

# Language, Literacy and Communication Skills Area of Learning

## Writing

### Routes for Learning/ABC steps



#### Routes for Learning/ABC steps pedagogy

##### Learners should be given opportunities to develop their skills, knowledge and understanding through:

- a developmentally appropriate curriculum where the seven (six in Welsh-medium settings/schools) Areas of Learning and programmes of study complement each other and work together
- continuous and enhanced provision and focused activities in the indoor and outdoor learning environments
- different types of play and a range of planned activities, including those that are child-initiated
- experiences that allow them to adopt a variety of roles, including leadership within a small group, paired learning or working within a team
- different resources, including ICT
- active learning opportunities that build on prior experiences and support them to become independent thinkers and learners
- activities that allow them to use their senses, be creative and imaginative
- tasks and challenges that encourage problem solving and discussion.

#### Range of experiences

##### Learners should be given opportunities to:

- experience a language-rich environment that immerses them in the spoken and written word
- practise, develop and refine their skills within all aspects of provision, including continuous provision, and through all Areas of Learning and programmes of study
- express themselves creatively and imaginatively
- experience and use a range of media and stimuli including emerging technologies
- access and share a variety of non-fiction texts, stories and traditional tales from Wales and around the world including those written by significant authors
- mark make or write in a range of genres
- communicate in a range of contexts for a variety of purposes and audiences.

The Language, Literacy and Communication Skills Area of Learning in English and Welsh have been developed side by side. Learners can use translingual and dual literacy skills to develop both languages so that a strength in one language reinforces the other.

#### Key

Within the table, text taken from the LNF will appear as normal text. Text that is a specific Routes for Learning/ABC steps skill will appear as bold. These skills are further identified by the following icon.

**RfL/ABC steps skill** ❖ When combined with the LNF statements, these skills form the Routes for Learning/ABC steps Language, Literacy and Communication Skills Area of Learning.

#### N.B.

In order to comply with accessibility and legibility, these tables have been designed to be printed at their optimum size of A3.

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Elements	Aspects	RfL routemap	A steps	B steps	C steps
		Learners have achieved the following on the Routes for Learning (RfL) routemap.	Learners are able to:	Learners are able to:	Learners are able to:
Organising ideas and information	Meaning, purposes, readers	Shared attention [RfL 40]	look at/acknowledge their 'drawing' when an adult talks about what they have done	share their 'drawing' in interactions with an adult	say something about their drawings or news that an adult can write down
				select a single symbol or picture (from two or more) to describe something that has just happened	use mark(s) to label their own work
				<b>select their own name from a choice of two name cards and match it to an item that is theirs ❖</b>	<b>choose picture(s), symbol(s) or very familiar written word(s) to record something that has been said ❖</b>
		Contingency awareness [RfL 26]	'place' scribble in defined space (within boundaries of page or particular area of paper) demonstrating increasing visual control	close some lines in their scribble (producing apparent shapes)	write some letters of own name (may be unconventional in form)
			touch a picture or symbol to obtain a visual or auditory reward on a PC or a tablet computer (can focus on picture as a 'target', but may not distinguish representation)	select a picture or symbol (from two or more) to convey a message in speaking symbol software on PC or a tablet computer	select pictures or symbols to compose a short phrase using speaking symbol software on a PC or a tablet computer
		<b>observe with interest as an adult writes ❖</b>	<b>observe an adult, or peer, writing, then imitate their actions using a pencil or other instrument ❖</b>	<b>observe an adult, or peer, writing, then imitate their actions producing writing-like patterns ❖</b>	
Structure and organisation	Does two different actions in sequence to get reward [RfL 35]	persist in mark-making to produce a result (which appears random)	scribble to produce their own 'drawing' and begin to attribute meaning to it	select two or more symbols in succession to convey 'what happened first . . . next', and use to give information to an adult	
				show interest when an adult writes down/reads back their news/story; confirm it is what they want to say	

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Writing accurately	Language				
	Handwriting Grammar Punctuation Spelling	Purposeful action on everyday environment [RfL 24]	experiment with mark-making using body parts, e.g. <i>hands and feet</i>	use their preferred hand more consistently when mark-making, sometimes using an (adapted) instrument	try out a variety of instruments to make marks and shapes on paper or other appropriate material
		Make marks over large area, e.g. <i>using whole arm movement</i> [not on RfL routemap but relevant]	grasp items and begin to use fingers to make marks (e.g. <i>in wet sand, foam, etc.</i> ), progressing to scribbling on paper.	<b>use a range of actions to make a variety of marks, e.g. <i>dots and lines in different orientations and circular patterns.</i></b> ❖	make an attempt at tracing over large shapes and letter forms
					include some letter-like shapes or word forms (with gaps in between) when drawing
					draw some recognisable representations, e.g. <i>person or animal.</i>