Curriculum Improvement Cycle
Draft Technical Framework
Literacy and English ASN Milestones

November 2026

Version 1.0

These are draft materials. The content, format and style are subject to change. They are being shared as part of the co-design process and in advance of engagement and feedback time during the 2026/27 session. There is no expectation on educators, schools or settings to do anything now with these drafts. It would not be appropriate to change current planning or tracking and monitoring systems in establishments at this stage.c

Contents

Introduction to the Literacy and English ASN Milestones 2

Literacy and English ASN Milestones Purpose Statement 3

Big Ideas 3

- Communication and Language 3
- The Art of Language and Literature 3
- Critical Literacy 3
- Empathy and Advocacy 3
- Enjoyment and Engagement 3

Summary of Progression 4

Know-Do-Understand Strands 5

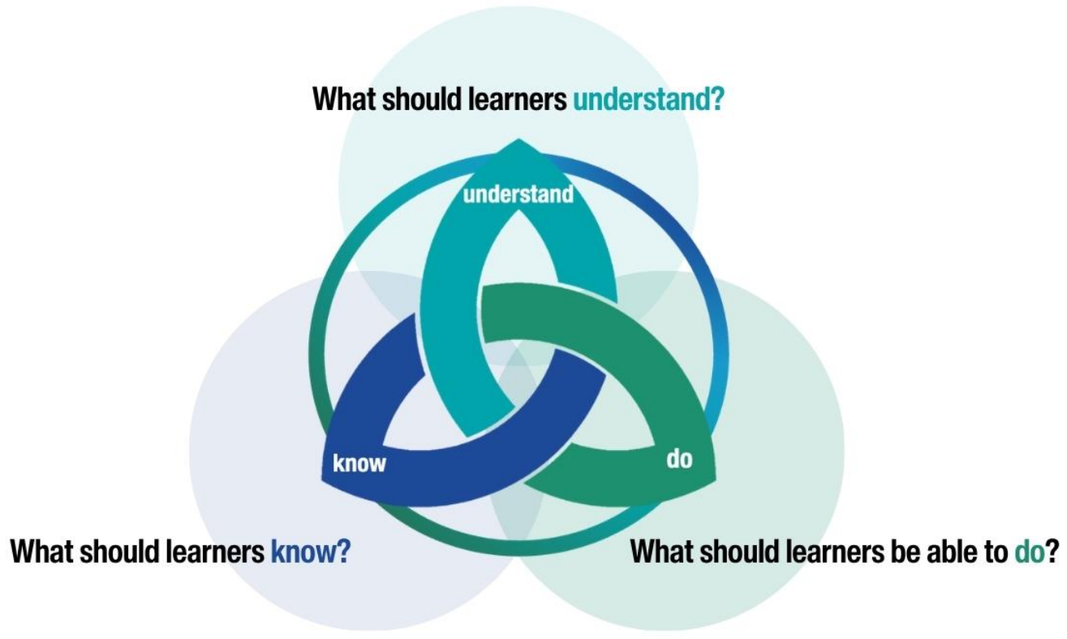
- Oral Language and Interaction 5
- Enjoying, engaging with and creating texts 10
- Early Writing 16
- Language Foundation for understanding and creating (written) texts 18

Appendix A – Glossary of terms 23

Declaration 26

Version History 27

The Know-Do-Understand (KDU) framework



How the KDU knots are written

Understand:
Statements that decribe the relationship between concepts.

Know:
Facts, definitions or **case studies** that learners need to know to develop the understanding above.

Do:
Skills, **processes** and **procedures** learners need to know to develop the understanding above.

Notes:
Information that helps practitioners in their planning for this KDU knot.

Return to Contents

Introduction to the Literacy and English ASN Milestones

Learners who require additional support, for whatever reason, are not a homogeneous group. They are an integral part of Scotland's education system and should therefore be reflected throughout all aspects of the curriculum.

Although there is no formal national definition of complex needs, the Doran National Strategic Commissioning Group developed the following working definition in the Doran Review:

> 'A child or young person who has additional support needs arising from one or more severe complex factors or multiple factors (needs that are likely to continue for more than a year) is deemed to have 'complex needs'.'

A short-life working group of practitioners, leaders, curriculum specialists and critical friends collaborated to create this draft to align the original Milestones with the CIC framework and the Know-Do-Understand (KDU) model. The aim was to ensure coherence in how learning, progression and achievement are understood and supported across diverse learner pathways. The working group retained and adapted the original Milestones statements where appropriate.

In addition, some expectations within the draft CIC documents have been updated to reflect wider curriculum developments and changes in society ensuring that learning remains relevant and meaningful for contemporary contexts.

The working group welcomed the increased focus on learners with complex additional support needs but recognised that alignment alone will not address all of the challenges relating to curriculum, assessment, progression and accreditation for these learners. In particular, the challenge of interpreting "understanding" for learners with complex needs within the KDU model will be complex and be demonstrated in a wide variety of ways.

Progression and achievement look different for all learners. Although the statements illustrate potential progression, learners with complex additional support needs may progress in different ways and at different rates. Progression is often non-linear and highly individual, and achievement may take place within a developmental stage rather than through movement between levels. Learners may revisit, consolidate and apply learning in different ways and over different timescales. This should be recognised as an important aspect of progress. The original guidance outlines how to track progress through stages of support required and levels of engagement. This, or similar approaches to documenting progression, remain applicable.

Not every learner starts here before Early Level. For some learners, the Foundation and ASN Milestones can provide a developmental pathway that precedes engagement with aspects of Early Level. However, these documents are not intended to represent a separate curriculum level or a stage through which all learners should be expected to progress.

Return to Contents

Literacy and English ASN Milestones Purpose Statement

The study of English plays a key role in personal growth, opens opportunities for learning, and allows learners to become skilful communicators who participate effectively in society. It is fundamental to how children and young people see themselves, develop their identity and find their place in the world. Through experiences and interactions in English, learners develop empathy and the ability to advocate for themselves and others. Communication, in all its forms, helps them to build and sustain relationships, understand and express ideas, opinions and emotions and live well alongside others.

Learning in English also enables children and young people to access and appreciate stories, literature and culture, both within their own communities and beyond. Engaging with a wide range of written, spoken, visual and digital texts enables them to develop the skills needed to recognise reliable and trustworthy sources of information. In this way, they develop their understanding of the power and impact of language and how to use it to create texts for a range of purposes.

Every learner's home language will be welcomed to support connection, learning and belonging. From their first steps into Scottish education, many learners bring Scots language to school as part of their identity, heritage and language toolkit. ELC settings and schools will be a safe space for children and young people to develop their Scots language skills, particularly within literacy contexts. All Big Ideas and understandings about literacy, communication and texts can be engaged with by learners whilst learning about the Scots language and its literature, and through the medium of Scots.

Big Ideas

Communication and Language	**The Art of Language and Literature**	**Critical Literacy**	**Empathy and Advocacy**	**Enjoyment and Engagement**
Communication and language involve all the texts we listen to, watch, read, experience, and create. We build a language toolkit over time that enables us to communicate, make meaning, collaborate and deepen our understanding of language. It includes vocabulary, skills, strategies, and language conventions. The nature of our toolkit will vary according to our strengths, needs, and experiences. We bring our individual background knowledge, prior learning, and cultural identity to our understanding, use and creation of texts.	Drawing upon our identities and experiences, we respond to a range of texts and develop our self-expression. We understand that texts engage, enrich, entertain, and influence. By exploring and creating texts, we develop our capacity to think about how language is used technically and creatively. We draw on curiosity and inventiveness to respond to texts; to craft and share our stories and to communicate our views, thinking and perspectives.	Building a critical literacy lens empowers us to navigate complex information, engage thoughtfully with real-world issues, and use texts to express ourselves and participate in change. By reading, watching, listening to, playing with or experiencing a wide range of texts, we can develop curiosity about diverse cultures and experiences and how ideas are shared. Noticing and celebrating diverse voices and perspectives helps us recognise both similarities and differences in the world around us. By exploring how, when and why texts have been created, we can reflect on the interests they represent, and the impact they may have on people and communities.	Language is at the heart of how we express our feelings and responses to our world. Making connections through texts enables us to develop a better understanding of ourselves and our sense of belonging within our communities and the wider world. Through engagement with a range of texts we also build our understanding of each other's emotions, perspectives and experiences. When creating texts, we understand the impact of our choices and actions upon a range of audiences and learn to advocate for ourselves and others, contributing to a more inclusive and just society.	Our literacy rich environment provides opportunities to select, explore, engage with, and create a diverse range of texts, both individually and collaboratively. Opportunities to enjoy listening, talking, watching, reading, and writing can nurture a love of language, texts and stories which deepens our sense of identity, belonging and wellbeing. Through cognitive and emotional engagement with texts we can deepen and expand our knowledge and understanding, imagination, curiosity and thinking.

What is meant by 'texts'? Where the term is used across the English and literacy framework, it encompasses the broad range of different type of texts that children and young people engage with and create in accordance with their own individual strengths and needs, for example gestural, visual and spoken texts as well as written print. 'Texts' also encompasses the many types of texts that are central to children and young people's everyday lives in an ever-changing world. Texts presented in written or print form will be central to developing much of the conceptual knowledge and understanding across the framework. Spoken, digital and multimodal texts, with their own unique sets of knowledge and skills, will also be used across the curriculum.

DRAFT

Return to Contents

Summary of Progression

Strand	Statements of Understanding	
	Early	**First**
Oral Language and Interaction	Listening and attention enable understanding of new ideas and learning. Playing together, communicating and interacting with others broadens expressive vocabulary and enables the communication and understanding of ideas, needs, wants, preferences and feelings. Sounds and patterns in spoken language engage listeners, making stories and songs interesting to listen to and enjoyable to participate in.	Listening and attention enable understanding of new ideas and learning; talking to others communicates thinking. Interactions develop self-expression, broaden vocabulary and enable connection with the experiences and ideas of others.
Enjoying, Engaging with and Creating Texts	Letters, numerals, symbols and images in print (written) texts communicate meaning. (Concepts of print) Texts, in their many forms (written, spoken, visual and multimodal) open up the world and engage readers by communicating about ideas and people's experiences. Being curious by asking questions and exploring different sources enables people to find, understand and share information about the world around them.	Texts and stories, in their many forms (written, spoken, visual and multimodal) explore relationships, environments and the wider world, supporting our understanding of people, culture and communities. People choose how they use language, layout, structure and other features according to the form and purpose of their text. People's interests and prior knowledge shape the questions they ask and the information they seek to develop their understanding.
Early Writing	Marks, drawings, conversations, play and early writing work together to share stories, ideas and information, enabling self-expression.	Written words and sentences transform stories and ideas into connected language which can be shared with readers.
Language Foundation for Understanding and Creating (written) Texts	Readers and writers connect the sounds and patterns of spoken language with letters, symbols and characters to decode, understand and create texts.	Readers and writers connect the sounds and patterns of spoken language with letters, symbols and characters to decode, understand connected text and create their own writing.

DRAFT

Return to Contents

Know-Do-Understand Strands

<table>
<tr><th colspan="2">Strand</th><th colspan="5">Oral Language and Interaction</th></tr>
<tr><td rowspan="3">Early Level</td><td rowspan="2">Beginning of Early Level</td><td colspan="2">Understand: Listening and attention enable understanding of new ideas and learning.</td><td colspan="2">Understand: Playing together, communicating and interacting with others broadens expressive vocabulary and enables the communication and understanding of ideas, needs, wants, preferences and feelings.</td><td colspan="2">Understand:
Sounds and patterns in spoken language engage listeners, making stories and songs interesting to listen to and enjoyable to participate in.</td></tr>
<tr><td>Know:
People respond to instructions and questions through actions or words.

Questions can be used to express needs and find information.

Voices can be loud or quiet in different spaces.</td><td>Do:
Listen and focus attention for different purposes.

Understand and follow 1-2 step instructions for familiar routines.

Respond with understanding to simple questions and instructions using gestures, facial expressions, symbols, actions and /or words.

Make connections to own experience and knowledge to support understanding of spoken words, phrases or sentences.

Ask questions to express needs and find information.

Use loud or quieter voices in different contexts.</td><td>Know:
Words, gestures, facial expressions or symbols which support expression of needs, feelings and information.

Spoken words can be connected together into phrases or sentences which convey meaning.

Interactions involve taking turns.

Communicating with others can involve asking and answering questions.</td><td>Do:
Use gestures, facial expressions, symbols and/or words to communicate needs, feelings, and information across a range of interactions such as play, small group or one to one with an adult.

Express feelings in ways that can be understood by others.

Combine words together to build oral phrases or sentences which express meaning.

Notice, explore and use new vocabulary and phrases which support communication.

Take turns, listening and responding to others.</td><td>Know:
Songs, rhymes, music and stories that include rhyme, rhythm, repetition, alliteration and beat.

Words can begin with the same sound (alliteration).

Words can end with the same sound (rhyme) .</td><td>Do:
Move to the rhythm or beat of music, songs and rhyme.

Hear and play with rhyme, rhythm, repetition, alliteration and syllables.

Notice features of different sounds, for example, long/short, loud/quiet.</td></tr>
<tr><td>ASN</td><td>Know (developing awareness of):
People respond to instructions and questions through actions, vocal sounds, gestures, signs, objects, photographs, symbols, assistive technology and words.</td><td>ASN Milestones:
Shows a response.

Responds consistently to routines.</td><td colspan="2"></td><td>Know (developing awareness of):
Own preferences for engaging with songs, rhymes, music and stories.</td><td>ASN Milestones:
Shows an interest in rhymes, stories and/or text.

Anticipates or reacts to parts of a rhyme, story and/or text.

Responds to repetitive elements within stories.

Joins in with actions, signs and/or movements relating to familiar texts, songs, rhymes and stories.

Demonstrates following a pattern or sequence in a song, rhyme, story or text by joining in.</td></tr>
<tr><td colspan="5"></td><td colspan="2">At later Early Level, see also: Language Foundation for Understanding and Creating (written) Texts (concepts of print and letter knowledge; phonological awareness, phonemic awareness and phonics; sentence knowledge and conventions; reading fluency).</td></tr>
</table>

DRAFT

						Notes Adults should model and support development of phonological awareness, such as singing songs, copying rhythms, participating in the retelling of repetitive parts of a familiar story, exploring syllables through movement and acting out hand and finger rhymes.
	End of Early Level					**ASN Notes** Communication tools tailored to the child should be used, for example, gesture, sign, object, photograph, symbol, assistive technology. Children and young people can be encouraged to engage with the patterns of sound through the use of the Kodaly approach.
		Know: Ways that people might show they are listening to others.	**Do:** Listen, watch, participate and engage across a range of interactions such as play, small group, one to one with an adult. Take turns, listening and responding to others. Notice when someone doesn't understand and try different ways to communicate, such as repetition, additional gestures/visuals or using different words to explain. Share thoughts and experiences that are mostly relevant and on topic. Give simple instructions or directions. Ask and answer questions to communicate ideas and learn from others. Adjust volume when talking, playing and learning in different contexts, such as when reading aloud, playing outdoors, sharing information with a group and working with a partner.			

DRAFT

	ASN	**Know (developing awareness of):** People respond to instructions and questions through actions, vocal sounds, gestures, signs, objects, photographs, symbols, assistive technology and words.	**ASN Milestones:** Responds to simple questions. Listens and responds to different words and phrases.	**Know (developing awareness of):** Words, gestures, facial expressions or symbols which support expression of needs, feelings and information. Communicating with others can involve gestures, signs, objects, photographs, symbols, vocal sounds, talker device or words. Interactions involve taking turns.	**ASN Milestones:** Demonstrates likes and dislikes. Joins in with actions, signs and or movements. Shows a response. Generates meaningful vocalisations in response to familiar stimuli, objects, people and/or activities. Anticipates and responds to known events. Responds consistently to routines which are spoken. Identifies named objects, pictures or symbols consistently. Listens and responds to different words and phrases. Uses single words to communicate. Uses a few words together or short phrases to communicate. Uses sentences to communicate. Shows awareness of others in a conversation. Demonstrates an awareness of others by taking a turn. Joins in with a conversation using a preferred method of communication. Responds to simple questions by non-speaking or verbal means. Creates a text using an alternative method, for example, photographs, symbols. Conveys a message/idea/information using their preferred mode of communication.	

					Uses objects, photographs, pictures or other media to share feelings, ideas and information. Uses objects, photographs, pictures or symbols in sequence to create a story or message.	
		Notes The variety of languages which children bring to the setting can be used as a resource to enrich development of oral language and communication. Therefore, approaches should start with the child and place them as an expert in using their own language. In all settings, children and adults will speak a range of home languages, including Scots. Decisions around dialect diversity should be made at a local level, ensuring the educational benefits for learners are fully understood and embraced. Spoken language development forms only part of the social and emotional connections we make through language. Listening to young children should involve careful observation of movement and gesture to give the child's voice true context and meaning. Children may also communicate feelings through the use of signs, symbols and/or assistive technology. Adults can model and scaffold listening, attention and interaction by: • supporting children to communicate in ways that are appropriate to their preferences/stage of development • considering environment, taking background noises and distractions into consideration • using small groups and one-to-one experiences • considering time duration of experiences.				
		ASN Notes **Beginning of Early Level** Playing together may mean playing alongside and sharing space or resources. Children and young people can be motivated to communicate through the use of a favourite game, object or interest. Inclusive communication strategies include, but are not limited to, the use of visuals, objects, photographs, symbols, sign, gesture, Makaton, eye gaze and digital. **End of Early Level** Use intensive interaction strategies to develop awareness of communication. Follow learners' strengths and interests to develop new ideas and learning. Communication tools tailored to the child should be used, for example, gestures, signs, objects, photographs, symbols, assistive technology.				

<table>
<tr><td rowspan="3">First Level</td><td colspan="2">Understand:
Listening and attention enable understanding of new ideas and learning; talking to others communicates thinking.</td><td colspan="2">Understand:
Interactions develop self-expression, broaden vocabulary and enable connection with the experiences and ideas of others.</td></tr>
<tr><td>Know:
Volume, actions and facial expressions can reinforce and add meaning to spoken communication, for example, reciting poetry, songs, rhymes.

Asking and answering questions supports learning.

Resources, such as props or digital tools can be used to support meaning in spoken communication.</td><td>Do:
Understand and follow 2 to 3 step instructions.

Listen and respond to others, demonstrating listening in different ways such as commenting on what they’ve communicated or asking questions.

Ask and answer questions to show understanding and learn from others.

Talk with others to explore new ideas and information, for example, paired discussion to explain a new concept.</td><td>Know:
People can express themselves by communicating their thoughts, needs and preferences (self-advocacy).

People can have feelings, ideas, opinions and experiences that may be different from those of others.</td><td>Do:
Self-advocate by expressing thoughts, needs and preferences.

Listen and ask questions to learn more about the experiences, ideas and opinions of others.

Notice the feelings of others and choose words or actions that show understanding, for example, by offering reassurance or encouragement.

Explore and use new vocabulary and phrases, including curricular vocabulary which supports communication.</td></tr>
<tr><td colspan="4">Notes
The variety of languages which children bring to the setting can be used as a resource to enrich development of oral language and communication. Therefore approaches should start with the child and place them as an expert in using their own language. In all settings, children and adults will speak a range of home languages, including Scots. Decisions around dialect diversity should be made at a local level, ensuring the educational benefits for learners are fully understood and embraced.

Spoken language development forms only part of the social and emotional connections we make through language. Listening to young children should involve careful observation of movement and gesture to give the child’s voice true context and meaning. Children may also communicate feelings through the use of signs, symbols and/or assistive technology.

Adults can model and scaffold listening, attention and interaction by:
• supporting children to communicate in ways that are appropriate to their preferences/stage of development
• considering environment, taking background noises and distractions into consideration
• using small groups and one-to-one activities
• considering time duration of activities.

Interactions can include playing with others, working in a small group, classroom discussions, whole school gatherings etc. More formal structured discussions can include children taking on specific roles, the use of prompts such as sentence stems to scaffold discussion and/or responding to a question or provocation. These opportunities allow children to progress their skills in communicating and interacting to support each other and learn together.</td></tr>
</table>

DRAFT

Return to Contents

Strand		Enjoying, engaging with and creating texts					
		Understand: Letters, numerals, symbols and images in print (written) texts communicate meaning.		**Understand:** Texts, in their many forms (written, spoken, visual and multimodal) open up the world and engage readers by communicating about ideas and people's experiences.		**Understand:** Being curious by asking questions and exploring different sources enables people to find, understand and share information about the world around them.	
Early Level	**Beginning of Early level**	**Know:** Print has meaning and can be used for different purposes. Different types of print, including letters, numerals and symbols. Images and symbols seen in the environment have meaning.	**Do:** Notice examples of print and how it is used in different spaces, such as writing in a card, pictures that give choices for snack, a numeral that matches someone's age. Explore how to handle a book by turning pages, looking at the front cover, holding the right way up, tracking the direction of text and noticing where to start reading. Notice different images and symbols (visual discrimination), such as traffic lights, labels, logos and visual games.	**Know:** Stories and texts in a range of forms such as oral storytelling, picture books, puppet play, role play and songs/rhymes. Books stories and other texts chosen by the learner for their own enjoyment. A variety of experiences and feelings can be expressed and shared through texts.	**Do:** **Engaging with texts (reading, listening, watching)** Experience and enjoy a variety of stories and texts in different forms. Respond to all kinds of stories and texts in a range of ways such as laughing, exploring ideas in play, joining in with rhymes and mark-making. When listening to and watching stories and other texts: -notice and explore new vocabulary to support understanding -activate prior knowledge and learn new information and ideas. Explore interesting features of stories and texts, for example, word choice, illustrations, changes in font. Make choices or express preferences for texts to read or watch. Make choices or express preferences for how to experience personal reading/watching, for example, alone, with others, alongside drawing/writing. **Creating texts (writing, speaking, creating)** Create and tell stories about real and imagined people and events, in play, individually, with an adult and in groups. Explore and develop ideas for creating own texts through role	**Know:** There are different places and ways to find information and learn new things, for example, visiting a library or book display, exploring books, images and other texts outdoors, in different play environments, digitally and at group times. Trusted adults can help people to find information safely online. Ways to find out and share what a text is about, for example, front cover, illustrations. People can share what they know and learn in a variety of ways.	**Do:** **Engaging with texts (reading, listening, watching)** Explore sources in different forms and in a variety of places to find information for different purposes. Choose and access texts online safely, with the support of trusted adults. **Creating texts (writing, speaking, creating)** Share what has been learned from different information sources. Ask and respond to questions to better understand what has been heard, read, noticed and experienced.

DRAFT

					play, drawings, block play, talk, mark making, scribed/written stories etc.		
	ASN	**Know (developing awareness of):** **Concepts of Print** Print has meaning. Print can be seen in the environment. Objects, pictures and symbols represent meaning.	**ASN Milestones:** **Concepts of Print** Demonstrates an awareness that symbols and print carry meaning, for example, by pretending to read the print. Demonstrates an awareness of the conventions of handling a storybook or text, for example, turning a page, left to right, holding a book the right way up, identifying the front and back of a book. Know the difference between a picture and text.	**Know (developing awareness of):** Stories and texts come in many forms, such as picture books, oral storytelling, songs and rhymes, puppet play and role play.	**ASN Milestones:** Shows a response to familiar characters, songs, rhymes and/or stories. Joins in with actions, signs and/or movements relating to familiar texts, songs, rhymes or stories. Looks at/explores objects, photographs and/ or pictures from a personal/shared experience. Makes a choice between a few objects, characters, songs, rhymes and/or stories. Anticipates and responds to known events in familiar texts, songs, rhymes and/or stories. Responds to objects, pictures, symbols and/or key words from a familiar story, song or rhyme.	**Know (developing an awareness of)** A choice of object, photograph, symbol or text can be made by considering different options. Information helps us to learn new things, for example, about our environment. Text comes in different forms.	**ASN Milestones;** Explores a storybook or text in order to find objects pictures and/or words. Matches objects, photographs, pictures, symbols and/or text. Sorts objects, photographs, pictures, symbols and/or text. Expresses ideas through different types of play. Knows the difference between a picture and text. Explores a storybook or text in order to find pictures and or words. Scans and tracks symbols and/or pictures.
Early Leve	End of Early Level	At later Early Level concepts of print progresses within Language Foundation for Understanding and Creating (written) Texts.		**Know:** Texts with everyday purposes, such as name tags, signs, recipes or menus. Texts in different forms with a range of purposes such as stories, poems, rhymes, songs, film shorts, animations, reference books, maps, websites.	**Do:** **Engaging with texts (reading, listening, watching)** Make choices or express preferences for texts to read or watch. Make choices or express preferences for how to enact personal reading/watching, for example, alone, with others, alongside drawing/writing. Share likes and dislikes about texts. Express personal connections to the experiences and/or emotions of characters or real people in stories such as 'I also have a dog' or 'I am afraid of the dark too'.		

				Creating texts (writing, speaking, creating) Create and tell stories about real and imagined people and events, in play, individually, with an adult and in groups. Explore and develop ideas for creating own texts through role play, drawings, block play, talk, mark making, scribed/written stories etc.		
	ASN		**Know (developing awareness of):** Texts can be supported with photographs, symbols or pictures. Gesture, actions, signs, objects, photographs, symbols and vocal sounds have meaning and can be used to share ideas and feelings.	**ASN Milestones:** Shows an interest in print through exploring different ways that print is presented, for example, shopping lists, cards and posters. Shares a familiar experience demonstrating some awareness of sequence and structure. Comments on some ideas within a story and/or text. Creates imaginary characters, rhymes and/or stories and communicates this to others. Expresses ideas through different types of play. Creates a text using an alternative method, for example, photographs or symbols. Produces marks/drawings that they are able to share as having a meaning. Produces meaningful marks that covey their own name. Uses objects, photographs, pictures or symbols in sequence to create a story or message. Uses photograph/name card to label their work.		

				Conveys a message /idea/information using their preferred mode of communication. Following a familiar story, uses objects, photographs, pictures or symbols to create their own story in a sequence. Begins to create a short piece of functional writing using objects, photos, pictures or symbols.		
	Notes Texts selected for the curriculum should reflect diversity including ethnicity, cultural and social backgrounds, positive reflections of disability, gender and family structure. They can also be presented in a variety of languages, including Scots. All learners should have the opportunity to see themselves and their own experiences reflected in texts and to learn about the experiences of a variety of identities, communities and cultures, building empathy and understanding. Learning and teaching can be planned to challenge, rather than reinforce biases. The curriculum can support learners to develop positive identities as readers and writers. Reading and writing personally selected texts is important for reading and writing enjoyment, learning and wellbeing. Enjoyment of texts plays a role in developing skills and knowledge for reading and writing, at the same time as being a valuable end in itself. Children progressively evaluate the relevance, reliability and credibility of information for a range of purposes, including creating new texts. Information sources include those central to children's everyday lives, such as visual and digital texts. These can be used in addition to written sources such as books, newspapers and magazines to support the understanding of information literacy. Practitioners should support all children to both engage with and create text forms that are best aligned to their individual strengths, needs and interests. This can include the use of assistive technologies.					
ASN	**ASN Notes** Meeting needs through the use of: • communication resources to support learner needs, for example, objects, photograph, symbols, assistive technologies • text and logos found in local environment, for example, ASDA, EXIT • preferred communication mode to support learner needs. Using an area of interest for the learner will promote engagement, for example, Spider-Man, animals. Responding to information can be done through play, drawings, block play, talk, role play, small world and emergent writing.					

Return to Contents

First Level	**Beginning of First level**	**Understand:** People choose how they use language, layout, structure and other features according to the form and purpose of their text.		**Understand:** Texts and stories, in their many forms explore relationships, environments and the wider world supporting understanding of people, culture and communities.		**Understand:** People's interests and prior knowledge shape the questions they ask and the information they seek to develop their understanding.	
		Know: Texts in different forms created for a range of purposes, such as texts which entertain (novels, poems, plays, comics, graphic novels, picture books) or other written and non-written forms (including digital). Texts which inform, such as reference books, documentaries, news articles, instructional texts, or other written or non-written forms (including digital). Texts in all forms which fulfil other purposes such as advertisements, biographies or speeches. Text features used across different forms, for example, interesting word choice (adverbs, adjectives) and different sentence types (statements or exclamations). Character, setting, plot and story structure (beginning, build-up, problem and resolution. The main ideas and/or themes as they are explored within texts.	**Do:** **Engaging with texts (reading, listening, watching)** Identify purpose of texts. Identify features of layout and structure which support written, spoken and other texts to achieve their purpose. Identify words, sentence types and other text features which contribute to the overall impact of a text. Discuss the main ideas and themes within texts. **Creating texts (writing, speaking, creating)** Create written, spoken and other texts which fulfil different purposes, in a range of forms, such as imaginative (simple stories, poems), informative (personal recount, factual reports) and procedural (recipes, instructions).	**Know:** Books, stories and other texts, aligned with evolving personal interests, chosen by the learner for purpose and enjoyment. Texts can explore diverse experiences, emotions, relationships and settings/environments. Strategies for selecting texts for purpose and enjoyment, such as connection to personal interests, title, blurb, book series and familiar author.	**Do:** **Engaging with texts (reading, listening, watching)** Select texts for purpose and/or enjoyment which explore own interests and preferences. Respond at a personal level to the main ideas and themes of texts. When listening to and watching stories and other texts: -notice and explore new vocabulary to support understanding -activate prior knowledge and build new knowledge, including across topics and curricular areas. Express personal connections to stories and their features, such as places/settings, culture, communities and the experiences of characters or narrators. Explore and discuss real-life and fictional experiences, emotions, relationships and	**Know:** Texts which inform such as reference books, documentaries, news articles, instructional texts, or other written or non-written forms (including digital). Not all information that is seen, heard and read may be true or factually correct. The difference between fact and opinion. Safe places and ways to access reliable sources of information, such as school/community libraries, trusted websites. Information can be selected, organised and presented in different ways to help understand and share new information.	**Do:** **Engaging with texts (reading, listening, watching)** Identify what is already known about a topic and what needs to be found out next. Generate questions to explore interests and new areas of learning. Check if information is true or correct by comparing it to a source such as a book, website, other person. Make choices about where to find information safely, with the support of trusted adults. **Creating texts (writing, speaking, creating)** Explore different ways to record, organise and present information found in texts, for example, taking notes, making notes under headings or bullet points, drawing diagrams, creating charts or posters.

DRAFT

	End of First Level	**Know:** Features of layout for different forms of written texts, such as verses in poetry or headings, sub-headings and diagrams/illustrations in reference texts. Structural features of written, spoken and other texts, such as introductions and conclusions, paragraphs, sequencing. Text features used across different forms, such as language techniques (similes, alliteration, rhyme) and a range of other language techniques (written, spoken, other types of texts).	**Do:** **Creating texts (writing, speaking, creating)** Create written, spoken and other texts which fulfil different purposes, in a range of forms, such as informative (factual reports, spoken presentations) and persuasive (persuasive poster). Play and experiment with words, sentence types and other language techniques to contribute to overall impact of texts created in written, spoken and other forms.		settings/environments as they are shown in diverse texts. Participate in shared storytelling experiences. **Creating texts (writing, speaking, creating)** Create written, spoken and other texts which fulfil different purposes, in a range of forms, such as imaginative, simple stories and poems, informative, personal recount, factual reports and procedural (recipes, instructions).		
		Notes Texts selected for the curriculum should reflect diversity including ethnicity; cultural and social backgrounds; positive reflections of disability; gender and family structure. They can also be presented in a variety of languages, including Scots. All learners should have the opportunity to see themselves and their own experiences reflected in texts and to learn about the experiences of a variety of identities, communities and cultures, building empathy and understanding. Learning and teaching can be planned to challenge, rather than reinforce biases. The curriculum can support learners to develop positive identities as readers and writers. Reading and writing personally selected texts is important for reading and writing enjoyment, learning and wellbeing. Enjoyment of texts plays a role in developing skills and knowledge for reading and writing, at the same time as being a valuable end in itself. Children progressively evaluate the relevance, reliability and credibility of information for a range of purposes, including creating new texts. Information sources include those central to children's everyday lives, such as visual and digital texts. These can be used in addition to written sources such as books, newspapers and magazines to support the understanding of information literacy. Practitioners should support all children to both engage with and create text forms that are best aligned to their individual strengths, needs and interests. This can include the use of assistive technologies.					
		At Second Level, see How Texts Work, Story and Identity and Information Literacy for further progression in Enjoying, Engaging with and Creating Texts.					

Return to Contents

<table>
<tr><td colspan="2">Strand</td><td colspan="2">Early Writing</td></tr>
<tr><td rowspan="4">Early Level</td><td rowspan="2">Beginning of early level</td><td colspan="2">Understand:
Marks, drawings, conversations, play and early writing work together to share stories, ideas and information, enabling self-expression.</td></tr>
<tr><td>Know:
Marks, drawing, symbols and/or writing communicate meaning.

Spoken language can be written down.</td><td>Do:
Experiment with making marks and drawing through sensory experiences such as, finger painting or using a range of mark making/writing tools outdoors and in.

Use marks, drawings, symbols, letters or words to represent thoughts, feelings and experiences (emergent writing).

Talk about own marks, drawings or writing when sharing with others.

Share thoughts and ideas orally which can be written by an adult.

Develop gross and fine motor skills e.g. crawl, roll, hop, skip, climb, lift, push, pull, pinch, grasp, twist, thread, squash, squeeze.

Develop pencil grasp and control through a variety of mark making, drawing and/or writing experiences.</td></tr>
<tr><td colspan="3">At later Early Level, see also: Language Foundation for Understanding and Creating (written) Texts (concepts of print and letter knowledge; phonological awareness, phonemic awareness and phonics; sentence knowledge and conventions; reading fluency).</td></tr>
<tr><td rowspan="2">End of Early Level</td><td>Know:
Creating written texts involves the processes of planning, drafting and sharing.

Marks, drawing, symbols, written words and/or sentences can communicate information, ideas and imagination.</td><td>Do:
Plan written texts by generating ideas, for example, use of drawings, story maps, digital tools, puppets/small world and talking together and selecting ideas and information to communicate, for example, through talk, drawings, story maps.

Draft written texts by generating simple sentences, building them orally first before moving on to developing them in written form.

Share written texts with peers and adults and act on feedback.</td></tr>
<tr><td>ASN</td><td>Know (developing awareness of):
Marks, drawing, symbols and/or writing communicate meaning.</td><td>ASN Milestones:
Conveys a message/idea/information using their preferred mode of communication.

Produces marks/drawings that they are able to share as having a meaning.

Demonstrates control of preferred tool for writing in order to create patterns and sequences that convey meaning.

Demonstrates preferred hand to hold tools for writing.

Produces meaningful marks that covey their own name.

Uses objects, photographs, pictures or symbols in sequence to create a story or message.

Uses photograph/name card to label their work.

Groups letters and leaves spaces between words.</td></tr>
</table>

DRAFT

		Notes The development of physical skills is a crucial aspect of early writing which should be developed through play. Experiences outdoors are particularly important for children to develop gross and fine motor skills. Materials should be matched to sensory preferences such as clay, sand, mud and spray bottles. Emergent writing progresses as children develop fine motor control, print awareness and make the connection between conventional written letters and sounds. Early mark making transitions from exploratory to intentional marks (strings of letters or words) which communicate meaning.
		ASN Notes Develop emergent writing and physical skills as above (see notes).
First Level		**Understand:** Written words and sentences transform stories and ideas into connected language which can be shared with readers.
		Know: Creating texts involves the processes of planning, drafting, sharing and editing. Formation of all upper and lower-case letters. Appropriate size, placement and spacing of writing.
		Do: Plan texts through generating ideas, for example, through stimuli, experiences, dialogue with peers/adults, authentic texts used as models. Draft texts by selecting and sequencing ideas, information and vocabulary. Share texts with peers/adults/intended audiences. Edit texts by revising idea(s) and sections of text based on feedback. Write upper and lower-case letters, forming with appropriate strokes and directionality. Develop pencil grasp and control, building fluidity, speed and stamina over time. Use appropriate size, placement and spacing when writing. Write words using appropriate size, placement and spacing.
Notes Selecting and sequencing ideas, information and vocabulary can be supported by the use of visuals/drawings, discussion with peers/adults, word banks, modelled and shared writing, notes under headings, writing frames and sentence stems.		

DRAFT

Return to Contents

<table>
<tr><td colspan="2">Strand</td><td colspan="2">Language Foundation for Understanding and Creating (written) Texts</td></tr>
<tr><td colspan="4">Please also see the beginning of Early Level for initial development of phonological awareness (Oral Language and Interaction) and concepts of print (Enjoying, engaging with and creating texts).</td></tr>
<tr><td rowspan="8">Early Level</td><td></td><td colspan="2">Understand:
Readers and writers connect the sounds and patterns of spoken language with letters, symbols and characters to decode, understand and create texts.</td></tr>
<tr><td rowspan="7"></td><td colspan="2">Concepts of print and letter knowledge</td></tr>
<tr><td>Know:
The direction of print is left to right.

Letters have names and upper and lower-case forms.

Formation of lower-case and some commonly used upper-case letters.</td><td>Do:
Read from left to right and use a return sweep for the next line of text.

Match spoken words to written words while reading, for example, point to words as they are read aloud or track words by eye.

Recall, compare and distinguish between images, shapes, letters and symbols (visual discrimination).

Write lower-case and some upper-case letters using identified starting point and formation.</td></tr>
<tr><td>Know:
Print has meaning.

Print can be seen in the environment.

Pictures and text are different.

Objects, pictures and symbols represent meaning.</td><td>ASN Milestones:
Matches objects, photographs, pictures, symbols and/or text.

Scans and tracks symbols and pictures.

Explores a story book or text in order to find objects pictures and/or words.

Recognises when a story starts and finishes.</td></tr>
<tr><td colspan="2">Phonological awareness, phonemic awareness and phonics</td></tr>
<tr><td>Know:
A syllable is a beat of sound in a word, for example, ta-ble, ca-ter-pill-ar.

Spoken sentences are made up of individual words.

Words are made up of individual sounds (phonemes), for example, c-a-t, c-oa-t.

Words are made up of individual sounds (phonemes) which can be represented by letter/s (graphemes) including single graphemes, consonant digraphs, vowel digraphs, for example, c-a-t, sh-o-p, sh-ee-p.

Sounds (phonemes) can be joined together to create a word (blending), for example, m-a-t = mat.

Words can be separated into sounds (segmenting), for example mat = m-a-t-.

Sounds (phonemes) in words can be added, taken away or changed to create new words (manipulating).</td><td>Do:
Identify and produce patterns and sounds in language including syllables, alliteration and rhyme.

Notice where one word ends, and another begins in a simple spoken sentence (word boundaries).

Recall, compare and distinguish between different sounds (phonemes), for example, m/n, b/p (auditory discrimination).

Notice and play with the individual sounds (phonemes) in spoken words and print.

Blend, segment and manipulate sounds (phonemes) in words.

Decode words using knowledge of letters (graphemes), blending the individual sounds (phonemes) to read words. Words decoded may include, but are not limited to: CVC (cat), VC (in), CVCC (corn), CCVC (that), CVVC (boat).

Segment individual phonemes (sounds) to spell words using known letter-sound relationships (grapheme-phoneme) relationships.</td></tr>
<tr><td>Know:
Own preferences for engaging with songs, rhymes, music and stories.

Letters and words have meaning.

Words are made up of individual sounds.</td><td>ASN Milestones:
Anticipates repetitive words in familiar stories or texts.

Responds to repetitive elements within stories.

Recognises omissions and alterations to familiar songs, rhymes, stories or texts.

Recognises familiar words and/or names.</td></tr>
</table>

			Recognises some familiar words in a storybook or text.
		Word knowledge and spelling	
		Know: The suffix -s can be added to the end of some words to mean that there are more than one, for example, cat-cats (morphemes).	**Do:** Remember the spellings of some personally significant and high frequency words. Spell regular plural nouns by adding the suffix -s.
		Know: Words are made up of individual letters	**ASN Milestones:** Recognises some familiar words in a storybook or text.
		Sentence knowledge and conventions	
		Know: A sentence is a group of words that communicates an idea. Full stops are used at the end of a sentence. The word at the start of a sentence begins with a capital letter.	**Do:** Notice capital letters and full stops in text. Use a capital letter at the start of a sentence and a full stop at the end. Use a capital letter for own name and the personal pronoun 'I'. Create sentences which communicate an idea or message, using scaffolding as required.
		Know: Familiar words can be joined together to create meaning. Marks, drawing, photographs, symbols, written words and/or sentences can communicate information, ideas and imagination.	**ASN Milestones:** Produces marks/drawings that they are able to share as having a meaning. Produce meaningful marks that convey their own name. Conveys a message/idea/information using their preferred mode of communication.
		Reading Fluency	
		Know: High frequency words found in written texts. Capital letters at the start and full stops at the end of a sentence show where a pause is needed when reading aloud.	**Do:** Decode words using knowledge of letters (graphemes), blending the individual sounds (phonemes) to read words in texts. Read high frequency words whilst reading connected text aloud using sounds (phonemes) and letter patterns (graphemes). Use punctuation marks including capital letters and full stops to pause between sentences when reading aloud.
		Know: Pictures and text are different. Letters and words have meaning.	**ASN Milestones:** Scans and tracks symbols and/or pictures. Recognises familiar words and/or names. Recognises some familiar words in a storybook or text.
		Notes Adults should continue to model and support development of phonological awareness, through songs, rhymes and storytelling. Phonemic awareness can begin to develop as children play with alliteration and/or start to make connections between spoken sounds and familiar print. Teaching children to decode, through systematic and explicit teaching of phonics, should be the first approach used initially with all children at the beginning of primary school. However, for some children with persistent difficulties in decoding using phonic knowledge, careful monitoring and assessment may lead teachers to explore how other research- informed approaches might be used to develop word recognition.	

Practitioners should use assessment information about each's child's range of reading skills, experiences and interests to make appropriate adjustments and adaptations to the sequence and scope of phonics instruction required for learners that are best aligned to their individual strengths, needs and interests.

High frequency words make up a large percentage of words learners use in texts, such as 'the', 'I', and 'my'. Many high frequency words contain more complex letter-sound (grapheme-phoneme) relationships than children at the early stages of reading/writing have been taught. Engaging learners in identifying known letter-sound (grapheme-phoneme) relationships, studying the difficult parts, and linking this with the word's pronunciation will support the recall of spelling high frequency words.

See glossary for definitions of the following terms**: alliteration, auditory discrimination, blending, digraph, grapheme, manipulating, phoneme, rhyme, segmenting, syllable, syntax, visual discrimination.**

ASN Notes

Communication resources can be used to support learner needs, for example, objects, photographs, symbols, assistive technologies, visual timetables.

Examples of print in the environment could include logos, symbols and traffic signs.

Engage with texts by using learners' preferred resources and interests.

Use of board books, material books, multi-sensory books or stories.

First Level — Beginning of First Level

Understand:
Readers and writers connect the sounds and patterns of spoken language with letters, symbols and characters to decode, understand connected text and create their own writing.

Concepts of print and letter knowledge

Know:	Do:
Formation of all upper and lower-case letters.	Write upper and lower case letters using correct formation.

Phonological awareness, phonemic awareness and phonics

Know:	Do:
Spoken words can be segmented into syllables. Words are made up of individual sounds (phonemes) which can be represented by letter/s (graphemes) including split diagraph, trigraph and diphthong, for example, cake, high, boy.	Discuss phonological features of stories, rhymes, music and songs, for example, repetition, rhythm, alliteration and rhyme. Blend, segment and manipulate sounds (phonemes) to build and read words. Decode words, of one or two syllables, using knowledge of letter-sound (grapheme-phoneme) relationships. Apply knowledge of sounds (phonemes) and syllables to support decoding and encoding (spelling) of words.

Word knowledge and spelling

Know:	Do:
Written words can be segmented into sounds (phonemes) and syllables. Rhyming words have the same ending sound but do not always have the same spelling, for example, boat/note, threw/blue. Many sounds (phonemes) can be spelt in more than one way, for example, t-r-ai-n, p-l-a-n-e. Spelling rules/letter patterns linked to sequence of letter-sound (grapheme-phoneme) relationships taught in phonics. The names of letters in the alphabet in order. Compound words are where two words are added together to create a new meaning, for example, toothbrush, armpit (morphemes). Common suffixes added to the end of words e.g. -s, -es, -ed, -ing, -y (morphemes).	Segment words into sounds (phonemes) and syllables to spell words using known letter-sound (grapheme-phoneme) correspondences, for example, happy, cobweb, birthday. Use visual strategies to spell high frequency words with less familiar letter patterns, such as, highlight the tricky letter pattern within the word, use mnemonics or say it how it looks, for example, Wed- nes-day. Apply rules/knowledge of letter patterns to spell words, for example, position of a sound (phoneme) influences which letter/s (grapheme) is used, adjacent letters in a word influence the sound (phoneme) that a letter/s (grapheme) represent, multiple sounds (phonemes) for one letter pattern (grapheme) from most common to least common and adding suffixes. Recognise and spell compound words. Add common suffixes to root words, such as jumps, jumping, jumped, jumpy.

DRAFT

Sentence knowledge and conventions	
Know: Question marks are used to show when a written sentence is asking a question. Exclamation marks are used to convey strong emotion, show demands and express greetings. A noun is a word that names a person, place, thing or idea. A verb is a 'doing' word that shows an action (run, laugh, grow) or state of being (is, am, are). An adjective is a describing word which gives more information about a noun. Verb tenses: past, present and future. -Past: action happened in the past (e.g. walked, played, jumped). -Present: action happening now (e.g. walk, play, jump). -Future: action is still to happen (will walk, will play, will jump). Sentences can be started with different types of openings. Conjunctions are a type of word which link ideas together in sentences and are used between two different parts of a sentence (clauses), for example, and, but, so, because etc.	**Do:** Use full stops, capital letters, questions marks and exclamation marks to punctuate some simple written sentences. Identify and use nouns, verbs and adjectives in reading and in writing sentences. Vary openings in some written sentences. Use common conjunctions to build longer sentences.
Reading Fluency	
Know: Readers use their voice whilst reading aloud to express the feelings and meaning contained within texts, and this supports their understanding.	**Do:** Read high frequency words and words with familiar letter-sound (grapheme-phoneme) relationships, with increasing accuracy and automaticity. Use different voices, facial expressions and actions that make stories, songs, poetry and rhymes (including Scots) entertaining to listen to and the meaning clear. Read words at a pace which supports understanding.
Concepts of print and letter knowledge	
Know: Appropriate size, placement and spacing of writing.	**Do:** Write words using appropriate size, placement and spacing.
Phonological Awareness, phonemic awareness and phonics	
Know: Sounds (phonemes) are represented by letters (graphemes) in words. Written words can be segmented into sounds (phonemes) and syllables.	**Do:** Apply letter-sound (phoneme-grapheme) knowledge to read and spell a variety of word types, including multisyllabic words.
Word knowledge and spelling	
Know: Written words can be segmented into sounds (phonemes) and syllables. Common prefixes added to the beginning of words, such as un-, re-, dis-. Common contractions, such as I've, I'm, don't. Common homophones, such as their/there, no/know, to/too, new/knew.	**Do:** Use a variety of strategies and resources to spell high frequency words with less familiar graphemes and unfamiliar vocabulary, such as digital tools, dictionaries, word lists. Apply spelling knowledge to a variety of word types, including multisyllabic words, such as morphemes, spelling rules/patterns. Add common prefixes to root words. Spell common contraction words and common homophones accurately.
Sentence knowledge and conventions	

		Know: Question marks are used at the end of a sentence to indicate that the sentence is asking a question. Exclamation marks are used at the end of a sentence to convey strong emotion, show demands and express greetings. Apostrophes are used to indicate the place of missing letters in a contraction.	**Do:** Use full stops, capital letters, questions marks and exclamations marks accurately to punctuate some simple written sentences. Read and spell common contractions, such as I've, I'm, don't.
		Reading Fluency	
		Know: Readers use their voice whilst reading aloud to express the feelings and meaning contained within texts, and this supports their understanding.	**Do:** Read high frequency words and words with familiar letter-sound (grapheme -phoneme) relationships, with increasing accuracy and automaticity. Use different voices, facial expressions and actions that make stories, songs, poetry and rhymes (including Scots) entertaining to listen to and the meaning clear. Read words at a pace which supports understanding. Read aloud with others to develop fluency. Use question marks and exclamation marks to support expression whilst reading aloud.
		Notes Adults should help children notice the way that sentence starters, conjunctions and punctuation are used by writers, during reading activities with a range of different types of written texts. Learners can then use these model texts to develop their own use of sentence starters, conjunctions and punctuation. Spelling rules/letter patterns should be linked to the sequence of letter-sound (grapheme- phoneme) relationships and morphemes which have been taught: 1. position of a sound e.g. *oi* at the beginning or middle of the word (oil, coin), *oy* at the end (boy, enjoy) or *c* is used when followed by *a, o, u* or a consonant (cat, cut, cot) and *k* is used when followed by *e, I or y* (key, king, sky). 2. adjacent letters e.g. g followed by *a o u* or a consonant (gang, got and give) and *g* when followed by *e, I or y* (gentle, giant, gym). 3. multiple sounds e.g. the letters *ea* represent various sounds including: • *ea* as in heat, the long *e* sound, which is the most common sound • *ea* as in head, the short *e* sound, which is a less common sound • *ea* as in steak, the long *a* sound, which is the least common sound. 4. adding suffixes e.g. drop final *e* before -ing (make- making), change *y* to *I* (happy - happiness). See glossary for definitions of the following terms: **alliteration, blending, clauses, conjunction, digraph, grapheme, homophone, manipulating, morpheme, phoneme, prefix, rhyme, segmenting, suffix, syllable, syntax, visual discrimination.**	

Return to Contents

Appendix A – Glossary of terms

Alliteration	Repetition of a consonant sound at the beginning of each word in a sequence of connected text. For example: *Laura the loopy lamb was lost.*
Apostrophe	A punctuation mark (’) used to show possession or to indicate missing letters in a contracted word, for example *Sarah’s* book and *don’t*.
Audience	The intended reader, listener, or viewer of a text or communication.
Blending	The process of combining individual sounds (phonemes) together to read or say a word, for example blending *c-a-t* to make cat.
Characterisation	The way a writer or creator develops and presents a character through their appearance, actions, thoughts, speech, and relationships with others.
Clauses	A group of words containing a subject and a verb, for example *'the dog barked'*.
Colon	A punctuation mark (:) used to introduce a list, explanation, example, or additional information.
Comma	A punctuation mark (,) used to separate items in a list, mark a pause, or clarify the structure of a sentence.
Conjunction	A word used to join words, phrases, clauses, or sentences, for example *and, but,* or *because*.
Digraph	Two letters which together make one sound. These include consonant digraphs such as *ch*, or *sh* and vowel digraphs where at least one of the letters is a vowel, such as *oa* or *ay*.
Dipthong	A sound formed by combining two vowels in a single syllable. The sound begins as one vowel sound and moves towards another such as *oy* in ‘boy’, or *oi* in ‘coin’.
Direct speech	The exact words spoken by a person or character, usually enclosed in speech marks, for example, *“I am going home,” said Joseph*.
Disinformation	False or misleading information that is deliberately created or shared to deceive people.
Ellipses	A punctuation mark consisting of three dots (...) used to show that words have been omitted or to create a pause, hesitation, or unfinished thought.
Emotive Language	Words and phrases chosen to create a strong emotional response in the reader, listener, or viewer.
Etymology	The exploration of roots and origins of words and the way their meanings have changed throughout history, for example, cent (root word meaning one hundred) centimetre, centipede, centenary, century, percent.
Evaluation frameworks	Structured sets of criteria or questions used to assess and judge the quality, effectiveness, reliability, or value of a text, source, or piece of work.
First person	A point of view in which the narrator or writer refers to themselves using words such as *I*, *me*, *my*, or *we*.
Form	The overall structure, layout, format and/or general shape that people select to organise their ideas in texts. Written, spoken and other texts can all be created in a variety of forms.
Grapheme	A single letter or combination of letters that represent a sound (phoneme) in a syllable or word, for example a, ai, ay. (Single graphemes are the individual letters of the alphabet: e.g. c, a, w.)
Genre	A specific category or style of text defined by its own set of conventions.
Group dynamics	The ways in which people interact, influence each other and work together within a group to achieve a shared outcome.
Hallucination	AI invented content, presented as fact, which is incorrect or misleading.
Homophone	A word that sounds the same as another word but has a different meaning and usually a different spelling, for example 'there', 'their', and 'they’re'.
Identity	The unique combination of qualities, beliefs, experiences and personality that makes an individual who they are. This includes, but is not limited to, values, group affiliations, sexuality, gender, race, cultural heritage, connections and self-expression. People can feel a sense of belonging to groups who hold similar identities and common interests.
Information bias	Information presented to favour a particular point of view or perspective, rather than being objective and neutral in its interpretation of facts.
Inquiry question	An open-ended question that encourages active engagement with a range of information sources and the formation of evidence-based conclusions.

Internal bias	The personal beliefs, assumptions, or preferences that exist within an individual, which can influence how they think, interpret information and communicate; often without being fully aware.
Inversion	A change in the usual order of words in a sentence, often used for emphasis, effect, or to create a particular style, for example, '*Down the hill rolled the ball'* instead of *'The ball rolled down the hill'.*
Keywords	Words used when searching digitally for information on a topic. Choosing appropriate keywords ensures a search engine's results are more likely to be relevant to the information sought.
Manipulating	Adding, deleting or substituting sounds (phonemes) in words.
Metaphor	A figure of speech that describes one thing as if it were another to create meaning or imagery, for example, '*The moon was a silver coin in the sky.*'
Misinformation	False or misleading information that is shared without the intention to deceive others.
Morphemes	The smallest unit of meaning in a word. A morpheme can be a whole word, such as *book*, or a part of a word, such as the prefix *un-* in unhappy or the suffix *-ed* in jumped.
Non-sentence	A group of words that does not form a complete sentence because it lacks a subject, a verb, or a complete idea, for example, '*Running down the road*' or *'the big red ball'*.
Onomatopoeia	A word that imitates or suggests the sound it describes, for example, *buzz*, *crash*, or *splash*.
Parameters	Specific criteria or commands used to refine and control digital search results and help locate the most relevant information.
Parenthesis	A word, phrase, or clause added to a sentence to provide extra information or clarification. It is usually marked by commas, brackets, or dashes.
Phoneme	The smallest part of spoken language. Phonemes combine to form words, for example the word ship is made up of three phonemes: *sh*, *i*, and *p*.
Phonemic awareness	The ability to notice, think about and work with the individual sounds in spoken words.
Phonological awareness	The ability to hear and manipulate, or 'play with' the spoken sounds in words and sentences.
Plot	The sequence of events in a story or narrative, including the main actions and developments that shape what happens.
Prefix	A letter or group of letters added to the beginning of a word to change its meaning, for example *un-* in 'unhappy' or *re-* in 'rewrite'.
Question types	Different kinds of questions used to gather information, develop understanding, or encourage thinking. Examples include open questions to encourage deeper exploration; closed questions to give control to the questioner; probing questions that require the respondent to think through their own points in more detail; and leading questions that can attempt to bias or influence the answer.
Rhyme	The repetition of the same or similar sounds, usually at the end of words, for example, *cat* and *hat*, or *light* and *night*.
Register	The way in which language is adapted and used according to context. It may refer to tone, word choice or level of formality.
Second person	A point of view in which the reader or listener is directly addressed using words such as *you* and *your*.
Segmenting	Breaking or separating a word into sounds in order to spell it.
Semicolon	A punctuation mark (;) used to link closely related clauses or to separate items in a complex list.
Setting	The time and place in which a story, text, or event occurs, helping to create context and atmosphere.
Simile	A figure of speech that compares one thing to another using the words *like* or *as*, for example, *'as busy as a bee'* or '*the water sparkled like diamonds'*.
Split Digraph	Two letters that work together to make one sound but are separated by another letter, for example the *a-e* in 'make' or the *i-e* in 'time'.
Story	A structured narrative of events, involving people (characters) and places (settings).
Suffix	A letter or group of letters added to the end of a word to change its meaning or grammatical function, for example *-ful* in 'helpful', *-ed* in 'jumped', or *-ness* in 'kindness'.

Return to Contents

Syllable	A word or word part which contains a vowel sound, e.g. basket has two syllables: *bas* - *ket* and cat has one syllable.
Syntax	The order and arrangement of words in a sentence.
Third person	A point of view in which the narrator refers to people or characters using words such as *he*, *she*, *they*, or *it*.
Tone	The attitude or feeling conveyed by a text, shaped by the writer's choice of language, style, and content, for example serious, humorous, formal, or persuasive.
Trigraph	A group of three letters that work together to represent a single sound, for example *igh* in 'light' or *ear* in 'hear'.
Visual Discrimination	The ability to see differences between visual features, such as shapes, patterns, letters and symbols.
Verb tenses	Forms of verbs that show when an action or state occurs, for example in the past, present, or future, such as *walked*, *walk*, and *will walk*.
Voice	The perspective, identity, or point of view expressed in a text. Voice can be revealed through a character's words and actions, the choices made by the creator, or the language used. Exploring voice helps learners consider whose experiences and viewpoints are represented, whose may be missing, and how voice can be used in their own texts to engage or influence an audience.
Word Choice	The deliberate selection of words and phrases to create meaning, convey tone, and achieve a particular effect on the reader, listener, or viewer.

DRAFT

Declaration

The content of this document was written by the author, exercising full professional judgement. Education Scotland approved AI tools were used to support review, clarity, and quality assurance. Education Scotland staff retain full responsibility and have reviewed and approved all content.

Version History

Version	Date	Detail
Version 1	4 November 2026	First released