



## TEACHERS' NOTES

Digital Rapid Assessment Guide (D-RAG) for nomadic learners

**Assessment focus: Writing**

This resource focusses on Writing across Curriculum for Excellence (CfE) Early, First and Second levels.

### **Teachers' Notes D-Rag – Writing**

#### **Key points**

- *Gypsy/Traveller learners may only be in school for a short time*
- *Gypsy/Traveller learners should be 'fast tracked' so that they can progress quickly and experience success in the different subject areas.*
- *Gypsy/Traveller learners should be included in peer group learning and teaching wherever possible*
- *Use culturally appropriate resources, for example stories and pictures from the Gypsy/Traveller community*
- *Use initial discussions about travelling, home culture and types of learning within the family to gauge the child's interest, learning styles and range of abilities.*

#### **Who is this resource for?**

- *The Digital Rapid Assessment Guide (D-RAG) is designed to support teachers working with Gypsy/ Traveller learners.*

#### **What does it do?**

- *The resource comprises a pathway which enables assessment of children's abilities using accessible activities. It is particularly useful when children arrive or return after periods of travelling.*

#### **How should it be used?**

- *There are three separate D-RAG resources. They highlight outcomes and benchmarks in numeracy, reading and writing as initial assessment priorities. However, where possible, the assessments should be introduced as part of an integrated learning context that recognises a child's strengths and cultural interests.*

#### **D-RAG: Writing**

*This resource focusses on Writing across Curriculum for Excellence (CfE) Early, First and Second levels.*



- *In the following pages you can align Key Outcomes and Benchmarks with pupil learning activities offering a quick way to assess the pupils' levels.*
- *Included are CfE links, oral instructions and/or strategies to support the activity.*
- *It is not intended that learners should work through the entire guide. Teachers should select the appropriate pages for assessing specific learners.*


***Assessment opportunities***


- ***Success criteria for writing activities should be created with the learners as part of the learning and teaching process. Learners should be supported to understand the subject content required for the piece of writing but they should also have the opportunity to discuss the expectations for the piece of writing. This will include the features of the specific writing type as well as structure, organisation and technical skills.***
- ***Content criteria (subject driven)***
- ***Writing criteria (to support development of writing skills)***

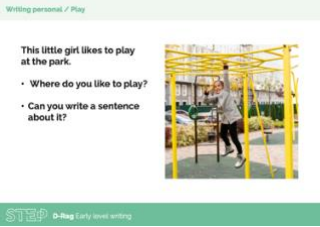


***You may find this page from Education Scotland useful:***


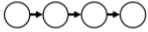
***[lit15-writing.pdf \(education.gov.scot\)](#)***

| Early level writing   |  |  |
|---|--|--|
| Writing / Your name   |  |  |
| Preparation, materials and activities   |  | Key outcomes and benchmarks  |
| <p>Writing / Your name</p> <p>Can you write your name?</p> <p><b>STEP</b> D-Bag Early level writing</p> | <p><a href="#"><u>decoding-early-level-to-fourth-level-ud-.pdf (wordpress.com)</u></a></p>  <p>Learners' record to be used throughout this assessment</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 or write. ENG 0-12a / LIT 0-13a / LIT 0-21a</p> <ul style="list-style-type: none"> <li>• Uses a pencil with increasing control and confidence</li> <li>• Forms some letters legibly</li> </ul> |



| <b>Spelling / Write down the words</b>  |  |  |
|---|--|--|
| <b>Preparation, materials and activities</b>  |  | <b>Key outcomes and benchmarks</b>   |
| <p>Spelling / Write down the words</p> <p>Write down the words<br/>your teacher says</p> <p><b>STEP</b> 0-Rag Early level writing</p> | <p>Select most appropriate words for learner to write.</p> <p><b>cat, sit, dog, get, and, dish, shin, chat, tin, the, sing, when, was, bath, to, said, feet, book, paint, point, today, then, you, is, here, jacket, goat, pain, fight, park, soil, corn, fair, tear, main</b></p> <p>Learners' record to be used throughout this assessment</p>  <p>Highland literacy Phonological awareness screening and assessment</p> <p><a href="#">Phonological Awareness   HIGHLAND LITERACY</a></p> <p>Decoding Early level to Fourth level</p> <p><a href="#">decoding-early-level-to-fourth-level-ud-.pdf</a></p> <p><a href="#">(wordpress.com)</a></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 or write. ENG 0-12a / LIT 0-13a / LIT 0-21</p> <ul style="list-style-type: none"> <li>• Spells some common words correctly</li> <li>• Uses knowledge of phonics and spelling strategies</li> </ul> |

| Writing fiction / Ice cream   |  |                             |        |                      |  |  |  |   |
|---|--|-----------------------------|--------|----------------------|--|--|--|---|
| Preparation, materials and activities   |  | Key outcomes and benchmarks |        |                      |  |  |  |   |
| <p>Writing fiction / Ice cream</p> <ul style="list-style-type: none"> <li>• Who is here?</li> <li>• What are they doing?</li> <li>• Can you write a sentence about it?</li> </ul>  <p><b>STEP 3-4</b> Early shared writing</p> | <p>The photograph could be used for a talking or writing activity. Allow the learner time to carry out free writing with teacher prompts, if necessary.</p> <p>The visible learning strategy, I see, I think, I wonder, would be useful here.</p> <p>Use a story planning template</p> <div data-bbox="622 683 931 842"> <p>Story planning - Early</p> <table border="1"> <thead> <tr> <th>Who?</th> <th>Where?</th> <th>What are they doing?</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>18 RAG</p> </div> <p><u><b>See Think Wonder - THINKING PATHWAYS (weebly.com)</b></u></p> <div data-bbox="609 880 931 1120"> <p>THINKING PATHWAYS</p> <p>HOME THINKING PATHWAYS CATEGORIES OF THINKING INQUIRY-BASED LEARNING THINKING PATHWAYS BLOG ABOUT US CONTACT</p> <p><b>See Think Wonder</b></p> <p>The See Think Wonder routine encourages students to:</p> <ul style="list-style-type: none"> <li>• make careful observations</li> <li>• make thoughtful interpretations</li> </ul> <p>It helps to:</p> <ul style="list-style-type: none"> <li>• encourage curiosity</li> <li>• set the stage for inquiry</li> </ul> <p>See Think Wonder... I, all</p> <p>See Think Wonder... I, all</p> </div> | Who?                        | Where? | What are they doing? |  |  |  | <p>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT 0-26a</p> <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> <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 or write. ENG 0-12a / LIT 0-13a / LIT 0-21a</p> <ul style="list-style-type: none"> <li>• Forms most letters legibly</li> <li>• Leaves a space between words when writing</li> <li>• Makes an attempt to spell familiar words</li> <li>• Makes an attempt to use capital letters and full stops</li> </ul> |
| Who?  | Where?   | What are they doing?        |        |                      |  |  |  |   |
|   |  |                             |        |                      |  |  |  |   |


| Writing personal / Play   |   |  |
|---|---|--|
| Preparation, materials and activities   |   | Key outcomes and benchmarks  |
|  | <p>The photograph could be used for a talking or writing activity. Allow the learner time to carry out free writing with teacher prompts, if necessary.</p> <p>The visible learning strategy, I see, I think, I wonder, would be useful here.</p> <p>Use a story planning template</p>   <p><u><a href="http://weebly.com">See Think Wonder - THINKING PATHWAYS (weebly.com)</a></u></p> | <p>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT 0-26a</p> <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> <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 or write. ENG 0-12a / LIT 0-13a / LIT 0-21a</p> <ul style="list-style-type: none"> <li>Forms most letters legibly</li> <li>Leaves a space between words when writing</li> <li>Makes an attempt to spell familiar words</li> <li>Makes an attempt to use capital letters and full stops</li> </ul> |
| Writing Non-fiction / Puppy   |   |  |
| Preparation, materials and activities   |   | Key outcomes and benchmarks  |

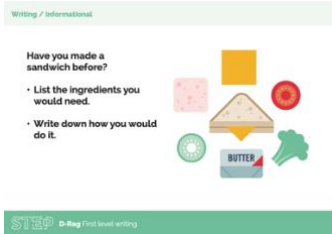
|   |   |   |
|---|---|---|
|  | <p>Could be used for a talking or writing activity. Allow the learner time to carry out free writing with teacher prompts, if necessary.</p> <p><b>Organising instruction text</b></p> <div data-bbox="618 419 887 603"> <div> <p>Title:<br/>what's to be achieved</p> </div> <div> <p>Maybe...<br/>labelled<br/>diagram(s)</p> </div> <div> <p>What you need</p> <p>.....</p> <p>.....</p> <p>.....</p> </div> <div> <p>What to do, one step at a time.</p>  <p>When you have made your flow-chart decisions, ask someone if they think you will be able to progress to the next step of writing.</p> </div> </div> | <p>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT 0-26a</p> <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> <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 or write. ENG 0-12a / LIT 0-13a / LIT 0-21a</p> <ul style="list-style-type: none"> <li>Forms most letters legibly</li> <li>Leaves a space between words when writing</li> <li>Makes an attempt to spell familiar words</li> <li>Makes an attempt to use capital letters</li> <li>and full stops</li> </ul> |
|---|---|---|





| First Level Writing   |   |   |
|---|---|---|
| Spelling / Write down the words   |   |   |
| Preparation, materials and activities   |   | Key outcomes and benchmarks   |
|  | <p>Select the most appropriate words for your learner.<br/> <b>jacket, goat, pain, fight, park, soil, corn, fair, tear, main, place, tie, stone, meat, down, boy, away, everyone, another, pulled, because, wanted, suddenly, friends, again, I'll, would, were</b></p> <p>Learners' record to be used throughout this assessment</p>  <p>Highland literacy Phonological awareness screening and assessment<br/> <a href="#">Phonological Awareness   HIGHLAND LITERACY</a><br/> Decoding Early level to Fourth level<br/> <a href="#">decoding-early-level-to-fourth-level-ud-.pdf</a><br/> <a href="#">(wordpress.com)</a></p> | <p><b><i>I can spell the most commonly used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. LIT 1-21a</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>Spells common words correctly</i></b></li> <li>• <b><i>Uses knowledge of phonics and spelling strategies</i></b></li> </ul> |

| Writing fiction / The woods   |  |                             |        |                      |  |  |  |   |
|---|--|-----------------------------|--------|----------------------|--|--|--|---|
| Preparation, materials and activities   |  | Key outcomes and benchmarks |        |                      |  |  |  |   |
| <p>Writing fiction / The woods</p> <p>The children had all met in the woods. They brought rucksacks with torches, snacks and warm jackets. The oldest boy, John, was the leader. Think about...</p> <ul style="list-style-type: none"> <li>• Who might be there</li> <li>• What they might do</li> <li>• What they have with them</li> </ul> <p><b>STEP</b> Di-Rag First lesson writing</p> | <p>If appropriate, replace photographs / context with one more familiar to learner.</p> <p>By using photographs or a story starter that learners would be familiar with, ensures they have prior knowledge to draw on for their story.</p> <p>Use a story planning template.</p> <p>Story planning - Early</p> <table border="1"> <thead> <tr> <th>Who?</th><th>Where?</th><th>What are they doing?</th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td></tr> </tbody> </table> <p>18 RAG</p> | Who?                        | Where? | What are they doing? |  |  |  | <p>I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. LIT 1-22a</p> <ul style="list-style-type: none"> <li>• Writes independently using capital letter, full stop, question mark</li> <li>• Links sentences</li> <li>• Starts sentences in a variety of ways</li> <li>• Presents writing in a clear and legible way</li> </ul> <p>By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. LIT 1-26a</p> <ul style="list-style-type: none"> <li>• Plans and organises ideas and information using an appropriate format.</li> <li>• Makes notes to help plan writing and uses them to create new texts.</li> </ul> |
| Who?  | Where?   | What are they doing?        |        |                      |  |  |  |   |
|   |  |                             |        |                      |  |  |  |   |

|   |   | <ul style="list-style-type: none"> <li>• Includes relevant information in written texts.</li> <li>• Organises writing in a logical order and as appropriate to audience.</li> <li>• Uses relevant and/or interesting vocabulary as appropriate for the context.</li> </ul> |        |                      |  |  |  |   |
|---|---|--|--------|----------------------|--|--|--|---|
| <b>Personal and fictional writing / The beach</b>   |   |  |        |                      |  |  |  |   |
| <b>Preparation, materials and activities</b>  |   | <b>Key outcomes and benchmarks</b>   |        |                      |  |  |  |   |
| <p>Personal and fictional writing / The beach</p> <p>Can you write about a day when you went to the beach?</p> <ul style="list-style-type: none"> <li>• Who were you with?</li> <li>• Where did you go?</li> <li>• What did you do?</li> <li>• What do you like about going to the beach?</li> </ul>  <p><b>STEP 1</b> D-Rag First level writing</p> | <p>By using photographs or a story starter that learners would be familiar with ensures they have prior knowledge to draw on for their story.</p> <p>Use a story planning format.</p> <p>Story planning - Early</p> <table border="1"> <thead> <tr> <th>Who?</th> <th>Where?</th> <th>What are they doing?</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>18 RAG</p> | Who?   | Where? | What are they doing? |  |  |  | <p>I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. LIT 1-22a</p> <p>By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. LIT 1-26a</p> <ul style="list-style-type: none"> <li>• Plans and organises ideas and information using an appropriate format.</li> <li>• Makes notes to help plan writing and uses them to create new texts.</li> <li>• Includes relevant information in written texts.</li> </ul> |
| Who?  | Where?  | What are they doing?   |        |                      |  |  |  |   |
|   |   |  |        |                      |  |  |  |   |

|   |  |   |
|---|--|---|
|   |  | <ul style="list-style-type: none"> <li>Organises writing in a logical order and as appropriate to audience.</li> <li>Uses relevant and/or interesting vocabulary as appropriate for the context.</li> </ul>   |
| <b>Writing / Informational</b>  |  |   |
| <b>Preparation, materials and activities</b>                                      |  | <b>Key outcomes and benchmarks</b>  |
|  | <p>The learner could write instructions for any activity they are familiar with.</p> <p><a href="#">Writing instructions – first level   Literacy and English activities   Resources for practitioners   Scotland Learns   National Improvement Hub (education.gov.scot)</a></p> | <p>By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. LIT 1-26a</p> <ul style="list-style-type: none"> <li>Organises writing in a logical order and as appropriate to audience.</li> <li>Uses relevant and/or interesting vocabulary as appropriate for the context.</li> </ul> |

| <b>Second level / Writing</b>  |  |  |
|--|--|--|
| <b>Spelling / Write down the words</b>   |  |  |
| <b>Preparation, materials and activities</b>   |  | <b>Key outcomes and benchmarks</b>   |
| <p>Spelling / Write down the words</p> <p>Write down the words your teacher says</p> <p><b>STEP</b> B-Rag second level writing</p> | <p>Select the most appropriate words for your learner.</p> <p><b>Windier, windiest, beautiful, wreck, jacket, question, narrow, happen, person, skeleton, mild, ghost, circus, race, sword, square, disaster, sleepy, however, since, favourite, business, important, accidentally, continue, strength, breathe, medicine</b></p> <p>Learners' record to be used throughout this assessment</p>  <p>Highland literacy Phonological awareness screening and assessment</p> <p><a href="#">Phonological Awareness   HIGHLAND LITERACY</a></p> <p>Decoding Early level to Fourth level</p> <p><a href="#">decoding-early-level-to-fourth-level-ud-.pdf (wordpress.com)</a></p> | <p>I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. LIT 2-21a</p> <ul style="list-style-type: none"> <li>Applies knowledge of spelling patterns, rules and strategies to spell most words correctly</li> </ul> |

| Personal Writing / Travel   |  |  |
|---|--|--|
| Preparation, materials and activities   |  | Key outcomes and benchmarks  |
| Writing for Information   | Materials/Preparation /Activities / Online Activities<br>Question / Suggestions for Follow Up  | Key Outcomes and Benchmarks<br>Second Level  |
| <p>Personal writing / Travel</p> <p>Can you write something about going travelling?</p> <ul style="list-style-type: none"> <li>• Who were you with?</li> <li>• Where did you go?</li> <li>• What do you remember about the trip?</li> </ul>  <p><b>STEP</b> 0-Rag Second level writing</p> | <p>Decide if digital programme is to be used. This will depend on learner's digital skills</p> <p>The learner could design a poster for any activity they are familiar with.</p> <p>Keynote, PowerPoint, Word, Publisher could all be used to create a digital poster.</p> | <p>By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-26a</p> <ul style="list-style-type: none"> <li>• Organises information in a logical way.</li> <li>• Selects relevant ideas and information.</li> </ul> <p>Uses appropriate vocabulary, including subject-specific vocabulary to suit purpose and audience</p> <p>Writes independently using capital letter, full stop, question mark, links sentences, starts sentences in a variety of ways, presents writing in a clear and legible way in both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. LIT 2-22a</p> <ul style="list-style-type: none"> <li>• Uses a range of punctuation – capital letters, full stops, commas, exclamation marks etc</li> <li>• Uses sentences of different lengths</li> <li>• Uses paragraphs</li> </ul> |

|  |  |  |
|--|--|--|
|  |  | <ul style="list-style-type: none"><li>Writes in a fluent and legible way</li></ul> |
|--|--|--|

Story Planning Sample – Early Level

| Who? | Where? | What are they doing? |
|------|--------|----------------------|
|      |        |                      |

Story Planning Sample – First/ Second Level

|           |            |     |
|-----------|------------|-----|
| Setting   | Characters |     |
| Beginning | Middle     | End |



## Personal Writing Planning Sample – First / Second Level

[illegible]

## Notes Page

### Sample Writer Learner Record

| Writing  |       |       |        |         |
|--|-------|-------|--------|---------|
| Key Outcomes   | Early | First | Second | Comment |
| Writing using sounds, letters and words (phonics and spelling)<br>ENG 12a / LIT 13a / LIT 21a                        |       |       |        |         |
| Independent writing with appropriate punctuation and structure<br>LIT 22a  |       |       |        |         |
| Writes to convey ideas, selects relevant information and organises in a logical way considering audience.<br>LIT 26a |       |       |        |         |