

Literacy and English Milestones

The structure of the literacy and English milestones are similar to the CfE Benchmarks documents and are linked to the CfE Experiences and Outcomes. This direct link supports the tracking of progression from this pre-early stage into the early level where this is possible for a learner. This resource should always be used in conjunction with [Section 1: Guidance](#) and [Section 2: Supporting resources](#).

Pre-early level Listening and talking

Listening and talking Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Milestones to support practitioners' professional judgement
Enjoyment and choice - within a motivating and challenging environment developing an awareness of the relevance of texts in my life.	I enjoy exploring and playing with patterns and sounds of language, and can use what I learn. <i>LIT 0-01a/LIT 0-11a/LIT 0-20a</i> I enjoy exploring and choosing stories and other texts to watch, read and listen to, and can share my likes and dislikes. <i>LIT 0-01b/LIT 0-11b</i> I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. <i>LIT 0-01c</i>	<ul style="list-style-type: none"> Shows a response to familiar characters, songs, rhymes and/or stories Generates meaningful vocalisations in response to familiar stimuli, objects, people and/or activities Demonstrates likes or dislikes for characters, songs, rhymes and/or stories Anticipates and responds to known events in familiar texts, songs, rhymes and/or stories Joins in with actions, signs and/or movements relating to familiar texts, songs, rhymes and stories
Tools for listening, talking and communicating - to help me when interacting or presenting within and beyond my place of learning.	As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to speak and when to listen. <i>LIT 0-02a/ENG 0-03a</i>	<ul style="list-style-type: none"> Responds consistently to routines which are spoken or written Identifies named objects, pictures or symbols consistently Listens and responds to different words and phrases appropriately Can use single words to communicate Can use a few words together to communicate Uses short phrases to communicate Shows awareness of others in a conversation Demonstrates an awareness of others by taking a turn Joins in with a conversation using a preferred mode of communication Uses sentences to communicate Responds to simple questions by non-verbal or verbal means
Finding and using information -when listening to, watching and talking about texts with increasingly complex ideas. structures and specialist vocabulary.	I listen or watch for useful or interesting information and I use this to make choices or learn new things. <i>LIT 0-04a</i>	<ul style="list-style-type: none"> Understands and responds to objects, pictures, symbols and/or key words from a familiar story, song or rhyme Makes a choice between a few objects, characters, songs, rhymes and/or stories based on information presented to them

Listening and talking	Experiences and Outcomes for planning learning, teaching and assessment	Milestones
Curriculum Organisers		to support practitioners' professional judgement
Understanding analysing and evaluating -investigating and/or appreciating text with increasingly complex ideas, structures and specialist vocabulary for different purposes.	<p>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.</p> <p><i>LIT 0-07a/LIT 0-16a/ ENG 0-17a</i></p>	<ul style="list-style-type: none"> • Responds to repetitive words in a story or text • Anticipates repetitive words in familiar stories or rhymes • Responds to repetitive elements within stories • Recognises omissions and alterations to familiar song, rhyme, story or text • Recalls some aspects of a song, rhyme, story and/or text
Creating texts - applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary.	<p>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.</p> <p><i>LIT 0-09a</i></p> <p>I enjoy exploring events and stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.</p> <p><i>LIT 0-09b/LIT 0-31a</i></p> <p>As I learn and take part in conversations and discussion, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings.</p> <p><i>LIT 0-10a</i></p>	<ul style="list-style-type: none"> • Demonstrates that they can follow pattern, sequence in a song, rhyme, story or text by joining in • Shares a familiar experience demonstrating some awareness of sequence and structure • Expresses ideas through different types of play • Creates imaginary characters, rhymes and/or stories and communicates this to others • Begins to identify new vocabulary and can use this to convey their ideas, thoughts and feelings • Creates a text using an alternative method, for example, photographs, symbols, etc.

Pre-early level Reading

Reading	Experiences and Outcomes for planning learning, teaching and assessment	Milestones to support practitioners' professional judgement
Curriculum Organisers		
<p>Enjoyment and choice - within a motivating and challenging environment developing an awareness of the relevance of texts in my life.</p>	<p>I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. <i>LIT 0-01a/LIT 0-11a/LIT 0-20a</i></p> <p>I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. <i>LIT 0-01b/LIT 0-11b</i></p>	<ul style="list-style-type: none"> Shows an interest in rhymes, stories and/or text Shows an interest in and makes a choice between a familiar rhyme, story and/or text Anticipates or reacts to parts of a rhyme, story and/or text Demonstrates an awareness of the conventions of handling a storybook or text for example: <ul style="list-style-type: none"> Turning a page Left to right Holding book right way up Identifying front and back of a book Knowing the difference between a picture and text Explores a storybook or text in order to find objects, pictures and/or words
<p>Tools for reading - to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning</p>	<p>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>ENG 0-12a/LIT 0-13a/LIT 0-21a</i></p>	<ul style="list-style-type: none"> Recognises when a story starts and finishes Matches objects, photos, pictures, symbols and/or text Sorts objects, photos, pictures, symbols and/or text Demonstrates an awareness that symbols and print carry meaning; for example, by pretending to read the print
<p>Finding and using information - when reading and using fiction and nonfiction texts with increasingly complex ideas, structures and specialist vocabulary</p>	<p>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>LIT 0-14a</i></p>	<ul style="list-style-type: none"> Scans and tracks symbols and/or pictures Makes a choice using symbols and/or pictures Recognises and begins to read social sight words Recognises familiar words and/or names Recognises some familiar words in a storybook or text Comments on some ideas within a story and/or text Gives a response to a simple question about a text
<p>Understanding, analysing and evaluating - investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes</p>	<p>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. <i>LIT 0-07a/LIT 0-16a/ENG 0-17a</i></p> <p>I enjoy events and characters in stories and other texts, sharing my thoughts in different ways. <i>LIT 0-19a</i></p>	<ul style="list-style-type: none"> Recognises a character/object in a picture Identifies an object/character within a story that is read to them Recalls a character, object or event in a story that is read to them Sequences parts of a story Makes simple comments/responses or asks questions about a story Responds to a simple question about a story or text

Pre-early level Writing

Writing Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Milestones to support practitioners' professional judgement
Enjoyment and Choice - within a motivating and challenging environment developing and awareness of the relevance of texts in my life	I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. <i>LIT 0-01a/LIT 0-11a/LIT 0-20a</i>	<ul style="list-style-type: none"> • Interacts with a range of objects using different senses • Shows an interest in print through exploring different ways that print is presented; for example, shopping lists, cards, posters • Shows an interest in making marks • Experiments with mark making through different media • Produces specific mark making such as scribbles • Recognises that the function of writing is to convey meaning
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. <i>ENG 0-12a/LIT 0-13a/LIT 0-21a</i> As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information. <i>LIT 0-21b</i>	<ul style="list-style-type: none"> • Demonstrates arm and/or hand movements and/or alternative method; for example, assistive technology during tactile, digital and/or multi-sensory activities • Demonstrates ability to hold, grasp and release tools for writing • Demonstrates control of preferred tool for writing in order to create patterns and sequences that convey meaning • Uses fingers, hands and other media or tools to overwrite pre-written shapes and words • Copies shapes and letter forms • Demonstrates preferred hand to hold tools for writing
Organising and using information - considering texts to help create short and extended texts for different purposes	Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my messages. <i>LIT 0-26a</i>	<ul style="list-style-type: none"> • Produces marks/drawings that they are able to share as having a meaning • Produce meaningful marks that convey their own name • Looks at/explores objects, photos or pictures from a personal/shared experience • Uses objects, photos, pictures or other media to share feelings, ideas and information about a recent experience • Uses objects, photos, pictures or symbols in sequence to create a story or a message • Uses photograph/name card to label their own work • Conveys a message/idea/information using their preferred mode of communication
Creating texts - applying the elements which writer use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary	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>LIT 0-9b/LIT0-31a</i>	<ul style="list-style-type: none"> • Groups letters and leaves spaces between words • Following a familiar story, uses objects, photos, pictures or symbols to create their own story in a sequence • Begins to create a short piece of functional writing using objects, photos, pictures or symbols