CEC Literacy and English Progression Pathway

Early Level

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CEC Literacy and English Progression Pathway Rationale:

- This progression pathway provides guidance for practitioners around planning learning, teaching and assessment within Literacy and English.
- It supports sustained improvement and strives to provide increased consistency across CEC schools and settings, creating a smooth transition between key phases within Broad General Education (BGE).

Structure and Layout:

- Within the Early Level progression there are two clear phases (Phase 1 - preschool year at ELC and Phase 2 - Primary 1).
- The benchmark is highlighted at the end of each strand for that aspect of Literacy and English curriculum.
- Curriculum Organisers encompass all aspects of Writing, Reading and Talking and Listening. It has been designed this way, as Early Years Literacy Skills are taught in tandem with one another rather than in isolation. However, it allows practitioners the opportunity to focus on certain skills/areas if needed.
- Through engagement with the Progression Planners, all practitioners should build a shared understanding of progression through Early Level, strengthening planning for learning, teaching and assessment and supporting ongoing tracking, moderations and achievement of a level through the Moderation Cycle.
- These progression pathways sit alongside CEC Literacy Strategy which continues to drive forward raising attainment in literacy for all.

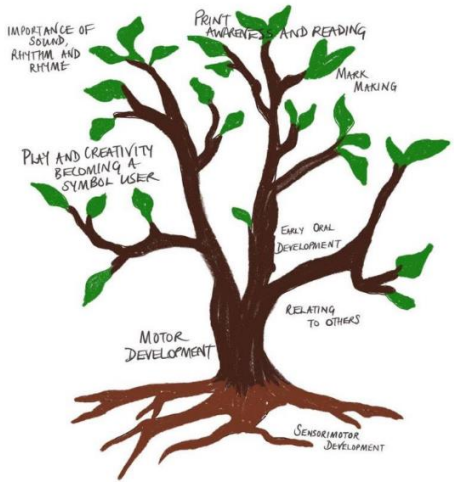
What the Literacy and English Progression Pathways don't do:

- Specify texts or identify complexity of texts.
- Indicate length of writing.

The reason for this is that it we cannot overtake the curriculum as it is and we have sought to include scope for flexibility and personalisation of the curriculum to a local context – this is a central tenet of the Curriculum for Excellence

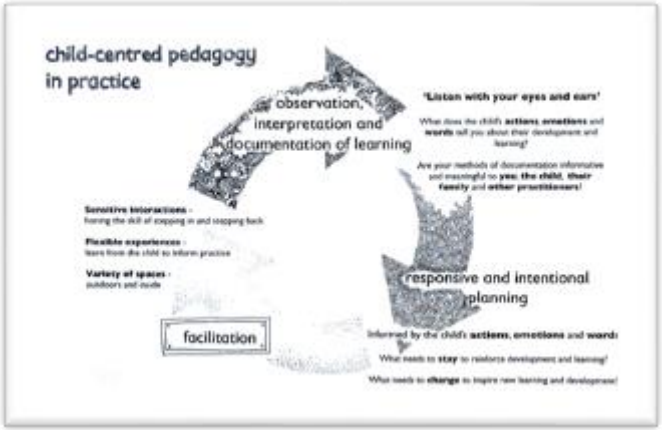
The progression pathways can be used to aide discussion of the progressive complexity of texts – professional discussions around, for example, 'is there more complexity in this P4 text or this P3 text? What is the curriculum and relevant progressions asking them to do with a text at this time?'

Additional information on how to use these pathways can be found in our introductory webinar.



Planning, Learning and Assessment at Early Level

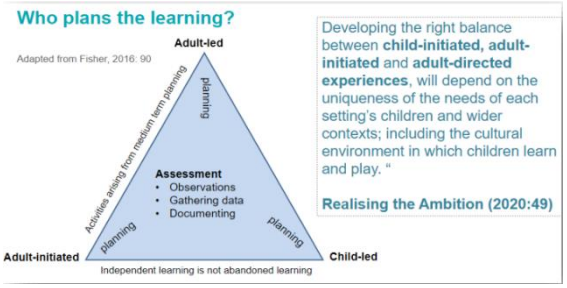
Children working at Early Level learn within a play-based curriculum. While the process of planning, teaching and assessing children is similar at all levels, there are some important considerations for adults delivering child-centred play pedagogy.



Planning

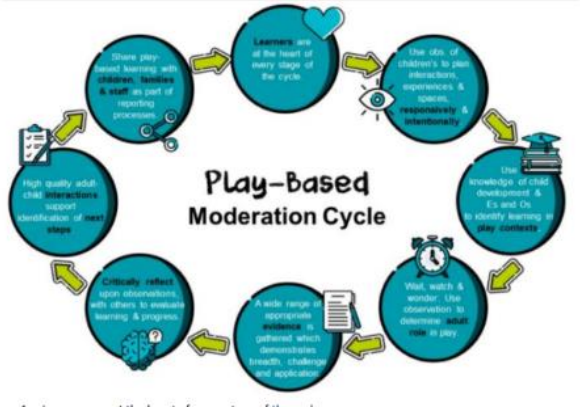
As shown in the visual above (from Realising the Ambition), adults will intentionally and responsively plan interactions, experiences and spaces based on the interests and learning needs of the children they are working with at Early Level. Children should be meaningfully involved in this process and their contribution should be clearly evidenced in your observations and responsive planning.

When planning, consider which of the experiences and outcomes you expect the children to demonstrate in their play and ensure that you provide the necessary resources, support and opportunities for them to develop and extend these skills whilst doing so. Other skills, such as phonics, will need to be taught directly using more formal approaches. Specific planning, teaching and assessment advice is included in the Literacy Rich manuals for P1 and P2, which can be accessed here: Literacy Rich. Further information on Literacy and English skills observable in play is provided here: literacy play and teaching moments benchmarks.pdf



Learning

At Early Level, children should access a range of adult-directed, adult-led and child-led learning experiences. The exact balance of these will vary, depending on the needs of the learners and what is being learned, but every child should experience all of these during their early years of primary school. Consider where your timetable allows children to experience episodes of direct teaching, follow-up work in small groups or individually and when they can follow their individual play agenda for extended periods on their own, with an adult or their peers.



Assessment and Moderation

Just as at other levels, assessment of children working at Early Level should be planned and will be holistic in nature, using a range of information gathered over the course of the year to assess children's progress with bundles of experiences and outcomes. Moderation is just as important in ensuring that judgements of children's progress and development are robust at Early Level, but the cycle looks slightly different, and the play-based moderation cycle has been developed to address this. Further detail is provided here: play-based moderation cycle.pdf

A wide range of evidence should be gathered, including samples of work, photos of children's creations, recordings of their comments, video clips of play and notes taken by adults during direct teaching or group learning sessions. High-quality observations are extremely important in evidencing children's early learning, and these should be planned for and taken regularly, both in play and when children are working with an adult or their peers. This will build a fuller picture of each child as a learner, their strengths, progress and next steps and will allow adults to plan future learning, teaching and assessment effectively. Specific guidance about documenting significant observations of learning can be accessed below.

Again, consideration should be given to the skills children are likely to develop in child-led, adult-initiated and adult-led interactions, experiences and spaces, as this will help you decide which type of assessment is most appropriate to elicit evidence of learning. Children should be actively involved in gathering evidence and sharing their learning at the earliest opportunity and teachers will need to spend some time building methods of doing this e.g. using the iPads, into classroom routines.

Further information and resources for planning, learning and teaching at Early Level is available here:

Starting P1 Pack

Play for Learning Guidance

Play for Learning - Learning Environment guidance.pdf

EAL Learners

The Progression Pathways relate to Literacy in English. Developing bilingual learners at Stage of English 1-4 may not move through the Progression Pathways in a typical way as they are learning an additional language (EAL) and at the same time, developing new skills through that language.

NOTE: Bilingual learners in supportive class contexts typically take 5-7 years to reach Stage 5 – Fluent.

Several factors may affect developing bilingual learners' progress in Literacy and English: Stage of English, level of literacy in home language, writing system in home language, similarity of home language to English, the learning context and other ASNs. For more information on how these factors may affect progress see appendix.

The EAL Tracker can be used alongside the Progression Pathways to support planning, progression and assessment for bilingual learners. This simple assessment tool specifically tracks EAL development. There may be some overlap with the Progression Pathways, but it should be used alongside and not as a replacement.

Understanding which Stage of English a learner is working within means we can provide an appropriate level of challenge together with selected strategies to support their progress in language and literacy.

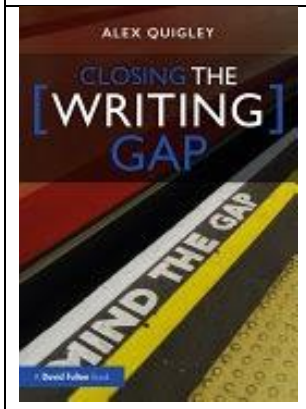
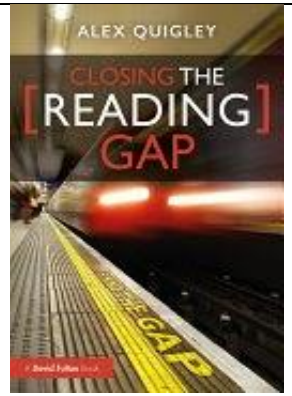
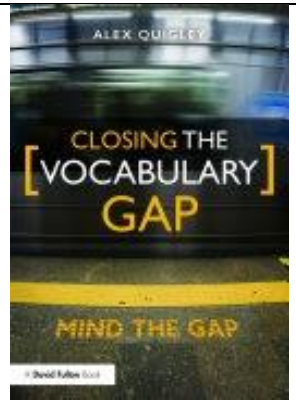
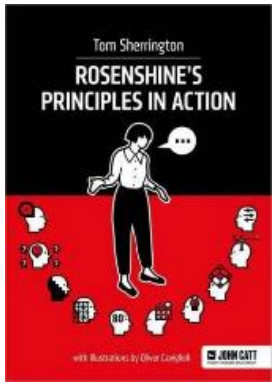
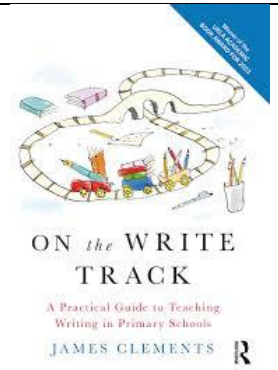
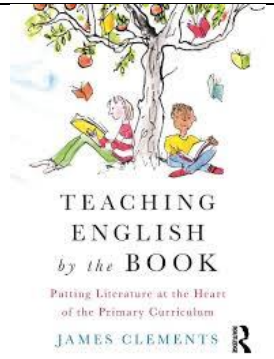
Learners need ongoing support to understand (listening and reading) and practise (talking and writing) new language in all areas of the curriculum to develop their literacy skills in English.

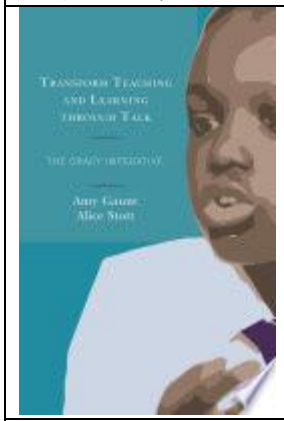
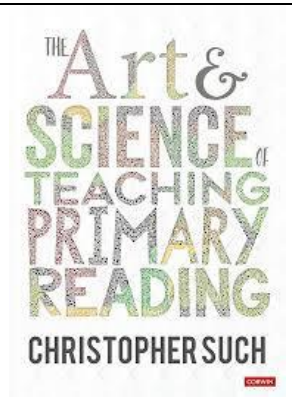
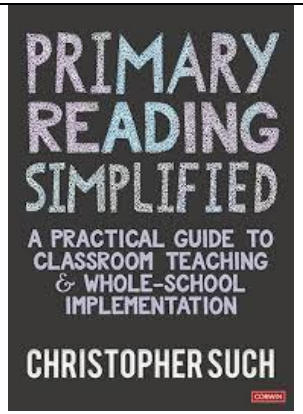
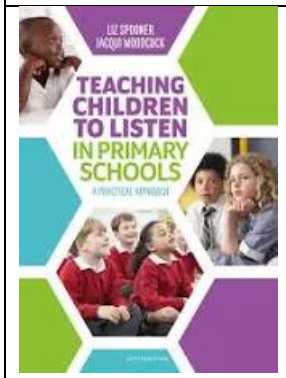
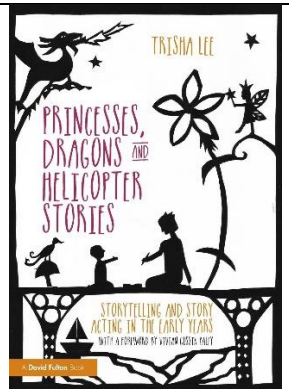
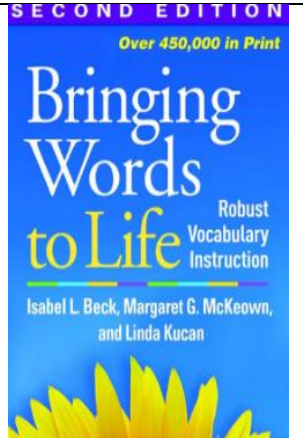
Developing bilingual learners may be able to show literacy skills in their home language, just not yet in English. It is important to enable learners to use their home language as a springboard, especially in the early stages.

When assessing EAL learners against the Literacy and English Progression Pathways, we can only consider their achievement in the English language. The Progression Pathways should be used together with their Stage of English to decide whether a learner is making expected progress when they have not (yet) achieved the CfE level for their age/stage.

For further advice please contact your EAL teacher.

Educational texts

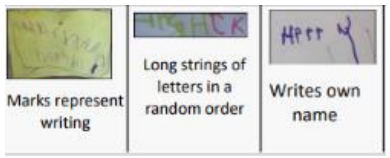
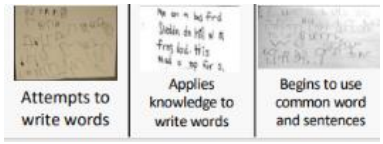
Closing the Writing Gap (Alex Quigley)		Closing the Reading Gap (Alex Quigley)		Closing the Vocabulary Gap (Alex Quigley)	
	This book explains seven critical steps to improve children's writing, with the goal of giving every teacher the knowledge and skills to teach writing with confidence.		In *Closing the Reading Gap*, Alex Quigley explores the intriguing history and science of reading, synthesising the debates and presenting a wealth of usable evidence about how children develop most efficiently as successful readers		In *Closing the Vocabulary Gap*, the author explores the increased demands of an academic curriculum and how closing the vocabulary gap between our 'word poor' and 'word rich' students could prove the vital difference between school failure and success.
Rosenshine's Principles in Action (Tom Sherrington)		On the Write Track (James Clements)		Teaching English by the Book (James Clements)	
	In this booklet, Rosenshine fan Tom Sherrington amplifies and augments the principles and further demonstrates how they can be put into practice in everyday classrooms.		On the Write Track puts teachers' autonomy and their knowledge of what is right for their pupils at the heart of teaching writing. It explores a set of research-based principles, before illustrating these with case studies and examples of classroom practice		*Teaching English by the Book* offers effective techniques and activities to teach grammar, punctuation and spelling, provides support and guidance on planning lessons and units for meaningful learning, and shows how to bring texts to life through drama and the use of multimedia and film texts.

Transform Teaching and Learning through Talk: The Oracy Imperative (Alice Stott and Amy Gaunt)		The Art and Science of Teaching Primary Reading (Christopher Such)		Primary Reading Simplified (Christopher Such)	
	This book blends academic research and evidence, with first-hand classroom experiences and practical strategies to unlock the power of oracy in your classroom.		This book is an essential guide for primary teachers that explores the key technical and practical aspects of how children read with strong links to theory and how to translate this into the classroom.		Filled with classroom-tested, practical guidance, this book addresses common questions faced in schools by those seeking to improve reading. It offers an evidence-based approach that maximises the chances of all children becoming capable, confident readers
Teaching Children how to Listen (Jacqui Woodcock and Liz Spooner)		Princesses, Dragons and Helicopter Stories (Trisha Lee)		Bringing Words to Life (Isabel L Beck, Linda Kucan, and Margaret G. McKeown)	
	Teaching Children to Listen outlines a whole-school approach to improving listening skills. It begins by looking at why listening skills are important and how to overcome barriers to achieving them, before pinpointing the behaviours that children need to learn in order to be a good listener		This book provides a simple yet powerful approach to early childhood education that focuses on interactive storytelling and acting out children's narratives.		a guide for educators on how to effectively teach vocabulary to students. It provides practical strategies for vocabulary development, emphasizing the importance of engaging students in noticing, understanding, and using new words.

CURRICULUM ORGANISER: **Enjoyment and choice** - within a motivating and challenging environment developing an awareness of the relevance of texts in my life (All areas).	**EXPERIENCE & OUTCOME:** ***I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. Writes for enjoyment, exploring patterns and sounds, in a range of play, imaginative and real contexts.*** ***LIT 0-01a / LIT 0-11a / LIT 0-20a*** ***I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. LIT 0-01b / LIT 0-11b*** ***I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-01c***
DMLO: Communication **Motor Skills**	• Interested in letters and sounds. • Retells stories, sometimes with props. • Recognises repeating patterns – sounds, actions, visuals. (**Thinking**) • Invents own stories, alone or with friends. • Enjoys elaborating narratives in role-play, working with others. • Invents own stories and characters to share with others in real or play contexts. • Contributes to discussions about events, characters, or ideas relevant to the text. • Shares thoughts and feelings in different ways. • Applies emerging writing skills in real life and imaginary contexts • Enjoys sharing own stories with peers and adults • Writes in a range of real and imaginary contexts

Core Aspect	Phase 1 →	Phase 2	Benchmarks

Listening and Talking	• Recognise that some words rhyme when listening to stories, nursery rhymes or simple poems.	• Identify rhyming words when listening to stories, rhymes, or poems. • Identify and say the missing rhyming word in a story, rhyme, or poem. • Generate a rhyme from a given word.	Hears and says patterns in words. Hears and says rhyming words and generates rhyme from a given word.
	• Recite some familiar rhymes in a group, using correct words and rhythm. • Begin to retell some familiar rhymes, songs, and stories, using own words.	• Independently recite some rhymes, using correct words and rhythm. • Retell familiar rhymes, songs, and stories, including the use of puppets, props and peers or vocabulary from the text.	Engages with stories and texts in different ways, for example, retelling/re-enacting stories and/or using puppets/props.
	• Respond to and engage with action songs, stories, and rhymes.	• Participate actively in action songs, stories, and rhymes.	Participates actively in songs, rhymes, and stories.
Reading	• Select favourite texts from a range and listen attentively when these are read.	• Select favourite texts from a wider range of genres and talk about what the know about the author, the illustrations, events, and characters.	Engages with and enjoys watching, reading, or listening to different texts, including stories, songs, and rhymes, and can share likes and dislikes.
	• Use the cover and author to select a book they might enjoy. • Ask an adult to read a favourite book or sing a favourite song or rhyme and recall or join in with repetitive parts.	• Use the cover, title, author, and illustrations to select a book they might enjoy. • Enjoy favourite books, songs, and rhymes more independently, and begin to share them with others. • Use the pictures and the repetitive parts of a story, song, or rhyme to anticipate and predict what is going to happen.	Chooses a story or other texts for enjoyment, making use of the cover, title, author, and/or illustrator.

Writing	• Anticipate and predict what is going to happen in a familiar story. • Talk about what happened in a story e.g. 'Zog crashed, the Princess made him better then they decided to become the flying doctors.' • Say what they like/dislike about a story e.g.' I like the Princess; I don't like the prince at the start.' • Show awareness of contexts for writing in play e.g. 'writing' a shopping list, letter, or story. • Make marks to represent writing in play e.g.  • Write own name.	• Talk about what happened in a story, referring to the story and using a simple example from the text to explain their thinking e.g. 'Zog was sad when he crashed here, but the princess made him better and put a plaster on his nose, look. Zog was happy again." • Say what they think about the texts they choose, using a simple example e.g. 'I like the Princess because she becomes a doctor, even when people didn't want her to,' to back up their opinion. • Show understanding of contexts for writing by incorporating it in play or to create their own texts e.g. stories and story books, price tags, labels, leaflets, and posters. • Marks are more recognisable as letters, and grouped together to form words and sentences in play e.g.  • Write own name, the names of important people and familiar words. • Uses knowledge of initial sounds, phonemes, graphemes, digraphs and tricky words to write their own texts. • Attempts to write unfamiliar words in their own texts.	• Writes for enjoyment, exploring patterns and sounds, in a range of play, imaginative and real contexts.

CURRICULUM ORGANISER: **Tools for Literacy** - to help me when interacting or presenting within and beyond my place of learning. - to help me use texts with increasingly complex or unfamiliar ideas, structures, and vocabulary within and beyond my place of learning. -using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning.	**EXPERIENCE & OUTCOME:** ***As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen. LIT 0-02a*** */ ENG 0-03a* ***I explore sounds, letters, and words, discovering how they work together, and I can use what I learn to help me as I read and write.*** *ENG 0-12a* ***/ LIT 0-13a / LIT 0-21a*** ***As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas, and information. LIT 0-21b***
DMLO: Communication **Motor Skills**	• Talks fluently in a range of contexts and with a range of people and peers. • Talks clearly in simple sentences, using an appropriate vocabulary. • Makes an attempt to take turns when talking and listening in a variety of contexts. • Becomes more fluent. Speaks in 4-word sentences or more and talks about past experiences. • Interested in letters and sounds. • Knows the first letter and sound of own name. • Hears and says the different single sounds made by letters. • Recognises increasing numbers of familiar words and symbols. • Contributes to discussions about events, characters and ideas relevant to the text. • Eternally asking questions; 'when, why, how?' and meaning of words • Loves to ask and answer 'why'? • Demonstrates ability to draw a person. Adds details to drawings in play. • Drawings include lots of detail. • Uses a pencil with increasing control and confidence. • Forms most lower-case letters legibly.

Core Aspect	**Phase 1** →	**Phase 2**	**Benchmark**

Listening and Talking	• Begin to recognise when to take turns when listening and talking and use this in conversations/small groups with adults and friends.	• Know that they should wait for someone else to finish before speaking and demonstrates this by taking turns and not interrupting when listening and talking.	Makes an attempt to take turns when listening and talking in a variety of contexts.
	• Understand one-step spoken instructions, related to a task.	• Follow instructions with one or two simple steps from an adult or peer and give a simple instruction of their own in a game, play or related to a task.	Follows and gives simple instructions.
	• Show they are listening by focusing on the speaker and remaining calm and still for short periods of time.	• Show they are listening by giving eye contact to the speaker and reacting with nods or short words of encouragement.	Makes an attempt to use appropriate body language when listening to others, for example, eye contact. Asks questions and responds relevantly to questions from others.
	• Speak in sentences of 4 or more words. • Begin to show expression and emotion when speaking about something important or interesting to them. • Recognise the difference and use different voice volumes for indoors and outdoors.	• Speak clearly and audibly for the most part, using common words and those they have learned from listening to texts and others. • Speak using appropriate expression, emotion, and gestures to support what they say. • Can use an appropriate volume of voice in teaching groups, small group discussions, indoor and outdoor play. • Enjoy asking and answering ‘who,’ ‘what,’ ‘where,’ ‘why’ and ‘what happened’ questions.	Listens and responds to others appropriately. Shares ideas with a wider audience, for example, their group or class.

Listening and talking	• Enjoy asking and answering 'who,' 'what' and 'where' questions. • Listen to an adult or friend and make a simple response to what is heard e.g. facial expression, follow an instruction, respond to a simple question. • Make a relevant comment about a chosen topic. • Make a simple contribution to a discussion about a personal experience or important event.	• Listen to a speaker, make a comment, and ask or answer a question about what they have heard. • Make some relevant comments about a chosen or given topic. • Contribute to discussions about important events in life and texts, characters and ideas and relates these to their own experiences.	
Reading	• Recognise differences and similarities in the way words sound. • Identify some individual sounds in a word.	• Hear and say the 26 different single letter sounds and link with their corresponding letter. • Recognise the five vowel letters/sounds. • Understand that words are made up of individual sounds (phonemes). • Link the phoneme to the grapheme (the sound to the letter or letters) • Hears and says letter blends/sounds made by a combination of letters. • Link digraphs with their corresponding sound e.g. sh ch th whai/ay ee/ea igh/-y oa/ow oo/ew oi/oy ou/ow au/aw • Identify and say words with final consonant digraphs e.g. ng nk. • Identify and say silent e words e.g. a–e e–e i–e o–e u–e.	Hears and says the different single sounds made by letters. Hears and says blends/sounds made by a combination of letters. Knows the difference between a letter, word and numeral.

	• Recognise initial and /or all sounds in own name. • Recognise onset and rime e.g. – d-og, ig-loo • Recognise own name in print. • Begin to tap out the syllables in names of people and objects in the learning environment, with support. • Hear when one word ends and the next begins e.g. recognise the number of words in a sentence. • Use pictures to 'read'/tell stories in their own words, predict what	• Hear the difference between initial sounds in words. • Identify beginning, middle and end sounds in words • Read single words by blending the sounds the letter(s) make together. • Can recognise and read familiar and tricky words (Literacy Rich P1 Phonics Progression – Blocks 1-3) • Clap/tap out the syllables in familiar words. • Read each word from left to right, using the spaces in between to know where one-word ends, and another begins • Know that capital letters are used at the beginning of a sentence and full-stops at the end. Begin to demonstrate this when reading aloud. • Recognise the beginning and end of simple sentences when talking, listening, reading and writing. • Use pictures, events and personal experiences to predict what might happen next or say what is happening in a text e.g. 'She's	Uses knowledge of sounds, letters and patterns to read words. Uses knowledge of sight vocabulary/tricky words to read familiar words in context. Reads from left to right and top to bottom. Reads aloud familiar texts with attention to simple punctuation. Uses context clues to support understanding of different texts.

Writing	might happen or say what is happening in a text. • Use a pincer grip and tripod grasp to manipulate small objects, e.g. rolling play-doh balls, threading. • Follow concepts of position, direction, size, and force during play, e.g. up, down, round, top, bottom, hard, gentle. • Spot differences between shapes, e.g. size, number of sides, straight lines etc. • Imitate marks/patterns they can see in their environment, including simple shapes. • Make marks in play and share what they mean with others.	putting on her boots; She might be going outside in the snow to build a snowman.' • Use a dynamic pencil grip to control a pencil - control how much pressure they are applying with the pencil. • Follow concepts of position, direction, size and force during pencil control activities, e.g. up, down, round, top, bottom, bigger, hard, gentle. • Describe the shapes of lowercase letters and use this to form them in play and written tasks. • Form most lowercase letters legibly • Leave a space between words when writing. • Link the phoneme to the grapheme (the sound to the letter or letters) • Write single words by blending the sounds the letter(s) make together. • Write a simple sentence, containing a capital letter and full stop accurately, with support if required.	Uses a pencil with increasing control and confidence. Writes words from left to right. Forms most lowercase letters legibly. Leaves a space between words when writing. Knows the sounds of lowercase and some uppercase letters. 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.

CURRICULUM ORGANISER: **Finding and using information** - When listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary. - When reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary.	**EXPERIENCE & OUTCOME:** ***I listen or watch for useful or interesting information, and I use this to make choices or learn new things. LIT 0-04a*** ***I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things. LIT 0-14a***
DMLO: Thinking Skills	• Asks searching questions about the world around them and enjoys finding out using different sources of information.

Core Aspect	Phase 1 →	Phase 2	Benchmark
Listening and Talking	• Convey a simple message about something they have watched or listened to. • Learning to listen or watch for useful information, with support. • Learning how to use this information to make choices or learn new things, with support.	• Convey a message about something they have watched or listened to accurately. • Gather and convey one or two pieces of information from watching or listening. • Use new information to make choices or learn new things.	Understands and responds to spoken texts. Identifies new or interesting information from spoken texts.

Reading	• Recognise and refer to simple book features e.g. title, cover, page, pictures etc. • Recognise that some texts give us information and begin exploring a variety of different sources e.g. non-fiction books, brochures, leaflets, adverts and their uses, with support. • Select a book or other text from a range to find something out, with support. • Recall a fact they have learned. • Recognise their own name in the environment e.g. coat	• Use the title, cover, page, pictures and words to make simple predictions about what a book is about. • Know the difference between fiction and non-fiction texts and can tell which is which e.g. story book, book about space. • Select a book or other text from a range to gather information, giving a simple explanation of why they chose it for that purpose. • Recall one or two simple facts from what they have learned and begin to use this for their own purposes e.g. to inform others. • Use simple patterns and structures of words and texts when retelling a story. • Recognise their own name, those of some of their friends and other familiar words in the environment.	Shows an awareness of a few features of fiction and non-fiction texts when using or choosing texts for particular purposes. Finds information in a text to learn new things.

	peg, art labels, placemat, tray. • Notice environmental print, and begins to make connections with their own experience e.g. 'My house has one of those on the door'.	• Recognises letters, words and numbers in the environment and knows that they have different meanings and uses e.g. logos for different shops, numbers and route information on buses, different shapes of warning and order signs.	

CURRICULUM ORGANISER: **Organising and using information** - considering texts to help create short and extended texts for different purposes.		**EXPERIENCE & OUTCOME:** ***Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.*** ***LIT 0-26a***	
DMLO: Communication **Relationships**		• Gives a connected account of recent events and experiences. • Identifies and expresses some emotions appropriately, for example happy/sad and understands how they can affect behaviour.	
Core Aspect	**Phase 1**	**Phase 2**	**Benchmark**
Writing	• Make marks during play and begin to use them to convey information, thoughts, ideas and feelings. • Tell someone what their marks represent in their play. • Describe a picture they have created to another person. • Tell simple stories through talk and role-play. • Begin to use sequencing language in play. • Share a personal event, talking about 'who' was there and 'where' it took place.	• Write to convey messages or information during play (e.g. price tags or receipts at the shop, posters, adverts, letters, postcards) • Reread the text they have created to someone else. • Use talk, pictures or role-play to develop their ideas for writing. • Turn some of their ideas into simple sentences. • Use sequencing language (first, next, at the end etc.) to describe a picture or story they have created. • Can say 'who' is in my story or recount, 'where' it takes place and 'when' it happened. • Describe their feelings about a personal experience, giving a simple reason e.g. 'I was happy because I like ice-cream.	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.

	• Share how they felt about a personal experience e.g. 'It made me feel happy.'		

CURRICULUM ORGANISER: **Understanding, analysing and evaluating** - investigating and/or appreciating texts (fiction and non-fiction) with increasingly complex ideas, structures and specialist vocabulary for different purposes.	**EXPERIENCE & OUTCOME:** ***To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. LIT 0-07a / LIT 0-16a / ENG 0-17a*** ***I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-19a***
DMLO: Communication	• Loves to ask and answer 'why'? • Retells stories, sometimes with props. • Shares thoughts and feelings in different ways. • Is aware of the ideas, thoughts and feelings of others. (**Relationships**) • Enjoys elaborating narratives in role play, working with others. • Contributes to discussions about events, characters and ideas relevant to a text.

Core Aspect	Phase 1	Phase 2	Benchmark
Listening and Talking	• Answer 'who,' 'what' and 'where' questions, to support understanding of what they watch and listen to. • Begin to ask simple questions about texts, with support.	• Answer 'what,' 'why' and 'what happened' question, to support their understanding of what they watch and listen to. • Ask a 'who,' 'what' or 'where' question about a text, with decreasing support.	Asks and answers questions about texts to show and support understanding. Asks and answers questions about events and ideas in a text.
Reading	• Use pictures or recalled details from familiar texts to make predictions about what will happen next.	• Predict what is going to happen in a story, using pictures or repeating patterns in the text. • Answer questions from adults about a text and begin to use this information to predict what happens next, with support.	Makes simple predictions about texts. Answers questions to help predict what will happen next. Engages with texts read to them.

	• Link what happens in a text to their own experience e.g. 'That happened to me too!'	• Talk about their own similar experiences after engaging with a text e.g. 'That happened to me too! I felt scared like the mouse."	Contributes to discussions about events, characters, and ideas relevant to the text. Relates information and ideas from a text to personal experiences.
	• Give a simple opinion about the characters and events in a story e.g.' I like the Princess; I don't like the prince at the start.'	• Say, draw or write what they think about the characters, events, settings, ideas, and themes in a story, using a simple example from the text to back up their opinion e.g. 'I like the Princess because she becomes a doctor.'	Shares thoughts and feelings about stories and other texts in different ways.
	• Use a prop to help retell the main part/s of a story, in a group or in play. • Re-tell/join in with repetitive parts of a familiar story or rhyme. • Begin to take on the role of a character in a story.	• Retell stories using puppets, story spoons, small world characters, role-play, and drawings, on their own, in groups and in play. • Take on the role of a character from a story, showing knowledge and understanding through use of voice, choice of costume, use of language etc.	Retells familiar stories in different ways, for example, role play, puppets, and/or drawings.

CURRICULUM ORGANISER: **Creating texts** - applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures, and vocabulary.	**EXPERIENCE & OUTCOME:** ***Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT 0-09a*** ***I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. LIT 0-09b / LIT 0-31a*** ***As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts, and feelings. LIT 0-10a***
DMLO: Communication **Motor Skills**	• Invents own stories and characters to share with others in play or real contexts. • Shares thoughts and feelings in different ways. • Enjoys elaborating narratives in role play, working with others. • Is aware of the ideas, thoughts, and feelings of others. (**Relationships**) • Enjoys sharing own stories with peers and adults. (**Motor Skills**) • Talks fluently in a range of contexts and with a range of people and peers. • Writes in a range of real or imaginary contexts. • Drawings include lots of detail. • Demonstrates ability to draw a person. • Applies emerging writing skills in real and imaginary contexts. • Uses a pencil with increasing control and confidence.

Core Aspect	Phase 1 →	Phase 2	Benchmark
Listening and Talking	• Talk about experiences and events, adding some detail about 'who,' 'what' and 'where,' with support. • Share a piece of personal news.	• Talk clearly and logically about experiences and events, using 'who,' 'what,' 'where' and 'when' and beginning to use sequencing words e.g. start and end etc. • Confidently share some personal news, adding simple detail or explanation, when requested.	Talks clearly to others in different contexts, sharing feelings, ideas, and thoughts. Recounts experiences, stories, and events in a logical sequence for different purposes.

Writing	• Observe an activity, listen to a story, or attend an event and recount some simple details about it. • Share some experiences, stories and feelings in play or conversation, using simple language from books or learned from others e.g. happy, sad to describe them. • Explore ideas, characters, and events in imaginary contexts, through play. • Focus and attend to a short, adult-led activity (approximately 10 minutes). • Listen and respond to adults and peers in conversations and play, acknowledging what they hear. • Create a simple story or report an event by drawing pictures and asking an adult to scribe for them.	• Observe an activity, listen to a story, or attend an event and recount it, in a clear, logical sequence. • Share experiences, stories and feelings in groups, discussion, play or conversation, adding more detail and new words from books or teaching e.g. excited, annoyed, miserable to describe them. • Explore ideas, characters, events, and situations in real and imaginary contexts, using role-play and improvisation. • Listen to and follow simple instructions in an adult-led activity or teaching session for approximately 10 minutes. • Listen and respond to adults and peers in play, groups and teaching inputs, showing understanding of what they hear by asking or answering a question. • Use 1-3 simple sentences to tell a story or describe an event, adding pictures to give more detail.	Communicates and shares stories in different ways, for example, in imaginative play. Uses new vocabulary and phrases in different contexts, for example, when expressing ideas and feelings or discussing a text. 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.

	• Tell another person, in simple terms, what the characters are thinking or feeling in their own texts. • Draw simple pictures of characters and events from the stories they have listened to e.g. draw the Gruffalo. • Draw a self-portrait, including a head, limbs, body, and basic facial features e.g. mouth and eyes.	• Use appropriate vocabulary and pictures to convey feelings or thoughts in own texts. • Draw pictures of characters and events, adding more detail to show understanding of characters feelings and experiences in stories they have listened to e.g. draw the confused Gruffalo, the brave mouse talking and the scared owl in their meeting in the wood. • Draw a self-portrait, including head, body, limbs, and more detailed features e.g. emotions through eyes and mouth, nose, ears, hairstyle. May also include additional people and elements of landscape.	

Useful Websites

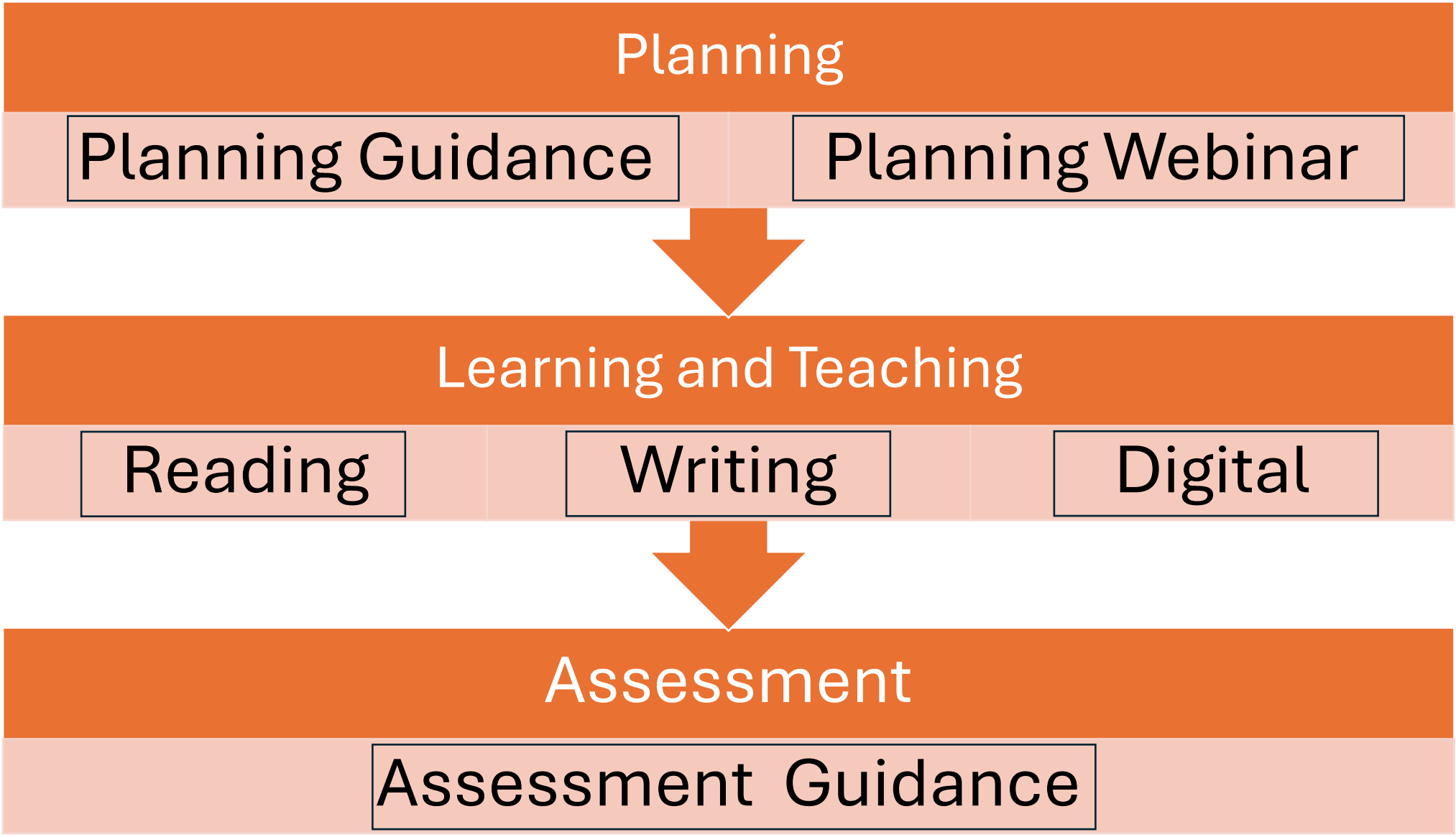
Literacy Shed	https://www.literacyshed.com
Drawing Club	https://www.canigoandplaynow.com/drawing-club.html
Sign a Long to support with Talk 4 Writing	https://www.signbsl.com
Talk 4 Writing	https://www.talk4writing.com
Topic Books	https://www.booksfortopics.com/booklists/topics
Literacy WAGOLL	https://www.literacywagoll.com
Phonological Awareness (Interventions)	https://research.ncl.ac.uk/phonologicalawareness
Pobble 365	https://www.pobble.com
Education Endowment Fund (Interventions)	https://educationendowmentfoundation.org.uk
Read Write Inc (Interventions)	https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide
Highland Council Literacy Framework	https://highlandliteracy.com
Bumps 2 Bairns	https://bumps2bairns.com
Equality and Diversity Picture Books	https://highlandliteracy.com/equality-and-diversity-picture-books
Literacy Trust	https://literacytrust.org.uk/
Scottish Book Trust	https://www.scottishbooktrust.com/

CEC- Training

Teacher Charter Skills -Digital Literacy	https://sway.cloud.microsoft/TxrOJKPK4x2nHcor?ref=Link
Active Phonics - Introduction to The New Literacy Resource for Teachers	https://www.youtube.com/watch?v=aq3maor8UZE
Realising the Ambition- pg70-73	https://education.gov.scot/media/3bjpr3wa/realisingtheambition.pdf
CEC-Early Years Team (need to be part of group to access resources)	Communication and Literacy
Developmental Milestones (Nursery)	Communication and Literacy
Literacy Rich Phonics Programme	MyLearning Hub Literacy Rich Edinburgh P1 Phonics Programme 2018 edition.pdf
Education Scotland	https://education.gov.scot/media/yznkpzrw/learning-to-read-in-the-early-years-professional-support-overview-01-07-24.pdf

Assessment – Resources

Phonological Awareness Assessment - Tool	Oral assessment focusing on early stages of phonological awareness, before introduction of written letters and words. Results highlight gaps in phonological development and which areas to target. Phonic Resources
Phonological Awareness Resource Pack	A wide range of ideas, strategies & resources to support a structured approach to the development of phonological awareness underpinning future literacy learning experiences. Phonic Resources


Planning
Planning Guidance
Planning Webinar
Learning and Teaching
Reading
Writing
Digital
Assessment
Assessment Guidance