Milestones:
Supporting learners with complex additional support needs

Updated September 2019 to include aspects of Health and Wellbeing

For Scotland's learners, with Scotland's educators

Structure of this resource

Section 1: Guidance for practitioners

Background

In 2017, Education Scotland published Benchmarks within all curriculum areas for Early through to Fourth level of Curriculum for Excellence. The purpose of these benchmarks is to provide clarity on the national standards expected within curriculum areas at each level while setting out clear lines of progression, and to support consistency in teachers' and other practitioners' professional judgements.

Curriculum for Excellence (hereafter referred to as CfE) aims to provide 'a coherent, flexible and enriched curriculum from 3 to 18 firmly focused on the needs of the child and young person.' Children and young people with complex additional support needs are a wide and varied group of learners who often require adaptations to the curriculum. Practitioners need a more nuanced understanding of how they learn in order to track their progression in a meaningful way. Some learners with complex additional support needs will be able to make progress within or through Early to Fourth level of CfE. However, for others progression will be at a pre-early level.

Education Scotland has co-produced with practitioners milestones and accompanying guidance in order to:

- support the tracking of progression for learners with complex additional support needs who are working at a pre-early level; and
- promote consistency of language used in reporting progress.

The terminology of 'milestones' is used throughout this guidance and progression frameworks for a number of reasons:-

- milestones are important points in learners' development and demonstrate progression;
- learners who are not able to achieve any of the benchmarks within the early level of CfE still require tracking and monitoring of their progression.

It should be recognised that although many learners will move on to work at CfE early level, some learners will continue to progress within this pre-early level throughout their school life.

These milestones and guidance are not intended to provide an alternative curriculum. Wherever possible, planning for learners with complex additional support needs should continue to be based on CfE Experiences and Outcomes. Indeed the CfE Experiences and Outcomes are helpful in providing the contexts for learning for children and young people working at pre-early level.

What are 'complex additional support needs'?

A child or young person who has additional support needs arising from one or more complex factors or multiple factors (needs that are likely to continue for more than a year) is deemed to have 'complex needs.'

However, a rigorous, clearly bounded and universally accepted definition is extremely difficult to formulate because of the multiplicity of factors and the impact of specific contexts in different local authorities. For that reason, the National Strategic Commissioning Group[i1] is using a working **description** rather than a definition of children and young people with complex additional support needs. These milestones and accompanying guidance refer more specifically to learners with complex learning needs who are specifically working at the pre-early level.

Understanding the Profile of Learners

In order to support learners with complex additional support needs, practitioners require an understanding both of typical learning development and of the curriculum. The atypical development of some learners with complex additional support needs means that they will not always progress through their learning in a linear or straightforward way. Practitioners need an in-depth knowledge of the children and young people with whom they work to ensure that they are able to identify development and progression when it occurs.

A comprehensive assessment of children and young people's health, physical and sensory needs will support the identification of progression when it occurs.

Maslow's hierarchy of needs[2] highlights the basic needs that apply to all learners. For learners with complex health and care needs, careful consideration should be given to planning in order to enhance readiness for learning. Understanding the health needs and sensory profile of a learner can help staff to optimise the learning environment for them. Knowledge of a child's sensory preferences, such as what they seek and what they avoid, can enable adaptation of the environment, routines and activities to better suit their needs. For example, knowledge of any sensitivity to touch, sound, light, taste and even movement, and an awareness of what they need within their day to help them regulate; for example, movement, proactive touch experiences or sensory play could significantly improve the child's comfort and ability to learn. This may require specialist assessment and support of staff from within the local authority or Allied Health Professionals as outlined in the Getting It Right For Every Child framework.

Theoretical Frameworks of Development

There are several pathways of learning, drawn from a theoretical understanding of development[3], which can inform the practitioner's understanding when working with learners at very early stages of development.

When considering the progression of learners, practitioners should take into account the stages of development. For example, when noting progress, it may be necessary to consider whether a child has simply acquired a new skill or knowledge, whether

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[1] The Strategic Commissioning of National Services was proposed in the 'The Right Help in the Right Place at the Right Time' An independent Strategic Review of Learning Provision for Children and Young People with Complex ASNs conducted by Peter Doran and published in November 2012.
[2] Maslow, A.H. (1943) 'A Theory of Human Motivation' Psychological Review. **50** (4) 370-96
[3] A summary of these Theoretical Frameworks of Development can be found here.

they are fluent in using this skill or knowledge and whether they can generalise it or apply it in different and new situations.

Finally, a recognition of the work of Vygotsky[4] and an understanding of the zone of proximal development (for example, the difference between what a learner can achieve independently and what they can achieve with adult help) is useful. The interaction between an adult and learner (or between learners) is a key factor that will facilitate progression. A skilled communication partner, who is sensitive to the learner and can scaffold or structure their learning, can impact on their ability to progress.

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[4] Vygotsky, L.S. (1978). Mind in society: The development of higher psychological processes. Cambridge, MA: Harvard University Press.

Section 2: Milestones overview and supporting resources

Purpose

These milestones have been designed to support a learner-centered approach to progression which celebrates the diverse ways in which children with complex additional support needs learn. The milestones help practitioners track their progress but do not necessarily capture every aspect of a learners' progression. Further discussion and moderation activities between practitioners will support a shared understanding and use of these milestones and a consistency of 'language' used in reporting progress.[5]

Principles

A number of key principles are important to consider when tracking the progression of learners with complex additional support needs.

- A **holistic view** of the learner must be taken. Learning may not always occur in discrete curriculum areas and it may be necessary to carry out integrated learning in order to determine whether a particular milestone has been achieved.
- Learners' progression should be viewed in the context of the **optimum learning environment** for them. This requires a practitioner to have a clear understanding of the learners' needs; and to adapt the environment to meet these needs effectively. Supportive interactions will also form part of the optimum learning environment for a child or young person.
- It is important to consider what barriers to learning there are for the learner and take whatever steps are necessary to overcome these (or whether they can be overcome) in order to get an accurate picture of progression.
- There should be a focus on what the learner can do, not what they can't. Progress may be made in very small steps. **Success should be celebrated** and shared where possible.
- Learning must be **relevant and purposeful** and built on previous experiences. Taking account of interests, preferences and needs will help engage and motivate the learner.
- Assessment should take account of the **complex interaction between the different aspects of the learner's needs** including medical, sensory, physical, communication and learning needs.

Key messages

- Milestones should **not** be used as **an exhaustive checklist** that needs to be completed by every learner with complex additional support needs.
- Milestones should **ONLY** be used to support learners with complex additional support needs (see definition above) who are working at a pre-early level in all school settings including mainstream and specialist.
- Milestones should **NOT** be used to track progression of typically developing children in early learning and childcare settings.

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[5] The milestones provide an illustration of progression for learners with complex additional support needs at pre-early level. It is important, however, that practitioners continue to base planning activities on the Experiences and Outcomes within CfE.

Learner Support and Engagement

An important aspect of tracking progression[6] is to take account of the different ways in which learners with complex additional support needs engage with their learning and the types of support required to do so. The following tables will help practitioners to discern the types of support required for individual learners and determine their progress in terms of engagement.[7]

Types of Support

When supporting learners with complex additional support needs to access the curriculum, it is important for practitioners to take account of the additional physical, communicative, sensory and cognitive barriers to learning which the children and young people may experience.

The table below outlines the broad types of support that may be provided to a learner when assessing progress (Appendix 1 provides more detail on specialist equipment and approaches). When progress is being recorded or shared with others, it may be helpful to include the types of support provided. Practitioners should work alongside Allied Health Professionals to determine what level and type of support is required in each learning context.

Type of Support	Examples of Support
Physical support *	Hand over hand, use of equipment
Gestural support	Simple signs or gesture, pointing, demonstrating
Visual support *	Using objects, photos, pictures, symbols
Verbal support	Prompting and cues, expectant pause
Support via technology *	Use of switches, apps, communication aids
No support	No support required. Can work independently.

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[6] The milestones are written, where it is appropriate and possible, as a consecutive list that will demonstrate progression. For some learners, however, there will be occasions where a range of milestones will be developed concurrently and other milestones that will never be achieved by the learner. It may also be the case that learners with degenerative conditions may not show progression at all, or lose milestones they have achieved.

[7] The continuum of engagement and types of support will be used alongside **SOME** milestones to provide more detail on progression.

Continuum of Engagement

The following continuum outlines broad forms of engagement which learners may go through in their learning.[8] When undertaking assessment of progress through milestones, practitioners should take account of the following forms of engagement as this will provide additional information as to whether the milestone has been fully achieved. The level of a learner's engagement can vary considerably across different aspects of learning. Practitioners should work together to moderate their understanding of these forms of engagement with a consideration of the specific needs of learners.

Experiences	Encounters	Learner is present during an activity or experience
	Notices	Learner appears to be aware of what is happening around them.
	Shows interest	Learner demonstrates some interest in people, events or objects
Actively engages	Responds	Learner attends and begins to give reactions to show that he/she can tell the difference between people, events or objects
	Focuses attention	Learner demonstrates more consistent attention and shows a clear distinction between specific people, events or objects
	Participates actively	Learner begins to be proactive in their interactions with people, events and objects. He/she anticipates familiar sequence of events
	Initiates	Learner initiates activities and interactions more regularly and responds to options and choices
Applies and extends	Demonstrates understanding	Learner demonstrates their understanding and skills in a specific learning setting
	Consolidates	Learner recalls previous learning and can use it in familiar situations.
	Extends	Learner becomes more confident in their learning and can apply skills in a range of unfamiliar settings.

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[8] Some milestones will not demonstrate different levels of engagement (For example, see Section 3: Foundations Milestones - Communication).

Reporting progress

The milestones have been designed to help practitioners track progression in learning across all learning contexts; therefore, practitioners need to record the context of learning when reporting on a child's progress. This narrative should also include the associated levels and types of support and engagement, the breadth and depth of learning, and the next steps in learning.

Foundation Milestones

These form the **foundation of learning** for learners with complex additional support needs for all curricular areas. They focus on **early communication; making connections; self and emotions; and functional movement**.

Literacy & English and numeracy and mathematics Milestones

The structure of the literacy & English, and numeracy & mathematics, 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.

Section 3: Foundation Milestones (to include aspects of Health and Wellbeing)

This resource should always be used in conjunction with [Section 1: Guidance](), [Section 2: Supporting resources]() and [Notes]()

Communication	**Attention skills**	• Shows a simple reflex response to an individual stimulus
		• Shows a simple reflex response to a range of sensory stimuli, objects, people and/or activities.
		• Shows awareness of something happening:
		   ○ Gives a quick and fleeting response
		   ○ Gives inconsistent response
		   ○ Gives more consistent attention and response.
		• Gives shared attention to a range of sensory stimuli, objects, people and/or activities.
		• Anticipates within familiar routines and situations
		• Shares a consistent response in familiar routines and situations.
		• Shows understanding of a sequence of activities within a familiar routine.
		• Demonstrates extended attention within familiar settings.
		• Demonstrates extended attention within unfamiliar settings.

	Preference and choice	• Shows pleasure/displeasure through:
		   ○ Non-verbal or physical response
		   ○ Verbal response.
		• Accepts or rejects in response to sensory stimuli, objects, people and/or activities
		• Indicates preferences in response to sensory stimuli, objects, people and/or activities
		• Consistently shows and expresses preference to sensory stimuli, objects, people and/or activities.
		• Communicates basic needs that enables them to be understood by others (for example, more/again/finished/enough/stop)
		• Makes a choice using:
		   ○ Real objects
		   ○ Photos
		   ○ Symbols.

	Interaction	• Shows awareness of people and activities. • Tolerates other people within their space • Demonstrates a clear reaction to people and activities • Responds to facial expressions and/or body language. • Shows a response to a social interaction with familiar people and activities. • Shows a response to a social interaction with unfamiliar people and activities • Imitates, during interactions, using vocalisations and/or body movements. • Maintains an interaction for a brief period • Terminates an interaction (may be unconventional) • Terminates an interaction in a conventional way (for example, saying bye or all done) • Initiates an interaction with a familiar person or in a familiar situation (for example, through play) • Initiates an interaction with an unfamiliar person or in an unfamiliar situation • Takes turns in an interaction with a familiar person or in a familiar situation (for example, through play) • Takes turns in an interaction with unfamiliar people and/or unfamiliar settings

Making connections (cognitive)		• Notices stimuli. • Follows/tracks a stimulus when it moves. • Looks around for disappearing stimuli. • Explores toys and objects using one or two senses • Explores toys and objects with a wide range of senses • Demonstrates an interest in environment • Shows preference for toys and objects • Recognises that repeated actions leads to particular effects (cause and effect). • Responds differently to familiar and unfamiliar sensory stimuli, objects, people and/or activities • Seeks a preferred or favourite toy or object in a familiar place • Returns a familiar toy or object to a familiar place • Demonstrates an awareness of their own possessions through behavioural, physical, facial and vocal expression • Demonstrates an awareness that a specific toy or object has a purpose, e.g. pours from a watering can, feeds a doll using a bottle • Shows awareness of a change or difference in a familiar activity or routine • Follows steps within a familiar routine (for example, transitions between activities, daily hygiene activities • Begins to initiate or complete a familiar routine (for example, transitions between activities, daily hygiene activities)
Self and emotions	**Awareness**	• Shows basic emotions (happy, sad, angry, scared, surprised and disgust) through behavioural, physical, facial and vocal expression • Reacts in some way to the emotions of others • Demonstrates a consistent emotional response to indicate displeasure to a range of sensory stimuli, objects, people and/or activities • Demonstrates a consistent emotional response to indicate pleasure to a range of sensory stimuli, objects, people and/or activities • Shows emotional responses to a range of sensory stimuli, objects, people and/or activities • Copies the emotional responses of others in their facial expression and body gestures • Recognises different facial expressions that demonstrate basic emotions (real people, photos, symbols) • Demonstrates pleasure in response to feedback from others • Demonstrates a sense of achievement through behavioural, physical, facial and/or vocal expression
	Regulation	• Attempts to self soothe (may be unconventional) • Tolerates an adult's attempts to intervene when distressed • Accepts redirection when distressed • Uses a range of sensory stimuli, objects and/or activities to self soothe at the direction of others • Responds to adult support when distressed • Selects a range of sensory stimuli, objects and/or activities to self soothe • Seeks adult support when distressed • Begins to regulate emotional response by using a range of sensory stimuli, objects, people and/or activities

		Gross Motor Skills
Functional movement		- Shows an awareness of different body parts - Demonstrates control of a body part (for example, stays still, turns head towards a stimulus or reaches hand towards a switch) - Maintains a position (on side, sitting, standing etc.) - Transitions in and out of a position (sitting, standing etc.) - Transitions out with centre of gravity and returns - Travels in different ways (crawling, bottom shuffling, rolling, sliding, walking etc.) - Moves in a range of directions e.g. reaches or moves forward, backwards or sideways - Starts to control speed of movement - Starts to control force of movement **Fine Motor Skills** - Uses hands, fingers or feet to explore objects - Grasps and releases a range of objects - Holds and stabilises a range of objects - Uses hands to manipulate an object for a range of functions (for example, push, pull, open, close) **Coordination** - Starts to coordinate actions (for example, walking and holding an object, reaching for an object etc.)

Notes:

Communication
This section includes the range of skills which form the foundation of early communication from attention skills to communicating preference and choice, and the basis of social interaction. It relates to how learners respond to and receive information. Development of skills in this area will form the foundation to progression in many other areas particularly to the development of early literacy skills. As in other areas, the continuum of engagement will support practitioners to identify different levels of engagement in many of these skills but there are a number of very basic skills in this area for which the continuum of engagement won't apply. These include milestones such as 'Shows a simple reflex response to an individual stimulus' where the expectation is either that the learner is either able to do this or not.

Making Connections (Cognitive)
This section relates to how learners explore and interpret the world. Learners with complex additional support needs can experience difficulties making sense of the world and may need many opportunities to encounter, experience and engage with stimuli, objects, people and activities in a range of ways; to look for patterns and sequences in experience; and generally extend their focus from the immediate and concrete to the less immediate and more abstract. As learners begin to develop the understanding that they can have an effect on their world, they can be offered a much wider range of activities and objects to explore. At this stage learners should be given opportunities to choose or show their preference for particular objects, people, or activities. A focus on progression within regular daily living activities and routines can

be helpful at this stage as developing skills in this context can be an important life skill for many learners.

Self and Emotions

This section explores how children and young people will develop their awareness of both themselves and of their emotions. It is not expected that learners at this stage will necessarily have the language to express their emotions or to access appropriate support. It is important, however, that as part of their progression within health and wellbeing that they are able to recognise that they are experiencing emotions and to seek out support when needed. It is particularly important that they can find ways through their environment, and the adults within that environment, to begin to regulate any emotions or feelings that they have and accept the support of others to co-regulate.

Often learners with complex additional support needs may seek ways to self-soothe or regulate themselves in unconventional ways. Unconventional means of self-soothing or regulation may include: making loud noises; moving around a lot; and in some instances may include behaviours that cause harm to themselves and others (for example, banging their head or grabbing for others). The skills which demonstrate progression in regulation will generally be towards more conventional means of regulation. It may be the case that some unconventional ways of self-soothing or regulating emotions still demonstrate progression but it is paramount that learners should move towards developing skills in this area which ensure the safety of themselves and others. (See also 'Understanding the Profile of Learners' section for ways to accommodate or manage health, physical, and sensory issues through profiles developed in conjunction with Allied Health professionals)

Functional Movement

This section emphasises the ultimate aim of each learner being able to maximise their physical and functional independence[9]. Some learners may require high levels of physical support including postural management. Reporting should include the type and level of physical support required. Physically able learners have a diverse range of physical skills and abilities and it is not the intention to represent all of the variation in these skills in these milestones. The milestones that are outlined here focus on the functionality of movement to support the development of independence and not on the quality of movement. In order to fully support the progression of learners in a way that benefits them, practitioners should continue to plan in partnership with other agencies including Allied Health Professionals.

It should be recognised that the oral motor system is also a complex set of fine motor skills. The use of lips, tongue and jaw movements should be routinely encouraged. However, the description of the development of these skills is beyond the scope of these milestones.

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[9] It should be recognised that where there is paralysis some learners may not be able to develop functional movement with some or any of their limbs.

Section 4: Literacy & 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. *LIT 0-01a/LIT 0-11a/LIT 0-20a* I enjoy exploring and choosing stories and other texts to watch, read and 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*	• 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. *LIT 0-02a/ENG 0-03a*	• 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. *LIT 0-04a*	• 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 Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Milestones 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.	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*	• 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.	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 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 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. *LIT 0-10a*	• 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 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 the patterns and sounds of language and can use what I learn.
	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
		• 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:
		   o Turning a page
		   o Left to right
		   o Holding book right way up
		   o Identifying front and back of a book
		   o Knowing the difference between a picture and text
		• Explores a storybook or text in order to find objects, pictures and/or words

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*	• 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
Finding and using information - when reading and using fiction and nonfiction texts with increasingly complex ideas, structures and specialist vocabular	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*	• 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
Understanding, analysing and evaluating - investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes	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 events and characters in stories and other texts, sharing my thoughts in different ways. *LIT 0-19a*	• 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. *LIT 0-01a/LIT 0-11a/LIT 0-20a*	• 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. *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*	• 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. *LIT 0-26a*	• 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. *LIT 0-9b/LIT0-31a*	• 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

Section 5: Numeracy & mathematics Milestones

The structure of the numeracy and mathematics 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 Number, Money and Measure

Number, Money and Measure Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Milestones to support practitioners' professional judgement
Estimation and rounding	I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me. *MNU 0-01a*	• Shows a recognition of one, none and lots in a range of practical contexts • Shows recognition of more or less in a range of practical contexts
Number and number processes including addition, subtraction, multiplication, division and negative numbers	I have explored numbers, understanding that they represent quantities and I can use them to count, create sequences and describe order. *MNU 0-02a* I use practical materials and can 'count on and back' to help me to understand addition and subtraction, recording my ideas and solutions in different ways. *MNU 0-03a*	• Participates in nursery rhymes and songs which involve an introduction to number • Calls out/demonstrates an awareness of numbers that come next in a familiar sequence • Recognises some familiar numbers within the environment • Carries out familiar tasks that involve one to one matching • Recognises and/or uses the sequence of 1,2, 3 to lead into or out of an activity • Says or signs the number words in order • Recognises and identifies some numerals • When asked 'how many?', recognises that they should respond with a number • Follows along a sequence of numerals while communicating the words • Begins to show one-to-one correspondence by indicating (for example, by pointing) at each item and/or reciting the appropriate number words • Uses counting to accurately identify 'how many?' there are in a small group of items • Gives a requested number of items in a practical setting • Adds one more and/or takes one away from a group of items on request • Identifies when there is none left • Demonstrates an understanding of first and last in a familiar routine
Fractions, decimal fractions and percentages including ratio and proportion	I can share out a group of items by making smaller groups and can split a whole object into smaller parts. *MNU 0-07a*	• Splits an item into smaller pieces • Puts smaller pieces back together to make the whole • Takes part in distributing a collection of items between a group • Distributes items one at a time

Number, Money and Measure Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Milestones to support practitioners' professional judgement
Money	I am developing my awareness of how money is used and can recognise and use a range of coins. *MNU 0-09a*	• Exchanges an item for something else • Exchanges a range of media including coins, cards or other forms of money in exchange for something • Handles a range of real money that demonstrates an awareness of money, for example, puts it into a purse or a till or other relevant item. • Finds coins in a group of mixed items • Matches coins or notes that are the same • Sorts some coins from other coins • Identifies some coins • Uses language of money in a real life situation, e.g. pay, coin, change, buy, pounds, pence
Time	I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods. *MNU 0-10a*	• Demonstrates awareness of start and finish by responding to a start and finish signifier such as a tune, object, etc. • Moves on to doing something different in response to a simple timetable (for example, objects, photos, symbols) • Follows a sequence of activities in response to a timetable (e.g. objects, photos, symbols) • Identifies that there are different activities that happen at different times of the day and different days of the week • Shows an awareness that there are different days of the week • Shows some awareness that there are different features associated with different seasons such as weather, clothes, festivals • Shows some understanding of time passing, e.g. through waiting for a timer, or waiting for a turn or activity • Shows some awareness of the language of time, e.g. before, after, time for, tomorrow, today, afternoon, morning, night, now, next, finished and wait
Measurement	I have experimented with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing my findings with others. *MNU 0-11a*	• Explores different items in their world in relation to size, weight, length and capacity through a variety of actions, e.g. filling and emptying • Identifies items by size and/or amount, for example, big and small, heavy and light, full and empty, from a choice of two • Matches items by size and length • Sorts items by size and/or amount, for example, big and small, heavy and light, full and empty • Responds to directions by more or less
Patterns and relationships	I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns. *MTH 0-13a*	• Finds familiar items that go together and matches them • Responds to a change in a familiar pattern or routine

Pre- early level Shape, Position and Movement

Shape, Position and Movement Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Milestones to support practitioners' professional judgement
Properties of 2D shapes and 3D objects	I enjoy investigating objects and shapes and can sort, describe and be creative with them. *MTH 0-16a*	• Investigates the properties of shapes and objects through play activities such as posting shapes, stacking objects, inserting puzzle pieces • Uses objects in a way that demonstrates an awareness of their properties • Matches real life 3 D objects • Matches 2 D shapes • Recognises the names of some simple shapes, for example, circle, star, square
Angle, symmetry and transformation	In movement, games, and using technology I can use simple directions and describe positions. *MTH 0-17a* I have had fun creating a range of symmetrical pictures and patterns using a range of media. *MTH 0-19a*	• Demonstrates an understanding of simple positional language such as in, on, under, up and down • Joins in familiar movement games and activities • Follows some simple directions within familiar movement games and dance, e.g. turn around

Pre- early level Information Handling

Information Handling Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Milestones to support practitioners' professional judgement
Data and analysis	I can collect objects and ask questions to gather information, organising and displaying my findings in different ways. *MNU 0-20a* I can match objects, and sort using my own and others' criteria, sharing my ideas with others. *MNU 0-20b* I can use the signs and charts around me for information, helping me plan and make choices and decisions in my daily life. *MNU 0-20c*	• Collects or chooses a group of objects that share one property • Matches specific objects to other objects, pictures or symbols • Sorts a group of objects using a given criteria • Uses signs/symbols/pictures/objects of reference to help plan and make choices

Section 6: Appendices and Acknowledgements

Appendix 1 - Specialist Equipment and Approaches

Many learners with complex additional support needs will require the use of specialist equipment and approaches to help them with progression. This includes learners who are likely to have a range of communication and physical needs.

Some learners with complex additional support needs have limited or no verbal language. Therefore, practitioners will employ a range of strategies to support and enable understanding and communication. Use of on-body and/or manual signing, sensory cues, objects of reference, song signifiers, and visual supports such as photographs and symbols can enable learners to understand and anticipate.

Additionally, many leaners will use Voice Output Communication Aid devices (VOCA) for expressive communication. Learners with complex needs will access these devices in a number of ways: through touch screens, assistive switches or eye tracker units. These methods of supporting communication are often referred to as 'Augmentative and Alternative Communication' (AAC).

Learners with physical needs may range from those who have very limited mobility and require an extensive range of physical supports to those who have some difficulties within a particular area such as head or hand control. Support for physical needs is likely to include a wide variety of equipment or approaches to enable learners to access the curriculum and make progress. Examples might include a supportive seat which would allow a child or young person to maintain a position which will in some instances support more independent hand function, or a walking aid to allow them to travel in different ways. Allied Health Professionals and other agencies will be able to advise on the most appropriate equipment that is required to support learners.

It is likely in many cases that the achievement of a milestone may require such specialist equipment or approaches to support progression. When assessing learners' progress, staff should make use of and record any type of equipment, AAC or other support that facilitates learning.

For further information and support see: http://www.callscotland.org.uk/home/

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Education Scotland
Denholm House
Almondvale Business Park
Almondvale Way
Livingston EH54 6GA

T +44 (0)131 244 4330
E enquiries@educationscotland.gsi.gov.uk

www.education.gov.scot