



STEP

D-Rag

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)

All printable resources can be found here:

D-RAG resources

Additional culturally relevant images can be found here:

Unsplash collection

You may find the following websites useful:

[lit15-writing.pdf \(education.gov.scot\)](https://www.education.gov.scot/lit15-writing.pdf)

[Creating Texts Overview | HIGHLAND LITERACY](#)

[Encoding \(Spelling\) Overview | HIGHLAND LITERACY](#)

[Pre-Handwriting | HIGHLAND LITERACY](#)

[Tools for Handwriting \(padlet.com\)](https://www.padlet.com/)

Assessment activities – Writing

EARLY LEVEL WRITING

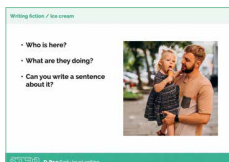
Writing/Your name

Preparation, materials and activities	Key outcomes and benchmarks
 What you need • Learner record • Pencil and paper or whiteboard and pen What you do • Ask the young person to write their name • Offer support with letter formation if required • Ask the young person to write any other letters they may know Differentiation/additional resources • Fine motor skills can be assessed with cut and paste activities or follow the line worksheets – Fine motor skills printables – Highland Literacy fine motor resources • Write Sound – handwriting demonstrator (ictgames.com)	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 * Uses a pencil with increasing control and confidence. * Forms some letters legibly.

Spelling / Write down the words		
Preparation, materials and activities		Key outcomes and benchmarks
	What you need • Learner record • Paper and pencil or whiteboard and pen What you do • Ask the learner to write down the words you say • Select most appropriate words for learner to write • The following list are only suggestions but contain most initial sounds <i>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</i> Differentiation/additional resources • Encoding from Highland Literacy	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 * Spells some common words correctly. * Uses knowledge of phonics and spelling strategies,

Writing fiction / Ice cream

Preparation, materials and activities



What you need

- [Planning template](#)
- Pen/pencil and paper
- [Additional images of ice-cream](#) (optional)

What you do

- * Explain to the learner that they are going to write a fictional story/sentence that includes ice-cream
- * The characters in the photograph can be anyone that they like
- * Ask them to use their imagination to think about what might happen
- * Use the prompts to encourage the learner to write a fictional sentence
- * Allow the learner time to carry out free writing with teacher prompts, if necessary
- * The sentence could be accompanied by a black line drawing
- * The photograph could also be used for a talking and listening exercise

Differentiation/additional resources

- The visible learning strategy, I see, I think, I wonder, would be useful here
- [See Think Wonder – THINKING PATHWAYS \(weebly.com\)](#)

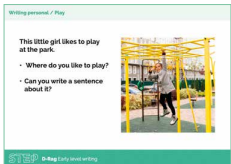
Key outcomes and benchmarks

Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT 0-26a

- * Writes to convey ideas, messages and information in different ways in play, imaginative and real contexts.
- * Writes to reflect own experiences and feelings using appropriate vocabulary to convey meaning.

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

- * Forms most letters legibly.
- * Leaves a space between words when writing.
- * Makes an attempt to spell familiar words.
- * Makes an attempt to use capital letters and full stops.

Writing personal / Play		
Preparation, materials and activities		Key outcomes and benchmarks
	What you need • Story planning template • Pencil/pen and paper What you do • Explain to the learner that they are going to write about a time that they were playing • Ask if they have played at a park. If they have not, ask them to write about somewhere that they do play • It is important that the learner draws on their own experience when carrying out personal writing • Allow the learner time to carry out free writing with teacher prompts, if necessary • The photograph could also be used as a listening and talking activity Differentiation/additional resources • The visible learning strategy, I see, I think, I wonder, would be useful here • See Think Wonder – THINKING PATHWAYS (weebly.com)	Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT 0-26a * Writes to convey ideas, messages and information in different ways in play, imaginative and real contexts. * Writes to reflect own experiences and feelings using appropriate vocabulary to convey meaning. 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 * Forms most letters legibly. * Leaves a space between words when writing. * Makes an attempt to spell familiar words. * Makes an attempt to use capital letters and full stops.

Writing Non-fiction / Puppy

Preparation, materials and activities



What you need

- [Planning template](#)
- Pencil/pen and paper

What you do

- Have a chat about pets they may have
- Ask the learner to think about how they care for their dog/pet
- If the learner does not have a dog/pet, consider writing about what a baby needs to stay fit and healthy
- Allow the learner time to carry out free writing with teacher prompts, if necessary

Differentiation/additional resources

- Use visual props to support thinking
- Draw a poster showing what a puppy needs to stay fit and healthy

Key outcomes and benchmarks

Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT 0-26a

- * Writes to convey ideas, messages and information in different ways in play, imaginative and real contexts.
- * Writes to reflect own experiences and feelings using appropriate vocabulary to convey meaning.

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

- * Forms most letters legibly.
- * Leaves a space between words when writing.
- * Makes an attempt to spell familiar words.
- * Makes an attempt to use capital letters and full stops.

FIRST LEVEL WRITING

Spelling / Write down the words

Preparation, materials and activities	Key outcomes and benchmarks
 What you need • Learner record • Pencil and paper or whiteboard and pen • Word list What you do • Ask the learner to write down the words you say • Select the most appropriate words for your learner. • The following list are only suggestions but contain most initial sounds <i>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</i> Differentiation/additional resources • British Dyslexia Association spelling strategies • What's Missing (ictgames.com)	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 * Spells common words correctly. * Uses knowledge of phonics and spelling strategies.

Writing fiction / The woods

Preparation, materials and activities



What you need

- [Planning template](#)

- Pen/pencil and paper

What you do

- Explain to the learner that they are going to write a fictional story about an adventure in the woods
- The characters in the photograph can be anyone that they like
- Ask them to use their imagination to think about what might happen
- Use the prompts to encourage the learner to write a fictional story
- If appropriate, replace photographs/context with one more familiar to learner this ensures they have prior knowledge to draw on for their story

Differentiation/additional resources

- The writing circle can support children and young people with writing skills

- [Writing Circle ADT October 2015 \(education.gov.scot\)](#)

Key outcomes and benchmarks

I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. LIT 1-22a

* 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.

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

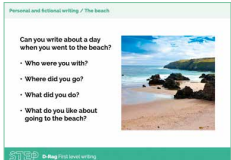
* Plans and organises ideas and information using an appropriate format.

* Makes notes to help plan writing and uses them to create new texts.

* Includes relevant information in written texts.

* Organises writing in a logical order and as appropriate to audience.

* Uses relevant and/or interesting vocabulary as appropriate for the context.

Personal and fictional writing / The beach		
Preparation, materials and activities		Key outcomes and benchmarks
	What you need • Planning template • Pen/pencil and paper • Additional images of the beach (optional) What you do • Explain to the learner that they are going to write about a time when they visited the beach • Ask if they have been to the beach. If they have not, ask them to write about somewhere they have visited while travelling • It is important that the learner draws on their own experience when carrying out personal writing • Follow prompts on the card Differentiation/additional resources • Transform Task – Discover your story Resources National Improvement Hub (education.gov.scot)	I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. LIT 1-22a 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 * Plans and organises ideas and information using an appropriate format. * Makes notes to help plan writing and uses them to create new texts. * Includes relevant information in written texts. * Organises writing in a logical order and as appropriate to audience. * Uses relevant and/or interesting vocabulary as appropriate for the context.

Writing / Informational

Preparation, materials and activities



What you need

- [Writing template](#)
- Pen/pencil and paper
- [Additional images](#) (optional)

What you do

- Explain to the learner that they will be writing step-by-step instructions for making a sandwich. Instructions are important because the steps must be completed in the right order so that the goal can be achieved
- Follow prompts on the card
- Encourage the learner to use verbs such as first, next and now

Differentiation/additional resources

- The learner could write instructions for any activity they are familiar with
- Use the additional images to support order of steps
- [BBC – writing instructions](#)

Key outcomes and benchmarks

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

- * Organises writing in a logical order and as appropriate to audience.
- * Uses relevant and/or interesting vocabulary as appropriate for the context.

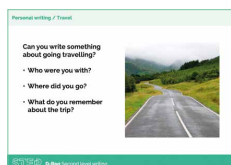
SECOND LEVEL WRITING

Spelling / Write down the words

Preparation, materials and activities	Key outcomes and benchmarks
 What you need • Learner record • Pencil and paper or whiteboard and pen What you do • Ask the learner to write down the words you say • Select the most appropriate words for your learner • The following list contains suggestions <i>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</i> to Differentiation/additional resources • Spelling – KS2 English – BBC Bitesize • Look, Cover, Write, Check- mobile friendly (ictgames.com)	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 * Applies knowledge of spelling patterns, rules and strategies to spell most words correctly.

Personal Writing / Travel

Preparation, materials and activities



What you need

- [Planning template](#)
- Paper and pencil *or*
- iPad

What you do

- Explain to the learner that they are going to write a short paragraph about a time they went travelling
- Be sensitive to the fact that the young person may not want to share too many facts about shifting
- Use the planning template and prompt questions to support the learner

Differentiation/additional resources

- Ask the young person to include how they felt in their writing
- Use an AI story generator to expand storytelling. Compare and/or edit story generated
- [AI Story Generator \(free, unlimited, no sign-up\) — Perchance](#)
- [Plot Generator – Infinite story ideas based on your input – Aardgo \(plot-generator.org.uk\)](#)

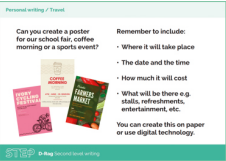
Key outcomes and benchmarks

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

- * Organises information in a logical way.
- * Selects relevant ideas and information.
- * Uses appropriate vocabulary, including subject-specific vocabulary to suit purpose and audience.

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

- * Uses a range of punctuation – capital letters, full stops, commas, exclamation marks etc.
- * Uses sentences of different lengths.
- * Uses paragraphs.
- * Writes in a fluent and legible way.

Writing for information		
Preparation, materials and activities		Key outcomes and benchmarks
	What you need • Paper, coloured pens/pencils <i>or</i> • iPad/laptop (dependent on learner ability) What you do • Explain to the learner that they will be creating a poster for an event • The learner could design a poster for any activity they are familiar with. Use prior knowledge to inform the content e.g boxing match, horse fair, fun fair etc • Keynote, PowerPoint, Word, Publisher or Canva could all be used to create a digital poster Differentiation/additional resources/activities • Home – Canva • How to make a poster – BBC Bitesize	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 * Organises information in a logical way. * Selects relevant ideas and information. * Uses appropriate vocabulary, including subject-specific vocabulary to suit purpose and audience. I can convey information, describe events, explain processes or combine ideas in different ways. LIT 2-28a When writing to convey information, describe events, explain processes or combine ideas in different ways: * Uses appropriate style and format to convey information applying key features of the chosen genre. * Includes relevant ideas, knowledge and information. * Organises and presents information in a logical way. * Uses tone and vocabulary appropriate to purpose.

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

Who was there?	When did it happen?	What happened? 1. 2.
Where were you?	How did you feel?	3.

Sample Writer Learner Record

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



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