and ideas about texts they have watched or listened to e.g. to recall information or events.
- Ensure that there is a variety of fiction and non fiction texts in the book area and access to the internet to allow children to find new information and make connections to their own experience. e.g. If a child is interested in tigers, ensure access to fiction and non-fiction books about them, use the internet to research tigers, watch them at Edinburgh Zoo via the webcam and then share their experience of visiting a zoo.
- Encourage the use of new vocabulary by [Shooting for the SSTARS](#) when talking about information children have learned from a variety of texts.
- Ensure that there are plenty of opportunities to watch and listen for information and use what they have learned to make simple choices e.g. sequence of instructions for making play dough followed by selecting the correct utensils, vote for their favourite story having listened to more than one.

Literacy Es & Os:

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

Potential barriers to learning:

Limited experience of the following:

Opportunities to engage in interactions with attuned adults:

Many children will require further support to develop their early listening and talking skills in order to engage in back and forth conversation. This can be supported by offering appropriate provocations and experiences which follow children's interests and encourage conversation.

High-quality learning environments:

Children will require learning environments which stimulate their curiosity in order to encourage them to ask and answer questions. This can be modelled by adults thinking aloud about what they see, think and wonder.

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.

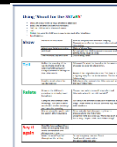
Early Level Benchmarks

- Understands and responds to spoken texts
- Identifies new or interesting information from spoken texts.

Listening and Talking
Learning Environment

Additional Resources

[Shooting for the SSTARS](#)



Early Level Tracker 1: Listening and Talking

Understanding, analysing and evaluating

– investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes

Prior Learning:

Young children will be able to understand and respond to conversations about concrete objects and visual representation such as pictures or photographs and may be able to link these to their own experience. They will be able to talk about what they have seen and done and make predictions based on familiar routines. Young children will be beginning to understand, respond to and use simple questions, however when forming their own questions they may not be grammatically correct and/or may be out of context. They are beginning to talk about what they have listened to and watched by responding to simple questions such as who, what and where.

Interactions, Experiences and Spaces:

In this stage, children are learning to ask and answer more complex questions e.g. [Higher Order Thinking Skills](#), to discuss and find out more about the things that interest them, share their experience and talk about texts. With support, they will be encouraged to ask questions to clarify meaning and support their understanding. Children will start to make predictions about what might happen next during familiar and unfamiliar stories, learning opportunities and daily routines using their own knowledge and experience.

Adults can support this in the following ways:

- Ensure that children have plenty of opportunities to listen to and talk about stories through [Interactive Shared Reading](#) sessions with small groups. Give careful consideration to questions that will enable children to draw on prior knowledge and make connections to their own experience and other texts e.g. predicting what the *The Gruffalo's Child* might be about after reading *The Gruffalo*.
- Ask questions to encourage children to consider [Story Elements](#) to demonstrate understanding and clarify meaning e.g. ***“I wonder why the witch did this?” “If you were the witch, would you do this too?”***
- Ensure all adults embed early literacy strategies such as [Extending Conversations](#) and [Observing, Waiting and Listening](#) into daily practice during interactions with children.
- Model [Effective Questioning](#), [Think Alouds](#) and [visible thinking routines](#), encouraging children to draw on prior knowledge and experiences to recall information, make connections and predictions and support them in forming their own questions.
- Use a [curiosity cube](#) as a provocation for talk, learning, exploration and investigation. Encourage children to talk about what they see, think and wonder in order to develop their ability to ask questions and develop their thinking.

Literacy Es & Os:

- 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

Potential barriers to learning:

Limited experience of the following:

Listening and talking opportunities:

Many children will require further support to develop their early listening and talking. Children need to be involved in high quality back and forth verbal and non-verbal interactions, with peers and attuned adults, to develop their skills.

Exposure to a range texts:

Children who have not used a text to find simple information may benefit from adults modelling this. This may include adults asking simple literal questions about texts such as ‘what colour is...?’, ‘where is...?’

Making predictions:

Children will require experience of making simple predictions about routines that they are familiar with. Adults can support this by modelling and thinking aloud their own predictions.

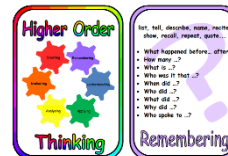
Early Level Benchmarks

- Asks and answers questions about texts to show and support understanding.
- Makes simple predictions about texts.

Listening and Talking
Learning Environment

Additional Resources

[Higher Order Thinking fans](#)



Early Level Tracker 1: Listening and Talking

Creating texts

– applying the elements which writers use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary

Prior Learning:

Young children will have large and expanding vocabularies, but their speech may contain inaccuracies in sounds, grammar and sentence structure. They will be able to use words and gestures to communicate their needs, wants, opinions and feelings and may begin to express these using phrases and sentences. Young children can use and understand some preposition words without visual cues and are beginning to use a range of descriptive words e.g. colour and size to talk about pictures or stories. They may begin to talk about recent past experiences, using vocabulary such as *“last night”, “yesterday”* etc. During imaginative play experiences, young children speak intelligibly to themselves, will seek adult involvement in simple sequences of pretend play and may begin to involve other children. Young children may begin to ascribe meaning to marks and models by naming them but may not yet be able to describe them or their purpose.

Interactions, Experiences and Spaces:

In this stage children are developing their narrative and sequencing skills which are the foundations of oral comprehension and the ability to create texts. Children will require support to understand how stories are structured (beginning, middle and end) and of [Story Elements](#) to enable them to understand what they read and in turn, create their own narrative. In order to create texts or stories children will require adult support to understand a range of vocabulary and sequential language.

While children’s understanding of grammar will not be entirely accurate, with adult support they will develop understanding of past, present and future tense and will begin to speak with fewer grammatical errors.

Adults can support in some of the following ways:

- Engage children in lots of opportunities to hear exciting stories and texts. Use [Interactive Shared Reading](#) approaches to develop children’s understanding of narrative by exploring [Story Elements](#) and enhance children’s understanding of story structure.
- Provide lots of opportunities for children to explore familiar stories through play and role play. You may wish to explore this through [block play](#), [Deconstructed Role Play](#) or [Story Acting](#).
- Create [Story Maps](#) using visuals and/or props to develop children’s ability to recount texts and describe personal experiences using sequential language such as; now, next, first, beginning, middle.
- Create visual prompts for children to enable them to retell familiar stories and create their own through play and role play.
- Allow children opportunities to talk about marks they have made and models they have created. Adults can model this by talking about what they have observed e.g. *“I can see you have drawn a large circle and a small circle, do you want to tell me more about them?”* Care should be taken not to over question children when talking about their creations as this may stifle their creative process.
- Provide lots of opportunities for children to talk and share ideas, thoughts and feelings. Adults can model how to share stories without a text by recounting personal experiences and listening attentively to personal stories shared by children. Use strategies such as [Shooting for the SSTARS](#) and [Sparkle Words](#) to focus on developing and extending children’s vocabulary. Opportunities should then be sought to use new vocabulary, that has been explored, in a variety of contexts.
- Embed early literacy strategies such as [Extending Conversations](#) and [Observing, Waiting and Listening](#) into daily practice as well as during reading, ensuring that all adults use these strategies routinely. This will allow children to hear language being modelled, which demonstrates sentence structure and grammatical accuracy.

Literacy Es & Os:

- 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](#)

Potential barriers to learning:

Limited experience of the following:

Opportunities to engage in interactions with attuned adults:

Many children will require further support to develop their early listening and talking skills in order to engage in back and forth conversation. This can be supported by engaging in conversation with a good language role-model who simplifies speech and uses short sentences with grammatical accuracy.

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.

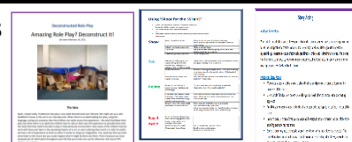
Early Level Benchmarks:

- Talks clearly to others in different contexts, sharing feelings, ideas and thoughts.
- Recounts experiences, stories and events in a logical sequence for different purposes. [\(beginning, middle, end\)](#)
- Communicates and shares stories in different ways, for example, in imaginative play.
- Uses new vocabulary and phrases in different contexts, for example, when expressing ideas and feelings or discussing a text.

Listening and Talking
Learning Environment

Additional Resources

1. [Deconstructed Role Play](#)
2. [Shooting for the SSTARS](#)
3. [Story Acting](#)



Early Level Literacy

Literacy Strategies and Approaches

English as an
Additional Language

Digital
Enhancements

Glasgow Outdoors

Learning at Home



For EAL learners, it is vital that stories, songs, and rhymes are shared in home languages with parents and carers. It is important to consistently show how your establishment values children's home languages and culture.

Interactions, Experiences and Spaces:

For children who are at the early stages of learning English, it is important to support understanding of stories through providing visuals and props, and modelling new vocabulary. Children should be given opportunities to share their preferences in non-verbal ways, if needed, when sharing texts. This might include the use of objects to facilitate talk, thumbs up or down cards, etc. Provide bilingual parents, carers and staff with opportunities to share texts in many languages, taking time to reflect on the scripts in dual language texts and highlighting the directionality of each script. During story sessions, observe children's use of home language noting where and when they are using it. It is important to ensure that there is a wide range of fiction and non-fiction texts available in the languages spoken within the establishment, ensuring all families are diversely represented e.g. food packaging in the home corner. You can invite parents or carers to read aloud and record children's favourite texts in their home language and generate QR codes for children to access and listen to independently.



Early Level Tracker 1: EAL Guidance for Writing

For EAL learners, it is vital that texts and scripts are available in home languages to ensure that children can make the link between learning at home and nursery. It is important to consistently show how your establishment values children's home languages and culture.

Interactions, Experiences and Spaces:

It is important to ensure that the nursery environment reflects the culture and home languages of children, ensuring that all areas of the nursery include home scripts e.g. packets, tins, recipes in the home corner. Adults can support by highlighting home scripts and offering opportunities for children to mark make and explore writing in their home languages. Bilingual and multilingual staff and parents can model writing for a purpose using different scripts e.g. writing a shopping list. Children should be encouraged to learn to write their name and mark make in the languages that they speak. Adults should be mindful of the directionality of different scripts if supporting children to explore print in their home language.

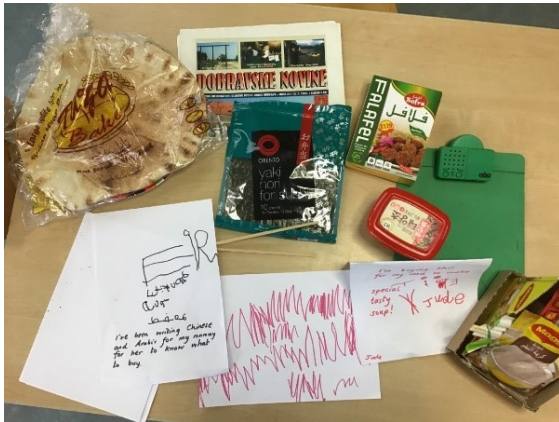


Early Level Tracker 1: EAL Guidance for Listening and Talking

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.



Reading

Providing a literacy rich environment is vitally important to support the development of enthusiastic and thoughtful readers.

A literacy rich environment should:

Text rich:

- Include a wide range of texts – fiction, non-fiction, magazines, websites, instructions, recipes, menus, digital texts.
- Varied texts which take account of gender diversity, cultural relevance, language diversity and children's interests and language ability.
- Provide opportunities for reading in all areas of a playroom and outdoors.

Print rich:

- Provide a range of opportunities for children to see print and understand its meaning e.g. labelling with children's names, labelling of playroom/outdoor resources, environmental print.

Talk rich:

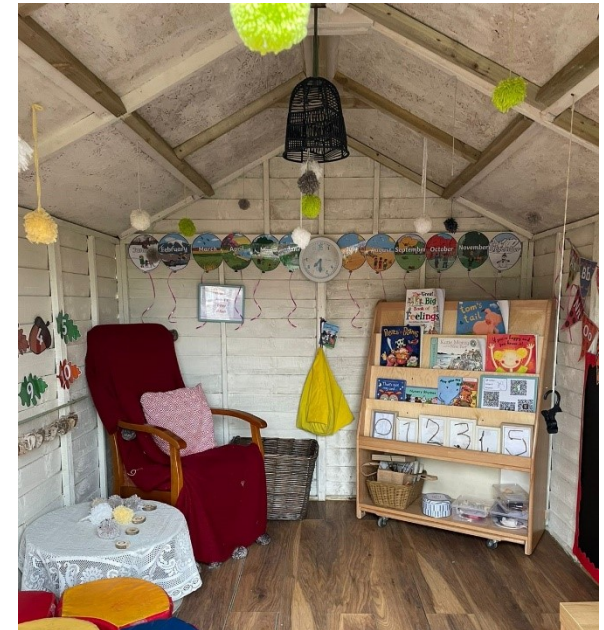
- Provide wide and varied provocations for children to engage in meaningful conversations making use of key strategies, [Observing, Waiting and Listening](#), [Extending Conversations](#) and [Making Thinking Visible](#).
- Use [Tell Me: Book Talk – The Three Sharing](#) to encourage children to engage with texts by:
 - talking about their likes, dislikes and thoughts.
 - providing children time and space to ask their own questions about texts and puzzles they may have.
 - supporting children to make connections with texts e.g. their own experience/prior knowledge, with the world around them or with another text.



Book Area

The following tips may be useful for anyone wishing to set up a book area, you should also consider ensuring access to books in your outdoor space:

- Have an **open, accessible** bookcase or shelving to display or store books with the **cover showing**.
- Ensure there is adequate space for sitting.
- Make the space **cosy** and **inviting** with rugs, soft furnishings and lighting.
- **Children** should be **involved** in the **organisation** and **maintenance** of the book area. This encourages **responsibility** for the care of books.
- Provide a **wide selection of books**, fiction/non-fiction, big books, sensory/flip books and ensure that texts are relevant to planned areas of learning and **seasonal/cultural** events.
- Ensure the texts available take account of **gender diversity, cultural relevance** and the **home languages** spoken by the children in your setting. Texts should also reflect children's **interests** and **language ability**.
- Provide opportunities for children's choice ensuring their **favourite stories** are available.
- Provide children with access to **puppets, story sacks** or **props** to support them in retelling the stories they hear.
- A **listening station** can be useful, consider the use of QR codes to enable children to choose which stories they wish to hear.
- Provide opportunities for **mark making** inspired by the stories they hear, a portable mark making kit can be a helpful resource.



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



Emergent Writing and Mark Making

Mark making is more than just a child's first attempts at writing, it is a sensory and physical experience that should be encouraged, valued and discussed.

Providing children with rich opportunities to explore making marks supports them in becoming confident and competent communicators, both verbally and on paper. A literacy rich environment should enable mark making to occur in both your indoor and outdoor spaces.

Provide a range of interesting mark making surfaces indoors and outdoors

- a variety of sizes/colour/shape of card/paper
- textured paper
- plastic lids
- fabric
- black/whiteboards (fixed and portable)
- shower curtains
- transparent sheets/perspex
- large rolls of paper
- tracing paper
- wrapping paper
- a variety of types of paper(lined/squared/dotted/plain)
- clipboards
- masking tape (can be torn off and stuck to objects)
- place mark making surfaces in interesting places and at a range of different heights and angles
- variety of cardboard boxes and tubes

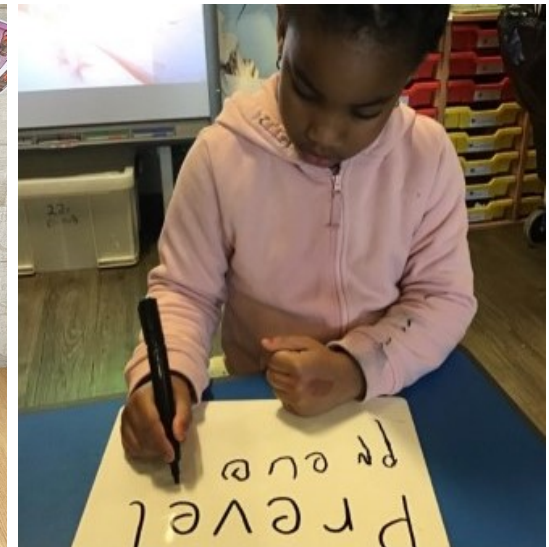
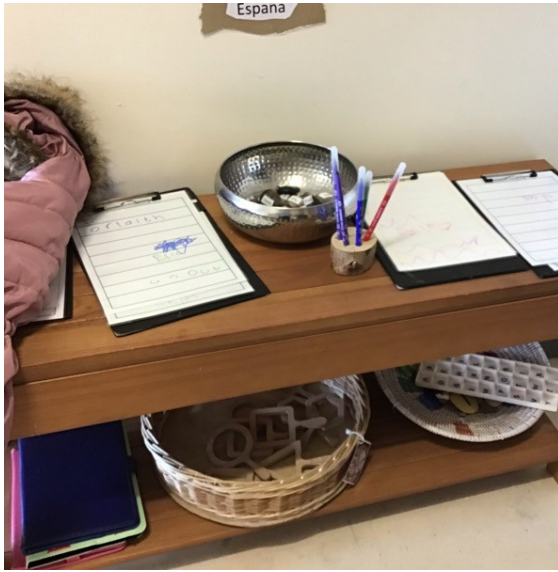
Provide a range of interesting mark making tools (think outside the box)

- thick/thin pencils, crayons, pens
- kitchen utensils (mashers, chopsticks, cookie cutters)
- highlighters
- cars/trucks
- oil pastels, chalk
- small world characters (dinosaurs, animals, figurines)
- variety of brushes (sizes, types, widths)
- spray/squeezy bottles
- sponges, rollers
- brooms/mops
- candles
- watering cans, hoses
- range of natural materials (sticks, leaves, sprigs, pine cones, feathers)
- lolly sticks
- a variety of brushes of different sizes/coarseness
- cotton buds/reels
- pipettes, turkey basters, syringes
- water bottles with sprinkler heads or pierced lids
- nature paintbrushes (grasses/leaves in pegs or taped to sticks)
- ice cubes/ice sticks (food colouring)

Additional resources to promote mark making and writing across the playroom

- a variety of notebooks/pads
 - labels/post-its
 - assortment of envelopes/stamps
 - scissors
 - diaries/calendars/address books
 - glues sticks
 - an assortment of greeting cards
 - sellotape/masking tape
 - postcards, invitations
 - folders
 - rulers
 - string/wool/ribbon
 - hole punch
 - post box
 - staplers/paper clips
 - stampers
 - clay/playdoh tools
 - examples of environmental print*
- *Ensure environmental print reflects a cultural spread, so that children see symbols and marks with which they are familiar e.g. Chinese script on a shopping bag.**

Emergent Writing and Mark Making



Digital Enhancements

There are many ways that we can use digital technology to enhance literacy. The following pages give some ideas on how digital enhancements can support literacy development. You may also wish to look at the Early Level Digital Framework:

https://blogs.glowscotland.org.uk/gc/gcleadersofearlylearning/?page_id=809

The following apps are available on the iPads to develop children's interest in stories and literacy:



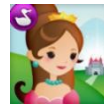
Book Creator



Puppet Pals HD



ChatterPix Kids



Princess Fairy Tale Maker

Other Apps:



Bookbug App



Useful Websites:

Scottish Book Trust Song and Rhyme Library on YouTube https://www.youtube.com/playlist?list=PLv315_-qxKRtbccpRJEU81iAjaSW9VMHV



Bookbug Website



SBT Website



English as an Additional Language Websites:



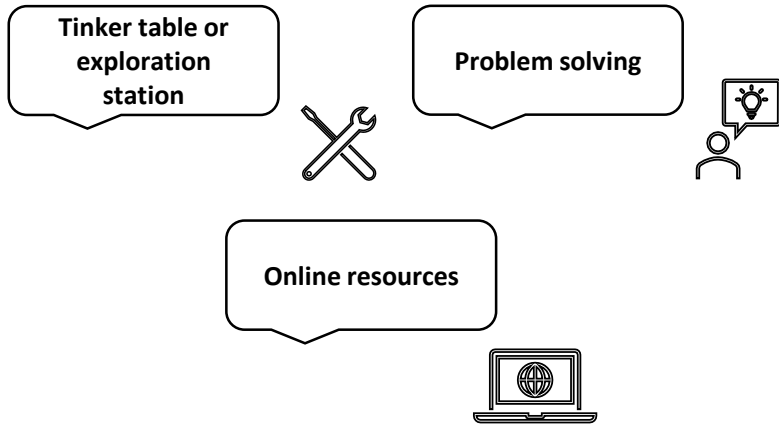
Early Level Tracker 1

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](#).

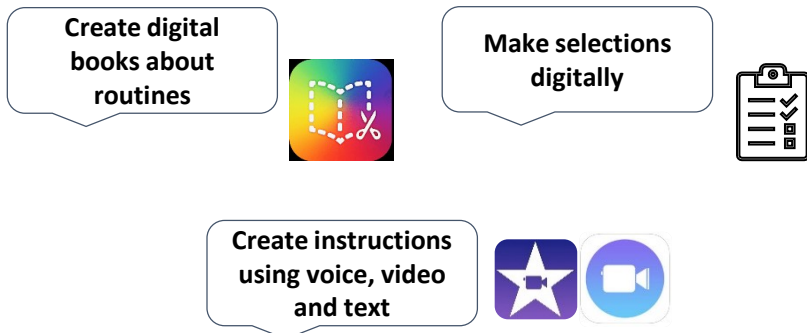
Digital Enhancements

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

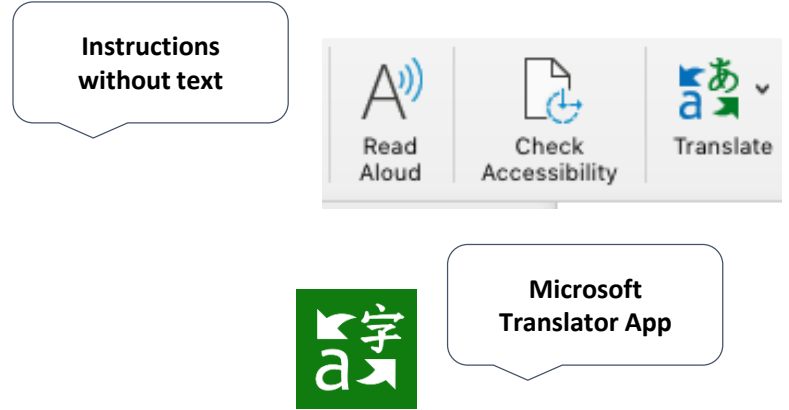
How things work



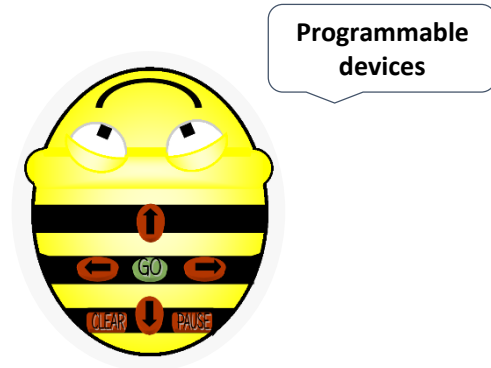
Understanding routine and procedure



Technology that helps us



Imaginative Play



Digital Enhancements

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

Sharing ideas with pictures and videos

Google Earth / Maps



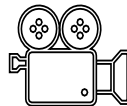
ChatterPix kids



Create a book using images from a walk



Different types of videos



Present information to peers



Choose learning to be shared



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

Digital Enhancements

Digital Literacy Key Concept – Searching, processing and managing information responsibly

Finding Information

Internet searches

Google

fruit

All Images News Shopping Maps More

About 1,960,000,000 results (0.65 seconds)



Google



Search by voice

Google Search

I'm Feeling Lucky



Voice search function

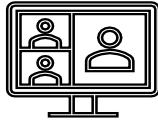
I can use digital technologies to explore how to search and find information. TCH 0-02a

Digital Enhancements

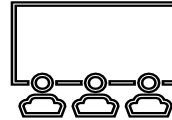
Digital Literacy Key Concept – Cyber resilience and internet safety

Online Communication

Video calls



Watch live broadcasts



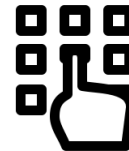
Communication in the past



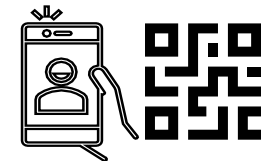
Read books about internet safety



Passwords



Uses of technology



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.



Reading

This section currently features suggested experiences for each organiser. [CLICK HERE](#) to access experiences.

Writing

This section currently features suggested experiences for each organiser. [CLICK HERE](#) to access experiences.

Listening and Talking

This section currently features suggested experiences for each organiser. [CLICK HERE](#) to access experiences.

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.

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

This section currently features suggested experiences for each organiser. [CLICK HERE](#) to access experiences.

Writing

This section currently features suggested experiences for each organiser. [CLICK HERE](#) to access experiences.

Listening and Talking

This section currently features suggested experiences for each organiser. [CLICK HERE](#) to access experiences.

Phonological Awareness

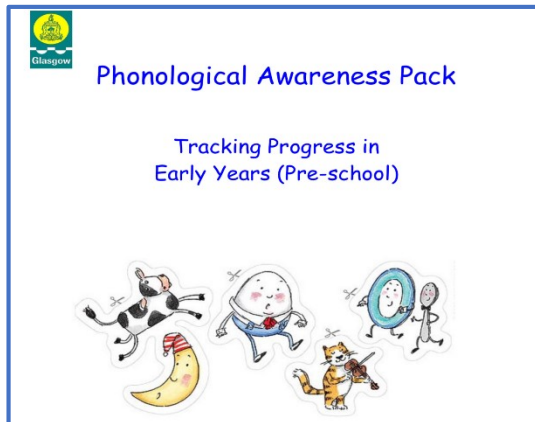
Phonological Awareness plays a vital role in the development of children's early literacy skills. It is the ability to **hear, play** with and **manipulate** the **sounds** of spoken language. Phonological awareness is an essential skill needed for successful reading and writing, however the teaching of these skills involves no print. It is a **listening skill** which involves using the ears to **tune** into the **sounds** and **rhythm of language**.

Taking advantage of, and maximising, **daily opportunities** to explore, practice and repeat the key aspects of phonological awareness is essential. Within the early years we focus on the following 4 key aspects:

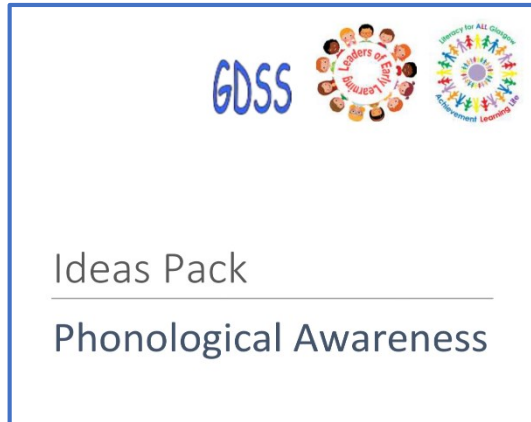
- **Listening**
- **Rhyme**
- **Syllables**
- **Initial phonemes**

Click on the images below to access supporting resources:

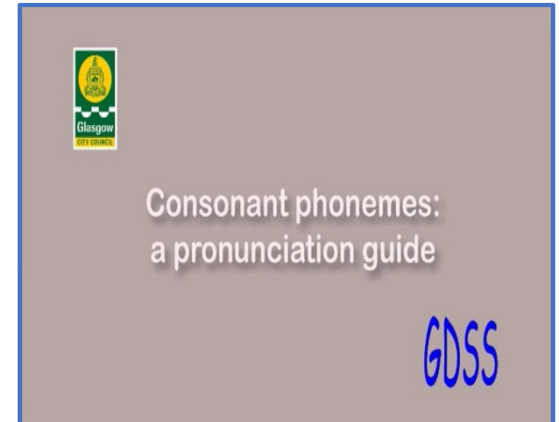
GDSS Phonological Awareness Pack



Phonological Awareness Ideas Pack



Consonant Phonemes Pronunciation Guide



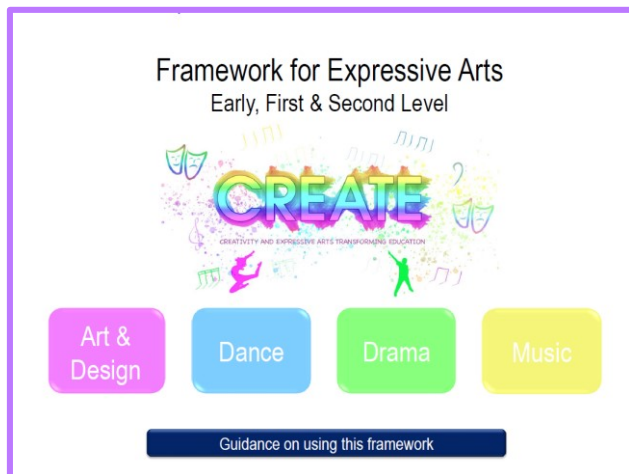
CREATE Music & Phonological Awareness



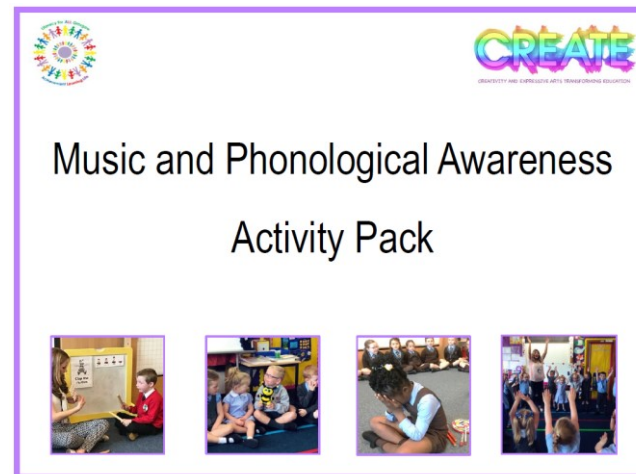
As part of Glasgow's Improvement Challenge, Glasgow CREATE was established in January 2016 by Glasgow Education Services to raise the profile of Expressive Arts and Creativity and to support establishments to raise attainment and achievement across the curriculum through thinking differently.

The CREATE team provide early level training sessions exploring the fundamental links between music, language development and phonological awareness. This includes practical examples and activities which support the development of core skills in both music and early literacy, along with resources to support delivery in playrooms.

Click on the image below to access the Framework, including supporting pages

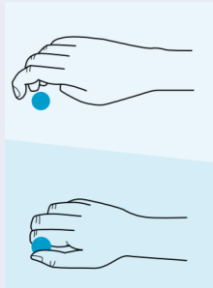





Click on the image below to access the Music and PA Activity Pack



There are also additional resources such as suggested resource lists and lyrics for songs and rhymes.

Early Level Tracker 1: Gross and Fine Motor Development (page 1)

Stages of Gross and Fine Motor Development	Suggestions for experiences and spaces...
<p>Stage 1 Shoulder pivot</p> <ul style="list-style-type: none"> Wrist fairly stiff, straight elbow, motion comes mainly from shoulder. <p>Palmer grasp</p> <ul style="list-style-type: none"> Children will have developed as a grasp that enables them to grip an object without dropping it. Fingers wrap around object and the object is held in the middle of the hand. 	<p>Children will require large spaces to be able to do large movements and marks as they are still developing a sense of proprioception (our sense of awareness our body in space) and balance. Encourage reaching, stretching and full use of shoulder joint.</p> <ul style="list-style-type: none"> Washing walls outside with soap and brushes Painting with mops Sweeping leaves with large brooms Swing painting (tights and teabags) Climbing frames, trees, trim trails Swinging on bars Rolling tyres Big digging in sand and soil Newspaper fish/fan with card Play-dough gym – stretching, kneading Drawing under table Parachute – up and down Keeping balloon in the air – racquet
<p>Stage 2 Elbow pivot</p> <ul style="list-style-type: none"> More movement from elbow with some still from shoulder at first, wrist still fairly stiff. Use muscles within upper and lower arm to swing arm away from body in circular motion. <p>Palmer supinate grasp</p> <ul style="list-style-type: none"> Supinate means wrist rotated up. Typically developing approx. 12-18 months. 	<p>Children will still require large spaces to move their arms up and down and side to side. Encourage movement from the elbow, whilst still developing shoulder pivot.</p> <ul style="list-style-type: none"> Pulling bodies up and down on ropes/climbing frames Ribbon/scarf twirling Throwing and catching using elbows to push the hand forward Sawing wood, hammering nails/golf tees (close supervision) Stirring in pots and buckets – baking, mud kitchen, water and sand play Making patterns in the sand with lolly sticks turned on their sides Sticking and pulling plungers from vertical and horizontal surfaces Mark making on vertical and horizontal surfaces – with rollers, long handled brushes Using a decorating roller to ‘paint’ the walls outside (paint or soapy water) Drawing circles onto large sheets of paper (to music) Anything with a sweeping/circular motion (brushes and leaves, foam, washing cars/scooters/windows) Flour shakers Play-dough/plasticine – different textures and resistance

Stages of upper body development	Suggestions for experiences and spaces...
<p>Stage 3 Wrist pivot</p> <ul style="list-style-type: none"> • Pivot moves to the wrist. Elbow tucks in to side of body and shoulder movement minimal. Forearm moves as a whole unit. • Overall movement and balance becoming more fluid. <div style="text-align: center; margin: 10px 0;">  </div> <p>Digital pronate grasp</p> <ul style="list-style-type: none"> • Wrist facing down and fingers holding tool. • Typically developing approx. 2-3 years old. 	<p>Children may require <u>less space</u> and movements will generally be smaller and more controlled.</p> <p>You may wish to reduce the scale of activities in order to help children focus on this development.</p> <p>Encourage children to use a range of wrist movements to build muscle strength.</p> <ul style="list-style-type: none"> ○ Play-dough gym – rolling, stretching, squashing ○ Clay - dry and wet – resistance of different materials ○ Painting with smaller rollers ○ Screwing action – screwdrivers, nuts and bolts, jars and bottles with lids ○ Thick mark making tools – chunky chalks ○ Throwing and catching – splatter painting ○ Tossing balloon in the air – wrist flipping ○ Weight-bare through wrists – crawling, crab walking, bridging ○ Parachute games
<p>Stage 4 Static tripod grasp</p> <ul style="list-style-type: none"> • Mark making tools are held similar to holding a dart. • Movement comes mainly from wrist with some finger movement as hand strength develops. • Typically developing approx. 3 ½ -4 years old. <div style="text-align: center; margin: 10px 0;">  </div>	<p>Children will require opportunities to develop strength in their fingers and palm arch leading to greater control in the use of their pincer grasp.</p> <ul style="list-style-type: none"> ○ Threading (laces, Cheerio's on a stick etc) ○ Sewing or weaving ○ Dabbing with a sponge or brush ○ Fishing game ○ Finger football ○ Splatter painting ○ Mark making on smaller surfaces ○ Play-dough gym –rolling in hand, stretching squeezing, squashing ○ Wringing out wet sponges ○ Scrunching up paper ○ Rolling objects in hand – conkers, marbles ○ Turning on and off taps ○ Planting seeds ○ Constructing with small Lego ○ Pegging up washing/material to make dens ○ Finger rhymes

Stages of upper body development

Suggestions for experiences and space...

Stage 5

Static tripod grasp



- Thumb, first and middle finger hold tool.
- Other fingers arched to aid grip.
- Movement of the fingers can be seen with careful observation.
- Movement and marks becoming more fluid.
- Typically developing approx. 4-5 years old.

- Increased dexterity as fingers can manipulate small, fiddly objects with greater control due to the development of **thumb opposition** (the ability to move thumb and fingers to enable them to touch one another) and **finger isolation** (fingers can move one at a time).
- The use of both sides of body simultaneously and together (**bi-lateral integration**) and reaching **across the midline** to complete tasks aids fluid movements and marks.

This stage can take longer to develop. Children should be given continued opportunities to develop the following: pincer grip, palm arch, in-hand manipulation, **thumb opposition, finger isolation, bi-lateral integration, crossing the midline** and hand-eye co-ordination.

- Picking up small objects with fingers, tweezers (e.g. beads, sequins, grains of rice)
- Scooping up objects with hands
- Elastic bands on geoboards, golf tees, pine cones
- Scrunching/squeezing balls of paper, porridge oats and water in tuff-spot, playdough, sponges
- Finger painting
- Cotton bud printing
- Using scissors – holding paper with opposite hand
- Baking – mixing and holding bowl in opposite hand
- Making sandwiches/toast – spreading and cutting
- Padlocks and keys
- Dry spaghetti pushed through holes in colander or sugar shaker
- Lollipop sticks with Velcro ends for construction
- Moving water with pipettes, turkey basters, straws (dip in water, block end with thumb, transfer to another pot)
- Play-dough gym
- Independent dressing - buttoning, zipping, push buttons, Velcro
- Threading and weaving
- Finger rhymes
- Manipulating touch screen devices e.g. SMARTboard, iPad
- Touch buttons – tills, computer keyboard, telephones
- Parachute/elastic fabrics for songs and games

Observing, Waiting and Listening

The strategy observing, waiting and listening can be used to support and encourage children to communicate and interact with you. Using observing, waiting and listening helps children to initiate and respond to interactions and enables you to be a good conversational partner.

Observing

- Pay close attention to what the child is interested in or attending to.
- Tune in to both verbal and non-verbal communication, what the child says and does (facial expression, body position, actions, gestures, sounds and words).

Waiting

- Give the child time to initiate or to get involved in an activity. This enables the child to take control in the interaction and gives the message that you are interested in what they have to 'say'.
- Stop talking, look expectant and lean forward to indicate to the child that you are inviting them to begin to interact or take a turn in a back-and-forth interaction.
- Follow the child's lead (remember pointing and/or making a noise may be a child's way of initiating an interaction) and respond.
- Counting to 10 after you have responded can help to ensure you give enough time for the child to respond back to you.

Listening

- Pay close attention to the sounds and words used by the child. This lets the child know that what they are saying is important.
- Refrain from interrupting the child and don't assume that you understand what they are trying to say before they have finished speaking.

Observing, waiting and listening is a strategy that should be used in [Interactive Shared Reading](#) sessions and all verbal interactions. It can be used throughout your interactions, not just at the beginning!

Extending Conversations

Extending conversations is a strategy that you can use to facilitate sustained interactions with children and support vocabulary development. This strategy enables children to practice, understand and engage in language and communication with a responsive conversational partner.

- Move conversation back and forth between the child and adult or the child and peers by striving for at least five turns within an interaction.
- Use the child's interest, eye contact, facial expressions and careful questioning to engage them in conversation.
- Remember, a child with a reluctant conversational style may take turns using gesture, pointing or making sounds. Interactive books (e.g. lift the flap) can be a useful resource to encourage this turn taking behaviour.
- When asking questions, ask ones which are sincere and genuine, and that the child can and wants to answer. Use [Think Alouds](#) to provoke thinking and encourage the child to share their opinions. Testing questions are not useful because they are usually too simple to encourage thinking.
- Try to use some alternatives to questions such as, recapping or clarifying ideas, sharing your experience and offering suggestions or alternatives.

Extending conversations can work within a group setting.

Strive for five, or more, back and forth interactions:

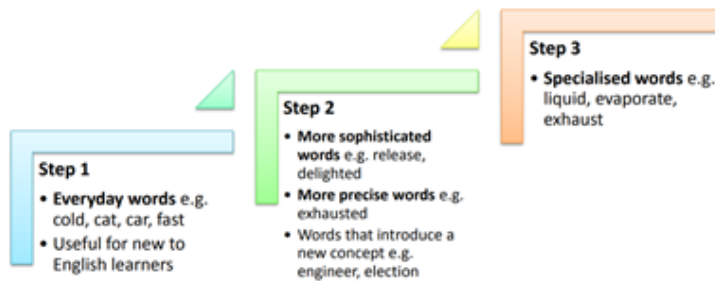
- if a child asks a question, throw it back to the group.
- if a child raises a topic, ask the other children what they think.
- if a child talks about their experience, ask other children if they have had similar experiences.
- if a child makes a comment, wait to see if the other children will respond before you do.
- ask children to contribute ideas on a particular topic.

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: Strategies for developing Story Comprehension

Story Elements

For children to comprehend a story it is essential for them to understand the key story elements; character, actions, setting, problem and resolution.

Exploring these elements with children encourages them to look more closely at a story in order to recall, retell, analyse and evaluate the text. Using the story elements approach during [Interactive Shared Reading](#) sessions will support children in becoming more engaged with the story.

Characters	what we learn about the characters' personalities and how they think and feel.
Actions	consequences of a character's actions and how this builds excitement.
Setting	identify and describe setting.
Problem	support children to identify the problem and motivate them to think how the problem could be resolved.
Resolution	how the problem/situation comes to an end.

Engaging in extended conversations can help children learn about story elements. There are five strategies which can be used to highlight story elements during read alouds:

- Use [Think Alouds](#) to model searching for meaning that is not explicitly stated in the text e.g.
"I am wondering why...", ***"I am thinking that..."***
- Use effective questioning relating to the story elements to deepen children's understanding of the story e.g.
"Why did ___ do that?" ***"What is happening now?"***
"How does ___ solve their problem?"
- Encourage children to explain or expand on their comments or responses. Probing questions help children to clarify their thinking e.g.
"Why do you think that?" ***"What made you say that?"***
- If children appear to be having difficulty understanding part of the story reread that part again e.g.
"Let's read that page again, it might help us understand what has happened in the story."
- Use visual supports to aid children's understanding e.g. look at the illustrations, use props to retell the story and facial expressions, gestures and actions to reinforce what is happening in the text.

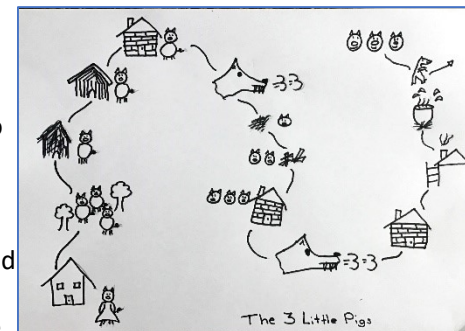
Story Mapping

Story mapping is a way to illustrate the settings, characters and sequence of events from familiar stories. This strategy can be used to support and scaffold children's retelling of stories and the creation of their own storylines. It can also be used to support children's 'story writing' through involving them in the creation of the story map, by adding their own drawings, marks and 'writing'.

Story mapping is a strategy that enables a child to picture characters, events and settings when retelling or creating stories. This strategy supports children to understand storylines, organise their thoughts and sequence events. It also develops children's knowledge of story elements and gives them the opportunity to begin using sequential language to describe and retell familiar stories.

Creating story maps

- It may be beneficial to introduce this strategy by recalling recent events or using non-fiction texts e.g. the lifecycle of a butterfly, to demonstrate the story mapping process.
- It is important that children have had a lot of exposure to a text and have had experience of retelling the story through acting out/role play before beginning to engage in the story mapping process.
- When creating story maps for familiar texts it is useful to have the book, story sequence cards or story stones alongside the map you are creating. This enables children to reflect back on the characters, settings and sequence of events.
- Adults can model creating story maps, thinking aloud as they organise their thoughts and use sequential language. They can also ask questions (e.g. ***"Who?"*** ***"What?"*** and ***"Where?"***) to help children recall story elements. Adults can involve children in creating story maps as a group or individually, encouraging them to share their thoughts through drawing and mark making.



Story Acting

When adults model telling stories they support children in becoming aware of story structure/sequence and using their imagination to create characters and interesting storylines. Hearing adults share stories regularly helps to create a culture of storytelling and inspires children to tell their own stories. At the heart of story acting is *storytelling*, where adults listen to children and children listen to adults and their peers. Story acting is a strategy that promotes the development of children's language and communication, creativity and social and emotional skills.

To introduce children to the routines of story acting you can begin by acting out familiar stories using illustrations to support children's recall of events, characters and actions. Providing a marked out stage area is an important step in the story acting experience. As children sit around the perimeter of the stage they will be invited to step onto the stage and act out a character from the familiar story.

Children then progress from acting out familiar stories to acting out their own stories, which may be imaginative or a recount of personal experience. It is important that adults model storytelling to scaffold and inspire children to tell their own stories. Adults' oral storytelling may centre around personal experiences, traditional tales, recounting a shared experience with the children or inventing an imaginative story.

Invite and encourage children to become storytellers.

Story acting has 3 defined stages:

1. **Story scribing** – adults listen carefully to the words of the child and scribe them word for word, reading them back to the child as you write.

Expectations about children's oral storytelling:

- Approx. 3 years old – they appear to jump from one event to another e.g. *"I went to the park. I ate breakfast. James came to play."*
- Approx. 4 years old – often tell chronologies with no clear beginning or end e.g. *"I had an apple for breakfast, and then I went to the park, and then I went home, and then James came to play."*
- Approx. 5-6 years old – begin telling narratives with beginning, middle and end, usually with a problem that is solved.

2. **Retelling the child's story** – read the story back to child, identifying which character they would like to 'act out' and seeking clarification of any details essential for the story acting stage e.g. how a character moves, what a character says.

3. **Acting out the child's story** – invite a small group of children to sit around the stage. Read aloud the child's story, inviting characters onto the stage. Prompt and guide children how to 'act out' a character but refrain from directing them.

For more detailed notes on each of these stages please see the [handout](#) available on the LEL blog – Literacy for All Year 2.

Deconstructed Role Play

Traditional role play areas are often inspired or themed by adults, meaning they may not be as enabling as once thought. This is because they are based on the prior experience and knowledge of adults and therefore are often more adult-led. Children may not have experienced visiting a beach or a vet, which can limit their imagination as they do not have the real life experience to draw upon during their play.

Deconstructed role play is an approach that allows children to fully engage in the experience of role play without a limit on their imagination. It creates an environment that is rich in language learning with children interacting with one another, sharing ideas and developing their own play scenarios. This enables children to create and investigate role-play scenarios that are relevant and interesting to them, allowing them to make sense of the world around them.

How to create a deconstructed role play area

Identify a space and fill it with open-ended resources with potential for the development of imagination and creativity. Adults can support by providing cardboard boxes/tubes, crates, large sheets/fabrics, string/pegs/sticky tape etc.

Children can use these resources to create their own role-play spaces and resources. Ensure there are mark making materials available to encourage children to incorporate marks, signs and labels into their creations.

The space can change almost by the minute depending on who is playing in it, and there can often multiple role-play scenarios happening at once, based on what the children want to play.



For more detailed notes on Deconstructed Role-Play please see the [handout](#) available on the LEL blog – Literacy for All Year 2.

Block Play

A well-considered block play area provides a rich source of Literacy opportunities, together with supporting development in other areas of learning. Block play is universal, removing language barriers and enabling children to communicate and represent ideas at their own level with open-ended materials.

Effective Block Play enhances:

- Imagination and creativity
- Symbolic/Fantasy play
- Listening skills
- Self-expression and communication
- Vocabulary development and contextual understanding
- Understanding that print carries meaning
- Gross and fine motor skills
- Visual discrimination
- Mark making
- Self-esteem and wellbeing
- Development of friendships, co-operation and teamwork
- Higher order thinking skills
- Risk taking
- Problem solving and enquiry
- Literacy across the curriculum – e.g. the use of mathematical language, concepts and reasoning, opportunities to make and test scientific hypotheses, make predictions, experiment and explain



How to create a Literacy-rich Block Play area

Identify a space where children can play without their creations being knocked over or play interrupted. Ensure your blocks are stored in an organised fashion e.g. trace around blocks or photograph them, labelling each one with a consistent name used by all practitioners in your setting, e.g. 'unit', 'cylinder', 'triangle'. Encourage children to use these names, linking written labels to the spoken name and picture. Offer lots of inspiration to enable children to develop their ideas through regular storytelling, stimulus photos etc. whilst valuing each contribution a child makes. Be mindful that children may become heavily invested in their creations, often wishing to return to these several times over a period of days. Where possible, find ways to help this happen, agreeing on when it is necessary for blocks to be tidied away. If a child is still working on something consider ways to record and capture these using cameras, iPads etc. to enable children to revisit and rebuild their constructions.

For more detailed notes on **Block Play**, please see LEL blog – [Block Play, Early Literacy and Numeracy Through Block Play](#).

Block Play

It is important to let children investigate the blocks before adding enhancements, in order to maximise creative thinking. Ensure the blocks remain the primary focus— **any enhancements should take this play to a higher level, not replace it**. The more open-ended the materials you offer, the more symbolic play is developed (e.g. a unit block might become a phone, a car, a bed...) Allowing children to represent items, concepts and ideas through other objects is an important step in developing symbolic representation which is a necessary skill in the development of reading and writing.

Use your observations to guide you, possible resources could include:

- Loose parts (curtain rings, washers, wooden dowels, bolts, small cubes, beads, pegs etc.)
- Natural materials (pine cones, leaves, dried moss, twigs, shells, pebbles, flowers, feathers etc.)
- Scarves, ribbons, string
- Mirrors
- Small world toys or characters (limit these in order to maximise symbolic play)
- 'Mini-me' laminated pictures of children and staff (stick puppets or temporarily attach to wooden block to make them stand using bluetac)
- Numberlines, alphabet chart, examples of environmental print
- Children's names (with photo) to label projects
- 'UNDER CONSTRUCTION' or 'WORK IN PROGRESS' signs
- Camera or iPad to record children's creations and stories
- Variety of textures, sizes and colours of paper, including plain, lined, squared, and post-its
- Pens, pencils, crayons
- Clipboards
- Whiteboards and whiteboard pens
- Masking tape
- Scissors
- Cellophane
- Measuring tapes, rulers, dice, calculators
- Hard hats, high visibility vests, toolbelts
- Examples of maps, plans and architecture
- Examples of children's creations made into a book for inspiration
- Books about building (e.g. *Jack the Builder* by Stuart J Murphy, *Iggy Peck Architect* and *Rosie Revere, Engineer* by Andrea Beaty)
- Favourite books with relevant props
- Access to any relevant floorbooks

Limit any enhancements and remove these from time to time to keep play fresh and stimulate new ideas!

Interactive Shared Reading

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.



Interactive Shared Reading

Considerations

Through **Interactive Shared Reading**

There are three important aspects to remember:

1. **Set the stage for conversation:**

- Ensure you have a comfortable and inviting space for sharing stories and that all children can see and touch the book.
- Have a small group of children to allow everyone to engage with the conversations. A half circle is ideal.

2. **Follow the children's lead:**

- Ensure that you have enough uninterrupted time and allow the children to set the pace. Take the time to have interesting and engaging conversations where children can express their ideas and thoughts.
- Ensure that this time is relaxing and enjoyable.

3. Use **Observing, Waiting and Listening** and **Extending Conversations** strategies whenever possible.



First read strategies and approaches

Purpose: To introduce the book and enable children to hear the whole story. Conversations should not affect the story's 'flow'.

Before reading:

- You may wish to draw children's attention to **some key features** of the book e.g. title, author, illustrator, front/back cover, blurb.
"Let's read the blurb. What does it tell us about the story?"
- Use the front cover/title to encourage children to make predictions about the book.
"Tell me about the front cover. What do you see?"
"What do you think the story might be about?"
- Children may be able to identify who the main character might be, the problem that may arise or the setting of the story e.g.
"I am trying to visualise where this story might take place, I wonder if anyone else can..."
- To reinforce book handling skills you may wish to point to the word where you will start reading.

During reading:

Flow of story

- Read aloud to group (use comments and questions at natural breaks.)
- Trace finger under some words.
- Shorter conversations.
- Encourage predictions. *"I'm wondering about..."*
- Emphasise new vocabulary.

After reading:

Develop Understanding

- Talk about the book using story elements (character, action, setting, problem, resolution) and story structure (beginning, middle and end).
- Ask 'why' questions – *"Who?"* (character) *"Where?"* (setting) *"What?"* (action/big problem/resolution) *"Why?"* (explaining/understanding)? e.g.
"I'm trying to understand why (insert scenario) happened?"
"I'm wondering why (insert character's name) did that?"
- Leave a copy of text in library with story props to reinforce the story.

Interactive Shared Reading

Subsequent reads strategies and approaches

Purpose: To develop comprehension and extend thinking skills by engaging children in longer conversations.

Before reading:

Prior knowledge

- Recap story elements from last session and discuss any new vocabulary.
- To reinforce book handling skills you may wish to point to the word where you will start reading.

During reading:

Comprehension

- Ask more questions to develop understanding.
- Use think alouds **followed by** questions e.g.
"I'm wondering if..."
"What would you...?"
- Aim for extended conversations, striving for five or more turns in conversations. Discuss characters' thoughts and feelings, refer to illustrations to provide clues for children.
- Encourage children to make connections with the story and their own experiences, thoughts and feelings e.g.
"What does this story remind you of?"
"Has anything in the story ever happened to you? Would you like to share it?"
"What might you have done in _____'s situation?"
- Use **Shooting for the SSTARS** to make words sparkle.

After reading:

Develop thinking

- Have conversations about the **resolution** to the **problem**. Continue to ask **why** questions e.g.
"What do you think about...? Why?"
- Encourage children to explore characters' **thoughts** and **feelings**, imagine and project e.g.
"What would you say if you were...? Why?"
"Why do you think the character has been drawn like this?"
- Ask about secondary characters' thoughts and feelings, encouraging children to explain their ideas.

Final read strategies and approaches

Purpose: To help children retell or read the story using illustrations and/or props as an aid.

Before reading:

Prior knowledge

- Ask children to recall the title, characters and setting and ask about the big problem in the story.
- Review any new **Sparkle Words**.
- Explain that the children are going to 'read' the story. You won't read all the text, just the parts of it that children need help with.

During reading:

Encourage details

- Support children to retell the story (events, reasons why, thoughts, feelings) with think alouds, question prompts and illustrations/props e.g.
"What happened on this page?" "What's happening here?"
"Why did this happen?" "What is she thinking/feeling here?"
"What will he do next?"
- Encourage use of details – names, objects, feelings and reasons.
- Observe and encourage children to use new **sparkle words**.
- Reread parts of the text if needed to secure understanding.

After reading:

Encourage thinking

- Develop conversations by following the children's lead.
- Continue to expand understanding by asking children to make connections, use their imagination (e.g. alternative ending) and make predictions e.g.
"Think of a time when you... What would have happened if you...?"
- Encourage all children to contribute by striving for five or more interactions.
- Invite children to comment on others children's suggestions.

Effective Questioning and Think Alouds

Using questions can support children to turn take and continue a conversation, however we must be mindful of over questioning children. Using questions that are sincere and genuine, follow the child's interest and encourage children to think and give their opinions are essential in achieving extended conversations.

Continue the conversation with:

- Comments that build on the child's interest (often followed by a question).
- Questions that:
 - Match the child's language stage
 - Ask about the child's focus or interest
 - Stimulate children's creative thinking - use of open ended and higher order questions.
 - Show your interest
 - Request information you don't know
 - Encourage children to think and give opinions by making it relevant to them e.g. ***"What would you do if you were Jack?"***
- Use alternatives to questions e.g. recap, clarify ideas, offer suggestions/ alternatives, share personal experience

Higher Order Thinking Skills



Open-ended questions, which have no right or wrong answer help children to offer their thoughts and ideas in a supportive way. When learners find it difficult to ask and answer direct questions try to use 'think alouds' which encourage them to ponder a thought e.g. ***"I wonder why Jack decided to climb the beanstalk?"*** or ***"I wonder why the witch decided to go there?"*** Remember to use strategies such as, Observing, Waiting and Listening and Extending Conversations whenever possible.

When adults use think alouds they are modelling putting their thoughts into words. This approach can be particularly useful when engaging in Interactive Shared Reading, as adults can model searching for deeper meaning from what is explicitly stated in a text e.g. ***"I wonder what this book is going to be about? I am going to look at the front cover to find clues to help me predict what the story will be about."***

Question stems to support the use of HOTS questioning are available on the LEL blog – Literacy for All Year 2.

Tell Me: Book Talk – The Three Sharings

“Talking well about books is a high-value activity in itself. But talking well about books is also the best rehearsal there is for talking well about other things. So in helping children to talk about their reading, we help them to be articulate about the rest of their lives.”

Chambers, A. (2011); The Reading Environment.

Tell Me is a ‘book talk’ strategy which encourages children to think about texts they have had read to them or have read themselves. Children are guided in sharing their ideas within a group setting whilst listening and responding to what others think. Exploring story element such as; characters, actions, setting, plot (including problems), and resolutions may scaffold some children’s responses throughout the three sharings process.

Sharing Enthusiasm: What the reader likes or dislikes (usually the first responses to a text)

Possible questions:

- Was there anything you especially liked/disliked about this text?
- Anything that caught your attention?
- Anything you would have liked more of?

Sharing Puzzles: What the reader doesn’t understand (i.e. difficulties):

Possible questions:

- Was there anything that puzzled you or you thought strange?
- Was there anything that took you by surprise?
- ‘I wonder why...’
- ‘I wasn’t sure why...’
- ‘I would like to know why...’

Sharing Connections: The connections that the reader makes, i.e. text to self, text to text, text to world (i.e. discovering patterns)

Possible questions:

- Have you read any other books like this one?
- Has anything that happened in this book ever happened to you?
- ‘It reminded me of...’
- ‘It made me think of...’

For a book talk observation guide click [HERE](#).