

# Using the Early Level Literacy and English Progression Framework

Highland Literacy and English Progression – August 2018

Once you have identified the child's stage of development, click the corresponding link at the top to take you to the reference tool.

Experiences and Outcomes for planning learning, teaching and assessment	I am aware	I understand	I use with understanding	I apply
<p><b>Curriculum organisers</b></p> <p>Equipment and choice within a motivating and challenging environment</p> <p>Developing an awareness of the relevance of texts in my life</p> <p>I enjoy exploring words and discussing in stories and other texts, sharing my thoughts on different ways.</p> <p>Tools for listening and talking to help me when interacting or presenting within and beyond my stage of learning</p>	<p>Children may show an interest in rhymes, songs, stories and other texts by:</p> <ul style="list-style-type: none"> <li>- watching others</li> <li>- joining in</li> <li>- joining in with their favourites</li> <li>- looking at pictures</li> <li>- playing with puppets/props</li> <li>- responding to environmental sounds</li> </ul> <p>When playing and talking together children may:</p> <ul style="list-style-type: none"> <li>- take non-verbal turns e.g. taking their turn on the slide</li> <li>- use gestures to aid communication e.g. point</li> <li>- make comments</li> <li>- understand 'whose questions' e.g. do you want milk or water?</li> </ul>	<p>Children may join in with rhymes, songs, stories and other texts by:</p> <ul style="list-style-type: none"> <li>- when you pause and wait, they will take a turn, repeating the familiar parts</li> <li>- relating them with their peers</li> <li>- recognising differences and similarities in the way words sound</li> <li>- choosing a favourite text and making comments</li> </ul> <p>When playing and talking together children may:</p> <ul style="list-style-type: none"> <li>- talk over each other</li> <li>- talk about their own interests</li> <li>- use body language to gain attention and communicate ideas</li> <li>- understand and ask 'what', 'where' and 'who' questions.</li> </ul>	<p>Children may engage in rhymes, songs, stories and other texts by:</p> <ul style="list-style-type: none"> <li>- identifying rhyme</li> <li>- copying rhymes which are modelled by an adult or peer</li> <li>- identifying individual sounds within words</li> <li>- relating familiar rhymes, songs and stories, including the use of puppets, props and props</li> <li>- talking about a text and relating it to personal experiences</li> <li>- talking about the features of a text, e.g. author/illustrator title</li> </ul> <p>When playing and talking together children may:</p> <ul style="list-style-type: none"> <li>- follow an instruction within a game and/or small group play</li> <li>- use body language to support what they're saying</li> <li>- contribute their own ideas in small group play</li> <li>- understand and ask 'what', 'where' and 'who' questions.</li> </ul>	<p>Children may engage in rhymes, songs, stories and other texts by:</p> <ul style="list-style-type: none"> <li>- hearing and says patterns in words</li> <li>- hearing and says rhyming words and generates rhyme from a given word</li> <li>- hearing and says the different single sounds made by letters</li> <li>- hearing and says letter combinations made by a combination of letters</li> <li>- participating actively in songs, rhymes and stories</li> <li>- choosing a story or other texts for enjoyment, making use of the cover, title, author and illustrator</li> </ul> <p>When playing and talking together children may:</p> <ul style="list-style-type: none"> <li>- make an attempt to take turns when playing and talking in a variety of contexts</li> <li>- make an attempt to use appropriate body language when talking to others, for example, eye contact</li> <li>- listen and respond to requests appropriately</li> <li>- ask questions and responds relevantly to questions from others</li> <li>- follow and give simple instructions</li> <li>- discuss ideas with a wider audience, for example, group of class</li> </ul>

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Experiences and Outcomes for planning learning, teaching and assessment	<a href="#">I am aware</a>	<a href="#">I understand</a>
	What might you see in your interactions and observations?	What might you see in your interactions and observations?

I am aware. You can help me in my development by...

Sharing texts that I can take with me to read with my family or in a small group pointing and commenting as you do. This includes: <ul style="list-style-type: none"> <li>- lift the flap books</li> <li>- touch and feel books</li> <li>- puppets and props</li> </ul> <b>Making Comments</b> <i>Sherina Stories</i>	Pausing and waiting to help build my turn-taking skills when we interact. Remember, turns don't have to be verbal. A turn could be: <ul style="list-style-type: none"> <li>- a look</li> <li>- a gesture</li> <li>- an action</li> </ul> <b>Routines</b> <i>Songs and Rhymes</i>	Using a visual timetable to help me understand routines. Use visuals when sharing rhymes, songs and stories. <b>Routines</b> <i>Songs and Rhymes</i>	Having resources accessible indoors and outdoors which are matched to my interests. Adapt these resources regularly in response to my interests/ stage of development. Display my learning in areas which are accessible. <b>Environment</b>
Commenting on sounds in the environment and in words. e.g. "A cow says 'moo'." e.g. "Sarah starts with 'sss'."	I am aware. You can help me in my development by...		Joining in with me and my peers, playing and talking together, commenting in short phrases and modeling turn-taking. <b>Making Comments</b> <i>Managing Friendships</i>
Supporting my awareness of sounds through games, rhymes, songs and stories where we play and talk together. <b>Learning and Attention</b> <i>Auditory Discrimination</i> <i>Visual/Auditory Memory</i> <i>Word Recognition</i>	Supporting me to develop my gross, fine motor and mark-making skills through: <b>Movement and Balance</b> <i>Hand Eye Coordination</i> <i>Using Cutters</i> <i>Pincer, Scissors, Stapler, Scissors Skills</i> <i>Pencil Control Skills</i>	Modelling the sequence/narrative language of: <ul style="list-style-type: none"> <li>- who, what, where</li> <li>- first next</li> </ul> <b>Question Stems</b> <i>Verbal Reasoning</i> Provide opportunities to retell texts using proper actions. <b>Sequence and Narrative</b>	Introducing new vocabulary through using Tier 2 vocabulary. Model language through experiences using Words Up Early-Play and Talk Together Copy and Add. <b>Making Comments</b> <i>PTV Guidance</i> <i>Understanding Feelings</i>

Through ongoing observations, use the progression framework to identify each child's stage of 'Literacy and English' development. There are four stages in the progression:

- I am aware
- I understand
- I use with understanding
- I apply.

The 'I apply' statements have been taken directly from the CfE Benchmarks, detailing achievement of Early Level. 'I am aware', 'I understand' and 'I use with understanding' are the developmental stages which underpin 'I apply'.

Developmentally appropriate planning can be informed by practitioners' knowledge of each child's stage of 'Literacy and English' development.

Sitting behind each developmental stage there is a "You can help me..." reference tool. This informs planning, detailing the practitioner's role in supporting children's early literacy, language and communication development as they progress through the Early Level.

The "You can help me..." reference tool for each stage recommends how the environment and practitioners' interactions support children through their next stage of development.

Within the "You can help me..." reference tools there are links to further developmentally appropriate guidance to support children's early literacy, language and communication skills. This guidance can be used to inform the planning for individuals, groups and the environment.

To support moderation (collective understanding of children's progress) it is recommended that practitioners collaborate with one another to identify each child's stage of development.

An exercise which you may find useful when initially engaging with the progression is, with a post-it note for each child, use your knowledge of the child to place them on their developmental stage on the progression. This will provide you with an overall picture of the children's 'Literacy and English' development in your setting/class.

If children are at the 'I am aware' stage of development, you can click on the 'I am aware' link and this will direct you to a reference tool on how to support them move through 'I am aware' to 'I understand'.

The 'I understand' link will direct you to a reference tool to support children moving through 'I understand' to 'I use with understanding'.

The 'I use with understanding' link will direct you to a reference tool to support children moving through 'I use with understanding' to 'I apply'.

When engaging with the "You can help me..." reference tools and guidance, you should consider the developmentally appropriate:

- adult/child interactions for that stage of development
- environment for that stage of development
- planning of learning for that stage of development.

Once you have identified the child's stage of development, click the corresponding link at the top to take you to the reference tool.



Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	<u>I am aware</u>	<u>I understand</u>	<u>I use with understanding</u>	<u>I apply</u>
		What might you see in your interactions and observations?	What might you see in your interactions and observations?	What might you see in your interactions and observations?	CfE Benchmarks to support practitioners' professional judgement of achievement of a level
Listening and talking – Early Level	<p><b>Enjoyment and choice</b> - within a motivating and challenging environment developing an awareness of the relevance of texts in my life</p> <p><i>I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn.</i> <b>LIT 0-01a / LIT 0-11a / LIT 0-20a</b></p> <p><i>I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.</i> <b>LIT 0-01b / LIT 0-11b</b></p> <p><i>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.</i> <b>LIT 0-01c</b></p>	<p><b>Children may show an interest in rhymes, songs, stories and other texts by:</b></p> <ul style="list-style-type: none"> <li>- watching others</li> <li>- joining circle</li> <li>- dancing</li> <li>- joining in with their favourites</li> <li>- picking up books</li> <li>- looking at pictures</li> <li>- playing with puppets/props</li> <li>- responding to environmental sounds.</li> </ul>	<p><b>Children may join in with rhymes, songs, stories and other texts by:</b></p> <ul style="list-style-type: none"> <li>- when you pause and wait, they will take a turn, repeating the familiar parts</li> <li>- retelling them with their peers</li> <li>- recognising differences and similarities in the way words sound</li> <li>- choosing a favourite text and making comments.</li> </ul>	<p><b>Children may engage in rhymes, songs, stories and other texts by:</b></p> <ul style="list-style-type: none"> <li>- identifying rhyme</li> <li>- copying rhythms which are modelled by an adult or peer</li> <li>- identifying individual sounds within words</li> <li>- retelling familiar rhymes, songs and stories, including the use of puppets, props and peers</li> <li>- talking about a text and relating it to personal experiences</li> <li>- talking about the features of a text, e.g. author/ illustrator/ title.</li> </ul>	<ul style="list-style-type: none"> <li>• Hears and says patterns in words.</li> <li>• Hears and says rhyming words and generates rhyme from a given word.</li> <li>• Hears and says the different single sounds made by letters.</li> <li>• Hears and says letter blends/sounds made by a combination of letters.</li> <li>• Participates actively in songs, rhymes and stories.</li> <li>• Chooses a story or other texts for enjoyment, making use of the cover, title, author and/or illustrator.</li> <li>• Engages with and enjoys watching, reading or listening to different texts, including stories, songs and rhymes, and can share likes and dislikes.</li> <li>• Engages with stories and texts in different ways, for example, retelling/re-enacting stories and/or using puppets/props.</li> </ul>
	<p><b>Tools for listening and talking</b> - to help me when interacting or presenting within and beyond my place of learning</p> <p><i>As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.</i> <b>LIT 0-02a / ENG 0-03a</b></p>	<p><b>When playing and talking together children may:</b></p> <ul style="list-style-type: none"> <li>- take non-verbal turns e.g. taking their turn on the slide</li> <li>- use gesture to aid communication e.g. point</li> <li>- make comments</li> <li>- understand 'choice questions' e.g. do you want milk or water?</li> </ul>	<p><b>When playing and talking together children may:</b></p> <ul style="list-style-type: none"> <li>- talk over each other</li> <li>- talk about their own interests</li> <li>- use body language to gain attention and communicate ideas</li> <li>- follow familiar routines</li> <li>- understand and ask 'what', 'where' and 'who' questions.</li> </ul>	<p><b>When playing and talking together children may:</b></p> <ul style="list-style-type: none"> <li>- follow an instruction within a game and/ or small group play</li> <li>- use body language to support what they're saying</li> <li>- contribute their own ideas in small group play</li> <li>- understand and ask 'when' and 'what happened' questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes an attempt to take turns when listening and talking in a variety of contexts.</li> <li>• Makes an attempt to use appropriate body language when listening to others, for example, eye contact.</li> <li>• Listens and responds to others appropriately.</li> <li>• Asks questions and responds relevantly to questions from others.</li> <li>• Follows and gives simple instructions.</li> <li>• Shares ideas with a wider audience, for example, group or class.</li> </ul>
	<p><b>Finding and using information</b> - when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary</p> <p><i>I listen or watch for useful or interesting information and I use this to make choices or learn new things.</i> <b>LIT 0-04a</b></p>	<p><b>When playing and talking together children may:</b></p> <ul style="list-style-type: none"> <li>- explore new situations whilst an adult talks about them e.g. playing in the shaving foam for the first time whilst the adult uses unfamiliar vocabulary i.e. "The shaving foam feels squishy."</li> </ul>	<p><b>When playing and talking together children may:</b></p> <ul style="list-style-type: none"> <li>- accidentally use the incorrect vocabulary</li> <li>- respond to the correct modelling of vocabulary</li> <li>- show interest in new information by relating it to their personal experiences.</li> </ul>	<p><b>When playing and talking together children may:</b></p> <ul style="list-style-type: none"> <li>- use new vocabulary which they have had repetitive exposure to</li> <li>- show interest in new information by asking questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands and responds to spoken texts.</li> <li>• Identifies new or interesting information from spoken texts.</li> </ul>
	<p><b>Understanding, analysing and evaluating</b> - investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes</p> <p><i>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.</i> <b>LIT 0-07a / LIT 0-16a / ENG 0-17a</b></p>	<p><b>When playing and talking together children may:</b></p> <ul style="list-style-type: none"> <li>- understand 'choice questions' e.g. do you want milk or water?</li> <li>- ask questions, but may not understand the purpose of asking questions e.g. 'But why?'</li> <li>- know what happens next in a familiar context e.g. getting their cup and plate for snack</li> <li>- when you pause and wait using a familiar text, fill in the next word.</li> </ul>	<p><b>When playing and talking together children may:</b></p> <ul style="list-style-type: none"> <li>- understand and ask 'what', 'where' and 'who' questions</li> <li>- through repetition and the appropriate use of props, visuals and actions join in with retelling a familiar text</li> <li>- when you pause and wait whilst reading an unfamiliar text, fill in using a clue from the picture, e.g. 'The girl is putting on her hat because she feels...'</li> </ul>	<p><b>When playing and talking together children may:</b></p> <ul style="list-style-type: none"> <li>- understand and ask 'when' and 'what happened' questions</li> <li>- retell the beginning, middle and end of a familiar text with the use of props, visuals and actions</li> <li>- say what might happen next in a text e.g. 'She's putting on her boots; I wonder what might happen next'.</li> </ul>	<ul style="list-style-type: none"> <li>• Asks and answers questions about texts to show and support understanding.</li> <li>• Makes simple predictions about texts.</li> </ul>
	<p><b>Creating texts</b> - applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary</p> <p><i>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.</i> <b>LIT 0-09a</b></p> <p><i>I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.</i> <b>LIT 0-09b / LIT 0-31a</b></p> <p><i>As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings.</i> <b>LIT 0-10a</b></p>	<p><b>When playing and talking together children may:</b></p> <ul style="list-style-type: none"> <li>- use gesture to aid communication e.g. point</li> <li>- make comments</li> <li>- play alongside others within a role play environment</li> <li>- name objects</li> <li>- copy words you say after lots of repetition</li> <li>- find sharing difficult and need you to label their emotions</li> <li>- join in with their favourite rhymes songs and stories</li> <li>- pick up books/ look at the pictures</li> <li>- explore new situations whilst an adult talks about them e.g. playing in the shaving foam for the first time whilst the adult uses unfamiliar vocabulary i.e. "The shaving foam feels squishy."</li> </ul>	<p><b>When playing and talking together children may:</b></p> <ul style="list-style-type: none"> <li>- use body language to gain attention and communicate ideas</li> <li>- play with others within a role play environment, re-enacting things they've seen in the world around them</li> <li>- describe a picture that they have created and marks they have made</li> <li>- label basic emotions to describe how they're feeling in a context</li> <li>- express needs and wants using phrases</li> <li>- through repetition and the appropriate use of props, visuals and actions, join in with retelling a familiar text</li> <li>- accidentally use the incorrect vocabulary</li> <li>- respond to the correct modelling of vocabulary.</li> </ul>	<p><b>When playing and talking together children may:</b></p> <ul style="list-style-type: none"> <li>- use body language to support what they're saying</li> <li>- play with others in a role play environment, contributing their own ideas in small group play</li> <li>- use sequencing language (first, next, now etc.) to describe a picture they have created and marks that they have made</li> <li>- label basic emotions to describe how other people are feeling in a context</li> <li>- use well-formed sentences; may have some grammatical immaturities; 'falld'</li> <li>- talk about the past, present and future; may have some inaccuracies.</li> <li>- use new vocabulary which they have had repetitive exposure to.</li> </ul>	<ul style="list-style-type: none"> <li>• Talks clearly to others in different contexts, sharing feelings, ideas and thoughts.</li> <li>• Recounts experiences, stories and events in a logical sequence for different purposes.</li> <li>• Communicates and shares stories in different ways, for example, in imaginative play.</li> <li>• Uses new vocabulary and phrases in different contexts, for example, when expressing ideas and feelings or discussing a text.</li> </ul>

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Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	<u>I am aware</u>	<u>I understand</u>	<u>I use with understanding</u>	<u>I apply</u>	
		What might you see in your interactions and observations?	What might you see in your interactions and observations?	What might you see in your interactions and observations?	Benchmarks to support practitioners' professional judgement of achievement of a level	
Reading – Early Level	<p><b>Enjoyment and choice</b></p> <p>- within a motivating and challenging environment developing an awareness of the relevance of texts in my life</p>	<p><i>I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.</i> <b>LIT 0-01a / LIT 0-11a / LIT 0-20a</b></p> <p><i>I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.</i> <b>LIT 0-01b / LIT 0-11b</b></p>	<p><b>Children may show an interest in rhymes, songs, stories and other texts by:</b></p> <ul style="list-style-type: none"> <li>- watching others</li> <li>- joining circle</li> <li>- dancing</li> <li>- joining in with their favourites</li> <li>- picking up books</li> <li>- looking at pictures</li> <li>- playing with puppets/props</li> <li>- responding to environmental sounds.</li> </ul>	<p><b>Children may join in with rhymes, songs, stories and other texts by:</b></p> <ul style="list-style-type: none"> <li>- when you pause and wait, they will take a turn, repeating the familiar parts</li> <li>- joining in with and following their peers retelling</li> <li>- choosing a favourite text and making comments.</li> </ul>	<p><b>Children may engage in rhymes, songs, stories and other texts by:</b></p> <ul style="list-style-type: none"> <li>- retelling familiar rhymes, songs and stories, including the use of puppets, props and peers</li> <li>- choosing a favourite text and sharing what it is they like about it</li> <li>- talking about a text and relating it to personal experiences</li> <li>- talking about the features of a text, e.g. author.</li> </ul>	<ul style="list-style-type: none"> <li>• Chooses a story or other texts for enjoyment making use of the cover, title, author and/or illustrator.</li> <li>• Engages with and enjoys watching, reading or listening to different texts, including stories, songs and rhymes, and can share likes and dislikes.</li> </ul>
	<p><b>Tools for reading</b></p> <p>- to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning</p>	<p><i>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.</i> <b>ENG 0-12a / LIT 0-13a / LIT 0-21a</b></p>	<p><b>When playing and talking together children may:</b></p> <ul style="list-style-type: none"> <li>- pick up books</li> <li>- know that books have stories/ information in them</li> <li>- respond to environmental sounds</li> <li>- recognise logos, labels etc.</li> <li>- understand the difference between words and pictures</li> <li>- interact with elements of a book e.g. interact with the flaps on a flap book, turning the pages of a book etc.</li> <li>- when you pause and wait using a familiar text, fill in the next word</li> <li>- look at pictures and make comments.</li> </ul>	<p><b>When playing and talking together children may:</b></p> <ul style="list-style-type: none"> <li>- find the front and back of a book</li> <li>- turn the pages of a book, pausing to engage with each page</li> <li>- notice letters, words and numbers, e.g. &lt;pointing to a letter&gt; 'My house has one of those'</li> <li>- when you pause and wait, they will take a turn, repeating the familiar parts</li> <li>- recognise differences and similarities in the way words sound</li> <li>- when you pause and wait whilst reading an unfamiliar text, fill in using a clue from the picture, e.g. 'The girl is putting on her hat because she feels...'</li> <li>- recognise the individual words in a spoken sentence (i.e. word boundaries).</li> </ul>	<p><b>When playing and talking together children may:</b></p> <ul style="list-style-type: none"> <li>- identify rhyme</li> <li>- identify individual sounds within spoken words</li> <li>- link the phoneme to the grapheme (the sound to the letter or letters)</li> <li>- read single words by blending the sounds the letter(s) make together</li> <li>- recognise and recall familiar words</li> <li>- read each word from left to right, using the spaces in between to know where one word ends and another begins</li> <li>- retell familiar rhymes, songs and stories, including the use of puppets, props and peers</li> <li>- say what might happen next in a text e.g. 'She's putting on her boots; I wonder what might happen next.'</li> </ul>	<ul style="list-style-type: none"> <li>• Hears and says patterns in words.</li> <li>• Hears and says the different single sounds made by letters.</li> <li>• Hears and says blends/sounds made by a combination of letters.</li> <li>• Knows the difference between a letter, word and numeral.</li> <li>• Reads from left to right and top to bottom.</li> <li>• Uses knowledge of sounds, letters and patterns to read words.</li> <li>• Uses knowledge of sight vocabulary/tricky words to read familiar words in context.</li> <li>• Reads aloud familiar texts with attention to simple punctuation.</li> <li>• Uses context clues to support understanding of different texts.</li> </ul>
	<p><b>Finding and using information</b></p> <p>- when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary</p>	<p><i>I use signs, books or other texts to find useful information and I use this to plan, make choices or learn new things.</i> <b>LIT 0-14a</b></p>	<p><b>When playing and talking together with a text children may</b></p> <ul style="list-style-type: none"> <li>- pick up books</li> <li>- know that books have stories/ information in them</li> <li>- respond to environmental sounds</li> <li>- recognise logos, labels, symbols etc. (e.g. visual timetable)</li> <li>- understand the difference between words and pictures</li> <li>- interact with elements of a book e.g. interact with the flaps on a flap book, turning the pages of a book etc.</li> <li>- look at pictures and make appropriate noises (e.g. animal noises in an animal book) and/ or comments</li> <li>- understand 'choice questions' e.g. 'The book with the penguin, or the book with the dinosaur?'</li> </ul>	<p><b>When playing and talking together with a text children may</b></p> <ul style="list-style-type: none"> <li>- find the front and back of a book</li> <li>- turn the pages of a book, pausing to engage with each page</li> <li>- notice letters, words and numbers, e.g. &lt;pointing to a letter&gt; 'My house has one of those'</li> <li>- use simple symbols to make choices</li> <li>- use symbols to follow familiar routines (e.g. visual timetable)</li> <li>- when you pause and wait whilst reading an unfamiliar text, fill in using a clue from the picture, e.g. 'The girl is putting on her hat because she feels...'</li> <li>- understand and ask 'what', 'where' and 'who' questions, using visual information from the text, e.g. Talking about where the penguin lives in a book.</li> </ul>	<p><b>When playing and talking together with a text children may</b></p> <ul style="list-style-type: none"> <li>- read single words by blending the sounds the letter(s) make together</li> <li>- recognise and recall familiar words</li> <li>- read each word from left to right, using the spaces in between to know where one word ends and another begins</li> <li>- say what might happen next in a text e.g. 'She's putting on her boots; I wonder what might happen next.'</li> <li>- understand and ask 'when' and 'what happened' questions, e.g. Using visual information from the text, e.g. Using a book with penguins, 'Oh no, what happened to the penguin?'</li> <li>- talk about the features of a text, e.g. author/ illustrator/ title</li> <li>- use the terms 'first', 'next', 'then', 'last' to sequence events from a text.</li> </ul>	<ul style="list-style-type: none"> <li>• Finds information in a text to learn new things.</li> <li>• Shows an awareness of a few features of fiction and non-fiction texts when using/choosing texts for particular purposes.</li> </ul>
<p><b>Understanding, analysing and evaluating</b></p> <p>- investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes</p>	<p><i>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.</i> <b>LIT 0-07a / LIT 0-16a / ENG 0-17a</b></p> <p><i>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.</i> <b>LIT 0-19a</b></p>	<p><b>When playing and talking together with a text children may</b></p> <ul style="list-style-type: none"> <li>- understand 'choice questions' e.g. do you want milk or water?</li> <li>- ask questions, but may not understand the purpose of asking questions e.g. 'But why?'</li> <li>- know what happens next in a familiar context e.g. getting their cup and plate for snack</li> <li>- when you pause and wait using a familiar text, fill in the next word</li> <li>- have emotions labelled for them</li> <li>- look at pictures and make appropriate noises (e.g. animal noises in an animal book) and/ or comments.</li> </ul>	<p><b>When playing and talking together with a text children may</b></p> <ul style="list-style-type: none"> <li>- understand and ask 'what', 'where' and 'who' questions</li> <li>- through repetition and the appropriate use of props, visuals and actions join in with retelling a familiar text</li> <li>- when you pause and wait whilst reading an unfamiliar text, fill in using a clue from the picture, e.g. 'The girl is putting on her hat because she feels...'</li> <li>- use the terms 'first' and 'next' to sequence events from a text</li> <li>- label basic emotions to describe how they're feeling in a context</li> <li>- look at pictures and make a comment about themselves e.g. 'I have a tractor at home'.</li> </ul>	<p><b>When playing and talking together with a text children may</b></p> <ul style="list-style-type: none"> <li>- understand and ask 'when' and 'what happened' questions</li> <li>- retell the beginning, middle and end of a familiar text with the use of props, visuals and actions</li> <li>- say what might happen next in a text e.g. 'She's putting on her boots; I wonder what might happen next'</li> <li>- use the terms 'first', 'next', 'then', 'last' to sequence events from a text</li> <li>- label basic emotions to describe how other people (including characters in a book) are feeling in a context</li> <li>- look at pictures and make a comment about themselves in the past e.g. 'I saw a penguin when I was on holiday'.</li> </ul>	<ul style="list-style-type: none"> <li>• Engages with texts read to them.</li> <li>• Asks and answers questions about events and ideas in a text.</li> <li>• Answers questions to help predict what will happen next.</li> <li>• Contributes to discussions about events, characters and ideas relevant to the text.</li> <li>• Shares thoughts and feelings about stories and other texts in different ways.</li> <li>• Retells familiar stories in different ways, for example, role play, puppets and/or drawings.</li> <li>• Relates information and ideas from a text to personal experiences.</li> </ul>	

Once you have identified the child's stage of development, click the corresponding link at the top to take you to the reference tool.



Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	<u>I am aware</u>	<u>I understand</u>	<u>I use with understanding</u>	<u>I apply</u>
		What might you see in your interactions and observations?	What might you see in your interactions and observations?	What might you see in your interactions and observations?	Benchmarks to support practitioners' professional judgement of achievement of a level
<b>Writing – Early Level</b>  <b>Enjoyment and choice</b> - within a motivating and challenging environment developing an awareness of the relevance of texts in my life  <b>Tools for writing</b> - using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning  <b>Organising and using information</b> - considering texts to help create short and extended texts for different purposes  <b>Creating texts</b> - considering texts to help create short and extended texts for different purposes	<b>I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.</b> LIT 0-01a / LIT 0-11a / LIT 0-20a  <b>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.</b> ENG 0-12a / LIT 0-13a / LIT 0-21a  <b>As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information.</b> LIT 0-21b  <b>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.</b> LIT 0-26a  <b>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.</b> LIT 0-09b / LIT 0-31a	<b>Children may engage in mark making when you play and talk together by:</b>  - choosing materials to make marks in their environment, e.g. using twigs in the mud, using paintbrushes on concrete, fingers in the sand etc., whilst you make comments together, e.g. Child: 'Look what I did' and the adult response, 'You drew a circle!'. - imitating marks/ patterns after observing an adult.	<b>Children may engage in mark making when you play talk together by:</b>  - choosing to make marks to communicate information within play and sharing what their marks mean e.g. creating a shopping list in the role play area, drawing car tracks, sharing their marks in a floor book, painting - imitating marks/ patterns which they can see in their environment.	<b>Children may engage in mark making when you play and talk together by:</b>  - choosing to make marks to communicate information within play, using their knowledge of phonemes (sounds) and graphemes (letters) to attempt to write individual words and share this by reading it out loud e.g. making a sign for the role play area.	<ul style="list-style-type: none"> <li>Writes for enjoyment, exploring patterns and sounds, in a range of play, imaginative and real contexts.</li> </ul>
		<b>When playing and talking together children may:</b>  - use two hands together during play activities, e.g. catching a ball - use a dominant hand (doing hand) and an assist hand (helping hand) during activities - explore which hand works best for them as their "doing hand" - scribble spontaneously in different directions - use a full handed grasp when playing - recognise logos, labels etc. - understand the difference between words and pictures - imitate marks/ patterns after observing an adult	<b>When playing and talking together children may:</b>  - use a pincer grip and tripod grasp to manipulate small objects, e.g. rolling play-doh balls, threading - spot differences between shapes, e.g. size, number of sides - follow concepts of position, direction, size and force during play, e.g. up, down, round, top, bottom, hard, gentle - choose to make marks to communicate information within play and share what their marks mean - notice letters, words and numbers, e.g. <pointing to a letter> 'My house has one of those' - recognise the differences and similarities in the way words sound - imitate marks/ patterns which they can see in their environment, including simple shapes, and the adult describes the marks/ patterns which have been made, e.g. 'That's the letter 'o', it's a curly shape like a circle.' - recognise the individual words in a spoken sentence (i.e. word boundaries).	<b>When playing and talking together children may:</b>  - follow concepts of position, direction, size and force during pencil control activities, e.g. up, down, round, top, bottom, bigger, hard, gentle - use a dynamic pencil grip to control the pencil - control how much pressure they are applying with the pencil - 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 - point to capital letters and full stops within a text - read each word from left to right, using the spaces in between to know where one word ends and another begins (they may point to help them).	<ul style="list-style-type: none"> <li>Forms most lowercase letters legibly.</li> <li>Uses a pencil with increasing control and confidence.</li> <li>Knows the sounds of lowercase and some uppercase letters.</li> <li>Leaves a space between words when writing.</li> <li>Writes words from left to right.</li> <li>Makes an attempt to spell familiar words correctly.</li> <li>Makes an attempt to use a capital letter and a full stop in at least one sentence.</li> </ul>
		<b>When playing and talking together to create texts children may:</b>  - choose materials to make marks in their environment, e.g. using twigs in the mud, using paintbrushes on concrete, fingers in the sand etc., whilst you make comments together, e.g. Child: 'Look what I did' and the adult response, 'You drew a circle!'. - imitate marks/ patterns after observing an adult - explore new situations whilst an adult talks about them e.g. playing in the shaving foam for the first time whilst the adult uses unfamiliar vocabulary i.e. "The shaving foam feels squishy."	<b>When playing and talking together to create texts children may:</b>  - choose to make marks to communicate information within play and sharing what their marks mean e.g. creating a shopping list in the role play area, drawing car tracks, sharing their marks in a floor book, painting - imitate marks/ patterns which they can see in their environment. - accidentally use the incorrect vocabulary - respond to the correct modelling of vocabulary - describe a picture that they have created and marks they have made - label basic emotions to describe how they're feeling in a context.	<b>When playing and talking together to create texts children may:</b>  - choose to make marks to communicate information within play, using their knowledge of phonemes (sounds) and graphemes (letters) to attempt to write individual words and share this by reading it out loud e.g. making a sign for the role play area - use new vocabulary which they have had repetitive exposure to - use sequencing language (first, next, now etc.) to describe a picture they have created and marks that they have made - label basic emotions to describe how other people are feeling in a context.	<ul style="list-style-type: none"> <li>Writes to convey ideas, messages and information in different ways in play, imaginative and real contexts.</li> <li>Writes to reflect own experiences and feelings using appropriate vocabulary to convey meaning.</li> </ul>
		<b>When playing and talking together to create texts children may:</b>  - use gesture to aid communication e.g. point - make comments - play alongside others within a role play environment - name objects - copy words you say after lots of repetition - find sharing difficult and need you to label their emotions - join in with their favourite rhymes songs and stories - pick up books/ look at the pictures - explore new situations whilst an adult talks about them e.g. playing in the shaving foam for the first time whilst the adult uses unfamiliar vocabulary i.e. "The shaving foam feels squishy."	<b>When playing and talking together to create texts children may:</b>  - use body language to gain attention and communicate ideas - play with others within a role play environment, re-enacting things they've seen in the world around them - describe a picture that they have created and marks they have made - label basic emotions to describe how they're feeling in a context - express needs and wants using phrases - through repetition and the appropriate use of props, visuals and actions, join in with retelling a familiar text - share a personal event, talking about 'who' was there and 'where' it took place.	<b>When playing and talking together to create texts children may:</b>  - use body language to support what they're saying - play with others in a role play environment, contributing their own ideas in small group play - use sequencing language (first, next, now etc.) to describe a picture they have created and marks that they have made - label basic emotions to describe how other people are feeling in a context - use well-formed sentences; may have some grammatical immaturities; 'falld' - talk about the past, present and future; may have some inaccuracies. - say 'who' is in their story and 'where' it takes place - share a personal event, talking about 'when' and 'what happened'.	<ul style="list-style-type: none"> <li>Invents own stories and characters to share with others in play, imaginative and real contexts.</li> <li>Shares feelings, experiences, information, messages or ideas in pictures, print or digital texts.</li> </ul>