

WRITING IN THE P1 LITERACY ASSESSMENT

**University of Strathclyde, Glasgow
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SNSA literacy construct and weighting targets

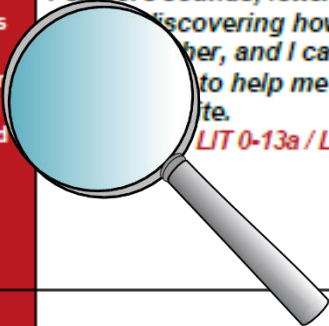
Organiser	P1 literacy	P4 reading	P7 reading	S3 reading
Tools for reading	30-40%	10-20%	10-20%	5-15%
Finding and using information	5-15%	25-35%	20-30%	20-30%
Understanding, analysing and evaluating	50-60%	50-60%	55-65%	60-70%



Current P1 literacy construct: target and achieved weightings

Organiser	P1 literacy targets	2017-18 actuals	2018-19 actuals
Tools for reading	30–40%	57%	54%
Finding and using information	5–15%	3%	6%
Understanding, analysing and evaluating	50–60%	40%	41%



Reading	Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
	Enjoyment and choice - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	<i>I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.</i> <i>LIT 0-01a / LIT 0-11a / LIT 0-20a</i> <i>I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.</i> <i>LIT 0-01b / LIT 0-11b</i>	<ul style="list-style-type: none"> Chooses a story or other texts for enjoyment making use of the cover, title, author and/or illustrator. Engages with and enjoys watching, reading or listening to different texts, including stories, songs and rhymes, and can share likes and dislikes.
	Tools for reading - to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning	 <i>I explore sounds, letters and discover how they work, and I can use this to help me as I write.</i> <i>LIT 0-13a / LIT 0-21a</i>	<ul style="list-style-type: none"> Hears and says patterns in words. Hears and says the different single sounds made by letters. Hears and says blends/sounds made by a combination of letters. Knows the difference between a letter, word and numeral. Reads from left to right and top to bottom. Uses knowledge of sounds, letters and patterns to read words. Uses knowledge of sight vocabulary/tricky words to read familiar words in context. Reads aloud familiar texts with attention to simple punctuation. Uses context clues to support understanding of different texts.
	Finding and using information - when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary	<i>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.</i> <i>LIT 0-14a</i>	<ul style="list-style-type: none"> Finds information in a text to learn new things. Shows an awareness of a few features of fiction and non-fiction texts when using/choosing texts for particular purposes.

Understanding, analysing and evaluating - investigating and/or appreciating fiction and non-fiction texts	<i>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.</i> <i>LIT 0-07a / LIT 0-16a / ENG 0-17a</i>	<ul style="list-style-type: none"> Engages with texts read to them. Asks and answers questions about events and ideas in a text. Answers questions to help predict what will happen next. Contributes to discussions about events, characters and ideas relevant to the text. Shares thoughts and feelings about stories and other texts in different ways. Retells familiar stories in different ways, for example, role play, puppets and/or
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Tools for reading



Tools for reading

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

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

Hears and says patterns in words.

Hears and says the different single sounds made by letters.

Hears and says blends/sounds made by a combination of letters.

Knows the difference between a letter, word and numeral.

Reads from left to right and top to bottom.

Uses knowledge of sounds, letters and patterns to read words.

Uses knowledge of sight vocabulary/tricky words to read familiar words in context.

Reads aloud familiar texts with attention to simple punctuation.

Uses context clues to support understanding of different texts.

Tools for writing



Tools for writing

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

I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write.

ENG 0-12a / LIT 0-13a / LIT 0-21a

As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information.

LIT 0-21b

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

Primary 1 Literacy Organisers: suggestion to include a writing organiser

- Why add a writing organiser to P1 Literacy?
 - to make explicit the interdependency of reading and writing in the Early Stage (as shown in benchmarks)
 - To ensure that the SNSA places sufficient curricular emphasis on writing in the Early Stage
 - To demonstrate greater continuity between P1 and the higher year levels (which have a writing assessment as well as a reading assessment)



Primary 1 Literacy Organisers:

Tools for Writing benchmarks that could be assessed

E&O: “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.”

LIT 0-13a / LIT 0-21a

- *Hears and says the different single sounds made by letters (TFR)*
- *Hears and says blends / sounds made by a combination of letters (TFR)*
- ***Knows the sounds of lowercase and some uppercase letters (TFW)***
- *Uses knowledge of sounds, letters and patterns to read words (TFR)*
- ***Makes an attempt to spell familiar words correctly (TFW)***

Other skills in Early Level writing benchmarks that could be included in P1 literacy:

- ***Leaves a space between words when writing***
- ***Writes words from left to right***
- ***Makes an attempt to use a capital letter and a full stop in at least one sentence***

Tools for reading question **OR** Tools for writing question?

REPORT
DESCRIPTOR:
Match a letter
to its sound

READING
BENCHMARK
STATEMENT:
Hears and says the
different single
sounds made by
letters.

WRITING
BENCHMARK
STATEMENT:
Knows the sounds of
lower case and some
upper case letters.

For this question, the audio file gives a single consonant sound, and the question asks children to identify the lower case letter that matches the sound.
(The question is included in the current P1 literacy assessment. It has been removed from the slide to preserve the security of the assessment.)

Tools for reading or writing?

READING BENCHMARK STATEMENT:

Uses knowledge of sounds, letters and patterns to read words

WRITING BENCHMARK STATEMENT:

Makes an attempt to spell familiar words correctly

REPORT DESCRIPTOR:

Identify the letter that changes the first sound in a word ("b" to "f")

This question shows a common cvcc word. The audio file asks children to change the word to a different, specified cvcc word by replacing the first letter. Both the current word and the new word are illustrated. (The question is included in the current P1 literacy assessment. It has been removed from the slide to preserve the security of the assessment.)

Tools for reading or writing?

This question displays three tiles, the middle tile with a vowel in it and the first and last tiles blank. The audio file asks children to make a common, specified cvc word by dragging letters into the two blank spaces.

(The question is included in the current P1 literacy assessment. It has been removed from the slide to preserve the security of the assessment.)

READING BENCHMARK STATEMENT:

Uses knowledge of sounds, letters and patterns to read words

WRITING BENCHMARK STATEMENT:

Makes an attempt to spell familiar words correctly

REPORT DESCRIPTOR:

Identify the first and last letter in a 3-letter, phonetically regular word

Suggested new targets for P1 literacy including *tools for writing*



Organiser	Current P1 Literacy weighting	Possible new P1 literacy weighting	
Tools for reading	30–40%	20–30%	50%
Tools for writing	NA	20–30%	
Finding and using information	5–15%	5–15%	50%
Understanding, analysing and evaluating	50–60%	35–45%	

Individual report page 2: Diagnostic information

Literacy INDIVIDUAL REPORT



NAME Cristina Andrews DATE 01/01/18
SCHOOL Arrow LA Rep School ASSESSMENT Primary 1 Literacy 2018-19

TOOLS FOR READING

Descriptor	Difficulty	Result
Identify two words that rhyme	Band 5	✓ Correct
Identify the digraph "ch" at the end of a word	Band 4	✗ Incorrect
Identify the digraph "th" at the end of a word	Band 4	✗ Incorrect
Match a picture to a multi-syllable word without audio support	Band 4	✗ Incorrect
Identify the upper case version of a lower case letter	Band 4	✗ Incorrect
Identify a synonym for a word in the context of a narrative, with audio support	Band 4	✓ Correct
Recognise a common, phonetically regular word in a simple sentence	Band 4	✓ Correct
Match a picture to a word when the options each start with different sounds	Band 4	✗ Incorrect
Identify the upper case version of a lower case letter	Band 3	✓ Correct
Identify the letter blend that makes the first sound in a word	Band 3	✓ Correct
Identify the first sound in a word differentiating between similar sounding letters	Band 2	✓ Correct
Identify the letter that makes the last sound in a word	Band 2	✗ Incorrect
Match a letter to its sound	Band 1	✓ Correct

FINDING AND USING INFORMATION

Descriptor	Difficulty	Result
Identify a synonym for a verb with audio support	Band 5	✗ Incorrect
Identify a synonym for a common verb with audio support	Band 4	✗ Incorrect
Identify a synonym for a common adjective, with audio support	Band 4	✗ Incorrect

UNDERSTANDING, ANALYSING AND EVALUATING

Descriptor	Difficulty	Result
Locate and decode a common word with the digraph "th", within a set of sentences	Band 5	✗ Incorrect
Retrieve information from a three-sentence narrative without audio support	Band 5	✗ Incorrect
Interpret information in a complex sentence	Band 5	✗ Incorrect
Retrieve directly stated information from the beginning of a narrative, with audio support	Band 5	✓ Correct
Interpret a metaphorical setting to locate information in a narrative, with audio support	Band 5	✓ Correct