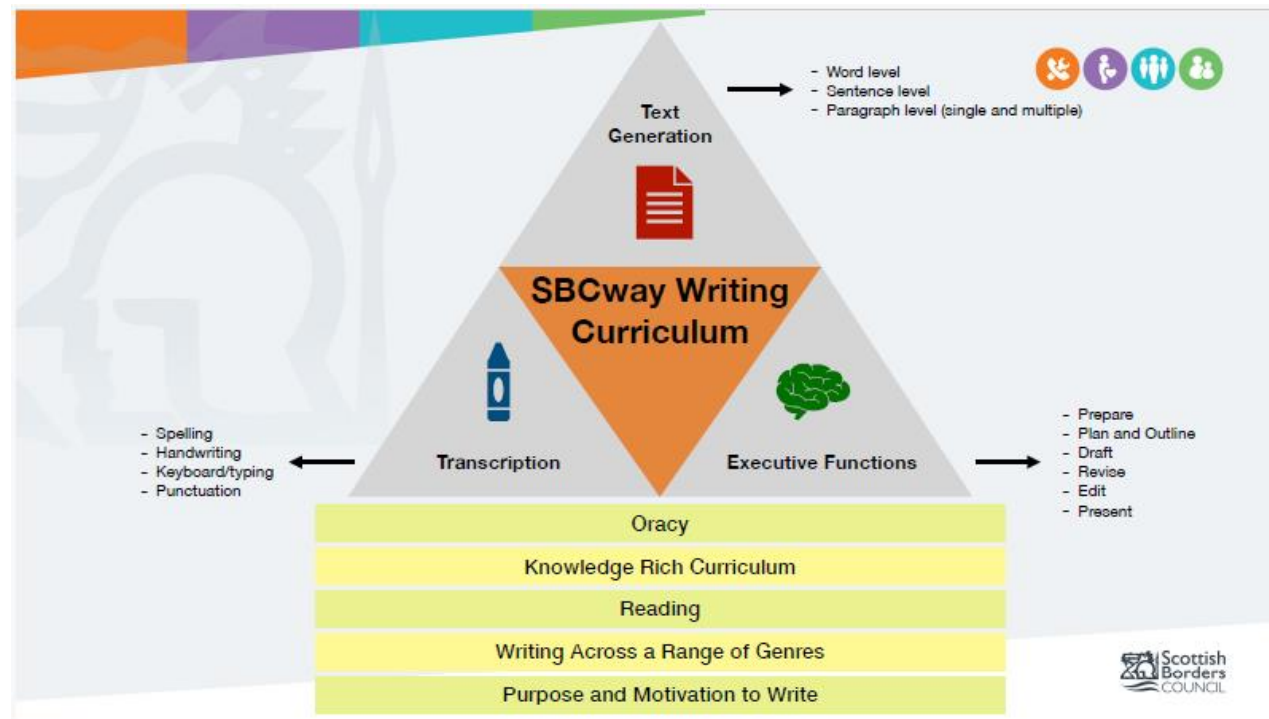


SBCway Writing Progression Pathway – EARLY LEVEL



We have introduced an icon to signify fine and gross motor skills required for pre-writing.



The term “Executive Function” within this model is **NOT** the same as the definition noted in “Realising the Ambition- Being Me” pg 23 (Scot Gov 2020).

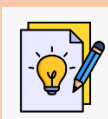
The SBCway Methodology

The #SBCway for Writing is underpinned by “The Simple View of Writing”. This is a more specific approach to writing based on three elements – Text Generation, Transcription and Executive Functions.

Each of these elements have been broken down into a progressive pathway to develop our learners as confident, engaged and independent writers. The approach behind this methodology is based on the work of Dr. Hochman and “The Writing Revolution.”

Key Messages from SBC Early Years Literacy Strategy

- All our learners will experience daily high-quality learning, teaching and assessment.
- Our settings promote daily opportunities for engaging with print, mark-making, talking and listening.
- Adults in our settings are Literacy Role Models, promoting reading, writing, talking and listening as an enjoyable and engaging experience.
- All our learners experience a literacy rich environment- meaningful and engaging experiences and interactions focusing on the development of early literacy skills.
- Our schools and settings engage families as partners in learning.
- Our practice is research led and evidence based.



Building a Writing Culture and Environment

A Literacy Rich Environment

Key messages and highly effective practice

Culture

We create a **positive, collaborative and motivating** writing **culture** within our classrooms.

We allow learners to understand the **purpose and audience** to write to allow writing to be a meaningful experience. We engage **families and partners** in our writing culture.

We ensure there are opportunities for **cross curricular** learning in writing. We allow learners to make **meaningful connections across all aspects of literacy** e.g., writing, reading and oracy.

We provide opportunities to write across the **4 contexts of learning** (Curriculum Area & Subjects, Interdisciplinary Learning, Ethos and Life of the school, Opportunities for Personal achievement)

We provide opportunities for our learners to **write every day**.

We are role models for our learners by promoting writing as an enjoyable and engaging experience.

We explicitly teach and **model** writing skills and knowledge of language at **word, sentence and text level**. We engage with authors and novels to showcase good examples of how writers write.

We celebrate National literacy events across our school e.g., Scottish Book Trust 50 words competition, author live events.

Environment / Spaces

We showcase **Literacy ‘Learning Walls/Journeys’** and celebrate these in both classrooms and communal areas within our school. We support local library, school library and class library (book nook etc.) engagement and enjoyment.

We publish and **share learners writing** within the classroom and across the school.

We provide opportunities for our learners to write within imaginary and **play** contexts e.g., class café completing order sheets, menus, shopping lists. We provide opportunities for learners to apply their writing in **real life contexts** within our school e.g., writing table, tuck shop, annotating artwork



BUILDING A WRITING CULTURE AND ENVIRONMENT- SPACES, EXPERIENCES, AND INTERACTIONS

Early Level Experiences and Outcomes

Enjoyment and Choice

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>Learners are motivated to mark-make/write every day for a variety of purposes and audiences.</i>	BUILDING A WRITING CULTURE AND ENVIRONMENT- SPACES, EXPERIENCES, AND INTERACTIONS			BENCHMARKS ENJOYMENT AND CHOICE. Writes for enjoyment, exploring patterns and sounds, in a range of play, imaginative and real contexts.
	Phase 1	Phase 2	Phase 3	
				
	I can experiment with mark-making through different media e.g. in shaving foam, sticks in mud etc. * I can show an interest in print and the different ways in which it is presented, e.g. shopping lists, cards, posters. *	I can show an interest in mark making and may choose to imitate and copy marks in my environment. * I can make marks to communicate information within play e.g. random marks and shapes that represent the items on a shopping list or menu. *	I can use my knowledge of phonemes and graphemes to write individual words and share this by reading it aloud e.g. sign for the role play area, writing a shopping list etc. *	

SBCway Writing Progression Pathway – EARLY LEVEL



Developing Skills For Writing- Pre- Writing Continuum (Highland Literacy)

Before formal handwriting instructions, learners require significant experiences of use of scissors, developing a dominant hand/grip and be able to form marks in a variety of situations.



Early Level Experiences and Outcomes

Tools for Writing

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 0-13/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 0-21a

TEXT GENERATION	Phase 1	Phase 2	Phase 3	BENCHMARKS/ Guidance
 Tools for writing	 I can hold, open, and close scissors with help. E.g., using dual control or easy grip scissors. * I can open and close scissors using a controlled action. * I can use two hands together e.g., opening jars and tubs/ boxes * I can control and manipulate small tools effectively. * I can use a tripod grasp to manipulate small objects e.g. rolling playdough balls	 I can hold scissors appropriately. * I can cut in a straight line * I can cut out simple shapes (elbow tucked into side and turning the paper) * I can cut along curved lines e.g. circles* I can use a dominant (doing) hand and an assist (helping) hand during activities. * I can use a tripod grasp for more intricate tasks e.g. picking up small items, threading (pincer grip)	 I can open and close scissors using a controlled action. * I can cut out shapes with curved and straight lines * I can use a dominant hand and helping hand in various tasks e.g., cutting, zipping, buttons. * I am getting faster at tasks I have practiced e.g., putting coins into a slot in role-play, fastening coats. * I can use a tripod grasp to accurately put things together e.g. threading, joining. *	“In the development of writing, children need to not only be provided with a wide range of mark making opportunities when they are small, but also be able to explore other experiences such as manipulating clay or using peg boards, completing jigsaws or sewing to fully develop the small muscles in their hands. (RTA p70)

SBCway Writing Progression Pathway – EARLY LEVEL



Developing Skills For Writing- Pre -Writing Continuum				
Early Level Experiences and Outcomes				
Tools for Writing 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 0-13/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 0-21a				
TEXT GENERATION	Phase 1	Phase 2	Phase 3	BENCHMARKS
 	 I can use a variety of tools to mark make. I can control the pressure I use on the paper with a writing tool. * I can hold my pencil with a palmer grip and use my shoulder to make marks. (likely to be long and straight or large and circular. * 	 With growing confidence I can use marking making tools with increasing precision and control. I can cross the mid-line and make marks moving left to right. * I can hold my pencil with a digital grip and movement comes from my elbow. My wrist is often stiff. Stage 1 Movements is a sawing motion. Stage 2 Lower arm swings out from the body.  I can hold my pencil with a 4 finger grip and my wrist, hand and fingers move together. 	 I can confidently and independently use mark making tools with precision and control. I can make smooth and fluid movements to draw shapes with different tools - my finger/ paintbrush. * I can hold my pencil in a tripod grip and my fingers work together. 	TOOLS FOR WRITING Uses a pencil with increasing control and confidence.

SBCway Writing Progression Pathway – EARLY LEVEL



Developing Skills For Writing- Pre-Writing Continuum

Early Level Experiences and Outcomes

Tools for Writing

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 0-13/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 0-21a

TEXT GENERATION	Phase 1	Phase 2	Phase 3	BENCHMARKS TOOLS FOR WRITING
 				Uses a pencil with increasing control and confidence.
	I can make random 'scribble' marks. * I can mark make in different directions – back and forth/ up and down, round and round. * I can make random marks on the page. My pencil often does not leave the paper*  I can make marks with greater control and shapes or patterns may appear. * 	I can imitate simple marks after watching an adult e.g. vertical, horizontal, and diagonal lines. * I can copy simple shapes that involve one movement e.g. circles, zigzags, wavy lines. * I can draw faces, sometimes with arms and legs coming from them..*  I can draw bodies, and sometimes add hands and feet. * 	I understand movement concepts e.g. up, down and around. * I can imitate shapes that involve multiple movements e.g. a square or X I can copy shapes that have multiple movements e.g. a square or X. * I can draw bodies, and sometimes add hands and feet. * I can create drawings that are becoming more representational by using finer details such as hair and eyelashes on people or tails and horns on unicorns. * 	



Developing Skills For Writing- Emergent Writing Continuum

Early Level Experiences and Outcomes

Tools for Writing

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 0-13/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 0-21a

TEXT GENERATION	Phase 1	Phase 2	Phase 3	BENCHMARKS
				Tools for writing Forms most lowercase letters legibly.
		I can write my name using: Some letters All letters *	I can form the letters in my name correctly	Knows the sounds of lowercase and some uppercase letters.
		I can form lower case letters legibly. Some Most All	I can form letters correctly: Some Most All	Leaves a space between words when writing.
		I can try to write my own words by combining letters	I can copy a scribed sentence.	Writes words from left to right.
			Using my knowledge of graphemes and phonemes, I can write familiar words correctly	Makes an attempt to spell familiar words correctly.
			I can write at least one sentence, forming my letters correctly, with a capital letter and a full stop, leaving a space between each word.	Makes an attempt to use a capital letter and a full stop in at least one sentence.



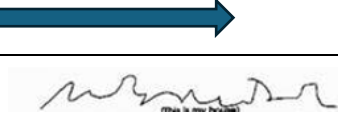
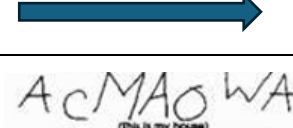
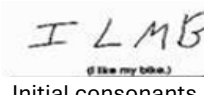
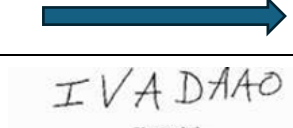
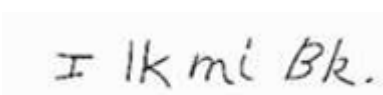
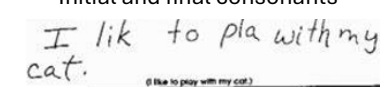
Developing Skills For Writing- Pre-Writing Continuum

Early Level Experiences and Outcomes

Tools for Writing

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 0-13/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 0-21a

TEXT GENERATION	Phase 1	Phase 2	Phase 3	BENCHMARKS
	 Scribbles	 Random letters  Initial consonants I can write my name using: Some letters All letters *	 Random and initial consonants  Initial and final consonants  Vowel sounds appear I can copy a scribed sentence. I can write at least one sentence with a capital letter and a full stop, le	TOOLS FOR WRITING Leaves a space between words when writing. Writes words from left to right.

SBCway Writing Progression Pathway – EARLY LEVEL



Developing Skills For Writing- Talking to Write- Oral, Scribed, Supported, Independent

Early Level Experiences and Outcomes

Organising and using information

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



Creating Text

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

TEXT GENERATION	Phase 1	Phase 2	Phase 3	BENCHMARKS
Organising and using Information  Creating text 	 I can talk about marks I have made. * I can use a photo/printed name label to identify my own work. * I can talk about what I am doing now (the present). * I can retell parts of a story I know. *	 I can create a picture and describe simply what is happening. * I can use objects, photos, pictures or symbols in sequence to create a story or message. * I can talk about the past, present and future. * (and have scribed) I can share a personal event – “when” and “what happened” * I can retell a story I know using a story map or pictures to help me. * I can make up a story and tell it to another person. * (and have scribed)	 I can create a detailed drawing and describe in detail what is happening in my picture. * I can create a sequence of drawings and use sequencing language (first, next, then) to tell my story. * I can talk about the past, present and future. * I can share a personal event – “when” and “what happened” * And with support begin to write I can retell/ make up a story orally and have it scribed or attempt to write I can make up a story and help with the writing, using my knowledge of graphemes, phonemes, and words I know. * I can make up a story and attempt to write it independently	Organising and Using Information 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. Creating Texts 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.

SBCway Writing Progression Pathway – EARLY LEVEL



Learning to Write - Oral, Scribed, Supported, Independent

Early Level Experiences and Outcomes

Tools for Writing

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 0-13/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 0-21



Organising and using information

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

Creating Text

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

TEXT GENERATION	Phase 1	Phase 2	Phase 3	BENCHMARKS
				
  Sentence Structure <i>(Sentence Level)</i>	Building Sentences – linked to Listening and Talking. Through modelling and demonstration in core provision learners observe adults scribing and writing for different purposes. For example Floor books Scribing child's voice wall displays		Building Sentences I can create a sentence orally and have scribed I can attempt to write my sentence independently using my knowledge of graphemes and phonemes, showing: who, doing what who, doing what, where when, who, doing what, where Scrambled Sentences With increasing independence, I can rearrange a scrambled sentence using pictures and/or words	
  Sentence Types <i>Sentence Level</i>			I can add the correct punctuation to a statement I can write a simple statement.	
Punctuation			Capital Letter Full Stop	

Tools for 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.

Organising and Using Information

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.

Creating Texts

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



Developing Skills For Writing- Talking to Write- Oral, Scribed, Supported, Independent

Early Level Experiences and Outcomes

Tools for Writing

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 0-13/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 0-21



Organising and using information

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

Creating Text

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

Sharing these with others in imaginative ways: EYF < 65B/EYF < 65A				
TEXT GENERATION	Phase 1	Phase 2	Phase 3	BENCHMARKS <u>Tools for Writing</u> 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. <u>Organising and Using Information</u> 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. <u>Creating Texts</u> 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.
 Sentence Openers (Sentence Level)	Building Sentences – linked to Listening and Talking. Through modelling and demonstration in core provision learners observe adults scribing and writing for different purposes. For example Floor books Scribing child’s voice Wall displays		I can begin a sentence with • A • The • A proper noun • The appropriate pronoun – He, She, They, Our I can create a sentence orally and have scribed I can attempt to write my sentence independently using my knowledge of graphemes and phonemes	
 Sentence Transitions (Sentence Level)			I can sequence pictures from a story using first, next then I can create a sentence orally and have scribed I can attempt to write my sentence independently using my knowledge of graphemes and phonemes	
Punctuation			Capital letters Full stops	



Developing Skills For Writing- Talking to Write- Oral, Scribed, Supported, Independent				
Early Level Experiences and Outcomes				
Tools for Writing 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 0-13/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 0-21 Organising and using information Within real and imaginary situations, I share experiences, feelings, ideas and information in a way that communicates my message. LIT 0-26a Creating Text 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				
Text Generation	Phase 1 	Phase 2 	Phase 3 	BENCHMARKS <u>Tools for Writing</u> 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. <u>Organising and Using Information</u> 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. <u>Creating Texts</u> 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.
 Sentence Expansion			I can expand a given phrase using a combination of when, where, why I can expand a given phrase using the conjunctions and, because I can complete sentence stems beginning with Before, After - orally (and have scribed) - attempt to write independently using my knowledge of graphemes and phonemes	
 Sentence Elaboration			I can use adjectives in my sentences.	
Punctuation			Capital letter Full stop	

SBCway Writing Progression Pathway – EARLY LEVEL



Developing Skills For Writing- Talking to Write- Oral, Scribed, Supported, Independent				
Early Level Experiences and Outcomes				
Organising and using information Within real and imaginary situations, I share experiences, feelings, ideas and informaion ina wa ythat communicates my message. LIT 0-26a				
Creating Text 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				
VOCABULARY				
Tier 1 – basic words, commonly used in everyday language, do not usually require explicit teaching – house, run, happy				
Tier 2- more sophisticated words commonly used across more than one subject area/alternatives to Tier 1 words – nice/pretty, happy/delighted, big/colossal				
Tier 3- technical terms and topic/subject specific vocabualry- photosynthesis, confluent, hypotenuse				
Text Generation	Phase 1	Phase 2	Phase 3	BENCHMARKS
				
	Increasing complexity of vocabulary			
Developing Vocabulary	Learners can select words in their talk to convey simple ideas		Learners can select words in their talk/ writing to convey a simple idea. With support, learners can identify, use and understand Tier 2 and Tier 3 vocabulary. Focus: Nouns, Simple Adjectives Learners can: - • Categorise the word. Identify the purpose and function of the word. Syllabise the word. – • Use actions or visual cues to retain the word. • Use words in context, in a sentence.	Organising and Using Information 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. Creating Texts 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.



Developing Skills For Writing- Talking to Write- Oral, Scribed, Supported, Independent

Early Level Experiences and Outcomes

Tools for Writing

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 0-13/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 0-21



Organising and using information

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

Creating Text

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

Text Generation	Phase 1	Phase 2	Phase 3	BENCHMARKS
			 <i>For short, simple paragraphs. Whole class modelling (I do, we do):</i>	
 Paragraph Level Single Paragraph Outline (SPO) Teacher Modelled, Class created			Learners: Paragraph Outlining <u>Topic Sentences</u> Identify a topic sentence. Distinguish the topic sentence from other details in a paragraph. Create a topic sentence when provided with a topic title. Create a topic sentence when provided with simple details. Paragraph Details <i>Given a topic sentence</i> Sequence given details. Eliminate irrelevant details. Select relevant details from a list. Create details for a single paragraph outline. Concluding Sentence Identify and create a concluding sentence.	Tools for 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. Organising and Using Information 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. Creating Texts 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.



Developing Skills For Writing- Talking to Write- Oral, Scribed, Supported, Independent

Early Level Experiences and Outcomes

Tools for Writing

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 0-13/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 0-21



Organising and using information

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

Creating Text

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

Text Generation	Phase 1	Phase 2	Phase 3	BENCHMARKS Tools for 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. Organising and Using Information 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. Creating Texts 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.
				
 Paragraph Level - continued Single Paragraph Outline (SPO)			Writing a paragraph Modelled by the teacher, created as a class. <i>Using the paragraph outline:</i> Learners are supported (modelling I do /we do) to build a single short paragraph	
 Unelaborated Paragraphs			Modelled by teacher, created as a class. Throughout this process learners, with support, will begin to develop the following skills: elaborating a paragraph through using Sentence Expansion Varying Vocabulary	
Punctuation			Capital letters, full stops	

SBCway Writing Progression Pathway – EARLY LEVEL

