

Literacy and Gaidhlig Progression Pathway- Early Level P1

**READING**

**Significant Aspects of Learning:**

* engage with and create a broad range of texts, including listening and reading for cultural appreciation
* use reading and listening strategies to understand, analyse and evaluate texts
* find and use information
* develop critical literacy skills, including evaluating sources
* write with increasing accuracy, making effective use of spelling, grammar and punctuation
* create texts of increasing complexity using more sophisticated language
* develop and use higher‐order thinking skills

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| **Aspect of Progression Framework:** | **CFE Organiser and**  **Associated E’s and O’s** | **Learning and Teaching Focus and Associated resources:** | **Possible Real life and Imaginary contexts** | **Success criteria (Assessment)** |
| Learners when secure in listening and understanding, select and read simple texts and describe likes and dislikes. | **Enjoyment and choice**  *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*** | * Create displays of the children’s and associated adults favourite books, incorporate speech bubbles about likes and dislikes, and illustrations * Make personal books about likes/dislikes:- food; colours; numbers; sweets; places to be; areas of the classroom/setting. Children could begin with drawing these and then as they progress begin to write text to go along with their drawings * Discussion activities to encourage the children to present their own feelings * Use the school library and arrange visit to public library to explore idea of “What is a library?” | As Gaelic is a 2nd language to GM pupils, it is essential that adequate time be given to the acquisition of the language before formal ‘reading’ is started.  Historically P1G start reading the Heinemann Storyworld’s books after Christmas on P1.  Children should be allowed to progress through the scheme at their own pace but, as a guide, they should have completed Stage 1 and started Stage 2 by the end of P1.  The reading scheme adopted in GME classes helps the children to acquire several features of the language as well as the word recognition encouraged by the scheme at the 1st stage, e.g. ‘Se piseag a th’ innte.  Flashcards of reading word vocabulary should be used in tandem with flashcards of the phonic blends and words from ‘Facail ‘s Fuaim’.  The reading scheme encourages a ‘word-attack’ approach and the phonics scheme encourages a blending approach to the recognition of new words. Both should be used when teaching the children to read.  As a guide, P1 children should complete Sets 1 – 10 from ‘Facail ‘s Fuaim’ across their first year in school. Time should be taken to reinforce these sounds and assess that each child has acquired them securely.  The Traditional Tales from Heinemann Storyworlds are an excellent resource to use as a focus for drama, art, listening and talking as a means to promote comprehension and an understanding of the role of the author and illustrator. | * I can connect books read aloud to my own experiences with help. * I like to read. * I can select a book for enjoyment. * I can almost read some books and like to pretend to read. * I can tell others my likes and dislikes and justify them. * I can recognise the difference between genres with help. * I can discuss characters and events. * I can respond to texts in different ways. |
| Learners begin to ask relevant questions about texts to help their understanding and make links with previous learning.  *.*  Learners share thoughts on events and characters within simple texts and play. When a learner uses English, the teacher repeats what is said in Gaelic. | **Understanding, analysing and evaluating**  *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* /**  **GAI 0-17a**  **Understanding, analysing and evaluating**  *I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.*  ***LIT 0-19a*** | * Model questioning techniques and begin to consider question starters * Look at front and back covers, discuss possible contents of the book/text, think about question that they might like to be answered about the story/poem/text * Compare similar stories/genres * Listen to stories and texts being read aloud to model techniques * Listen to audio books – following pictures or text (where appropriate) whilst listening – An Gruffalo, Tè bheag a’ Ghruffalo, BBC iplayer resources. * Use question and answer sessions/mind-mapping to elicit thoughts * Develop art and craft activities e.g. finger paint, sand writing, shaving foam to develop fine motor skills and recognize formation. * Look at the same story from different authors/genres; e.g. Cinderella, RME stories, oral retelling if appropriate * Make books about personal preferences e.g. My Favourite Stories * Share thoughts through using multi-media techniques- voice recorder/video camera/camera/iPad | By Term 3 in P1 the children should be introduced to the basics of Reciprocal Reading. This can be introduced during reading in ability groups, where the children are invited to choose a question from a range supplied by the teacher, e.g. Cò am prìomh charactar? Càite bheil an stoiridh a’ tachairt? Dè tha dol a thachair a-nis?  This will give the children the skills to analyse the texts they read without having to adopt each of the 5 Reciprocal Reading roles. | * I can make meaningful predictions with help. * I can recognise beginning/middle/end of a story. * I can participate in reading of familiar texts. * I can discuss my favourite part of a text. * I can tell the main idea, characters and setting with support. * I can ask a question about the text. * I can sometimes read my own writing. * I know what the author and illustrator do. * I can make connections to my prior learning. |
| Learners find useful information from simple texts to complete a task and learn new things. | **Finding and using**  **information**  *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*** | * Go for a walk inside or in the local environment to look for signs * Discuss signs and their uses in the classroom/school/ environment * Create classroom displays with words and phrases on display, develop an interactive wall to allow children to change and develop themselves. * Create new signs for the classroom/school using a variety of media * Look at posters, purchased to find information about a given topic * Introduce non-fiction books/texts and discuss what they are and discuss what they can be used for * Introduce other non-fiction texts – website, DVD – and how they can be used. * Use floor-book grid to identify what needs to be researched * Teacher models how to find information in texts. | Environmental print is a useful way to introduce Reading for Information to P1 children. As their language skills in Gaelic may not be developed enough to recognise words from an unfamiliar context it might be a good idea to study road signs (linked to learning about road safety with Siogaidh) or Gaelic signage in the community; such as supermarkets, place names etc.  It is important to have the classroom and cloakroom clearly labelled to encourage the children to associate print with information.  The very early stages of Heinemann Discovery Worlds can be used to show the children how pictures can give information alongside text. | * I can memorise pattern books, poems and familiar books. * I can read signs, labels, and logos (environmental print). * I can read simple texts for information (use pictures to gain information) * I recognise simple features of non-fiction texts. |