

Literacy Progression Pathway- 1st Level – P4

**GAELIC WRITING**

**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
* **Please see ‘Gaelic Grammar Structure for P1 – P7’ in conjunction with this Progression Planner.**
* **Should you wish, there are SSLN Writing Materials available on SALi to help support your decision regarding attainment of 1st Level.**

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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)** |
| **Enjoyment and Choice**  Learners write on a variety of subjects showing an awareness of purpose and audience, using knowledge of genre conventions and language appropriate to purpose and audience. | **Enjoyment and Choice**  *I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.*  ***LIT 1-20a*** | Enjoyment and Choice  Be aware of the relevance of text in their life/environment  Develop awareness of the relationship between thinking and writing as a way of communicating thoughts/ideas  Write for a variety of purposes, including their own enjoyment  Plan and create short and extended texts across an increasing range of genre  Write within a range of contexts adapting subject to suit audience needs  Write within a range of contexts adapting purpose to suit audience needs  Write within a range of contexts adapting format to suit audience needs | Enjoyment and Choice  Pupils should be exposed to a wide range of texts to allow them to make informed decisions about their preferences of genre and style  Discussion about purposes for writing e.g. to explain, to inform, to entertain etc  Discussion about different formats for writing e.g. story, poem, play, letter, report, instructions etc  Pupils should have access to a variety of resources which would support them in their choice of activity – a ‘writing table’furnished with pencils, pens and writing templates would encourage writing for enjoyment. Wordlists, wordmats, wordbanks displayed on the wall will support independence.  Pupils should be given opportunities within a context to create their own relevant text e.g. Spaces to play and learn such as The Post Office, The Garden Centre or The Café; a written presentation on a subject of their own choice in the format of their choice e.g. a leaflet, poster, Powerpoint, report etc  Pupils should have opportunities to create texts for specific audiences, e.g. pupils creating books to share with younger/older pupils and with their peers  Pupils should have opportunities to create all forms of 21st Century texts e.g. animations, raps, films and blogs | **Enjoyment and Choice**  **P4**   * I can make decisions about my writing and am able to offer simple explanation and justification for these. * I see myself as a writer. * I take risks with writing. * I can share my ideas with others. |
| **Tools For Writing**  Learners’ writing flows, with sentences in sequence and linking to make sense.  Learners use capital letters, full stops, question marks, commas with some attempt at using exclamation marks and inverted commas if appropriate.  Learners present work legibly, to engage the reader, checks and edits work for spelling and punctuation, can spell most common words and attempts to spell unfamiliar words using strategies learnt. | **Tools For Writing**  *I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense.*  ***LIT 1-22a***  *Throughout the writing process, I can check that my writing makes sense.*  ***LIT 1-23a***  *I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features.*  ***LIT 1-24a***  *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*** | Tools For Writing  VCOP games/activities (CD Rom)  e.g.   * Kung Fu punctuation/Punctuation Thief * VCOP powerpoint presentation (SALi, writing resources) * The Character Lab * Story Starter Scramble * The Punctuation Pyramid   Spelling Carousel Activities –  e.g.   * Shaving foam * Writing on windows * Playdough * Wordbuilding on whiteboards / magnetic letters / rainbow writing etc. * Know and recognise vowels and consonants (Fuaimreagan agus Connragan) * Broad to Broad / Slender to Slender Gaelic spelling rule: a,o,u and i,e * Spell common words accurately, use word bingo and spelling games to reinforce   HLP Common Spelling words – P2 and P3  Dictionaries – search for words containing a specific ‘sound’  Thesaurus – Doigh Eile ri Radh  Laptops – Factoraidh nam Fuaimean / spelling games  Specialist vocabulary relating to topic / writing genre – available in wordbank displayed on wall.  Attempt to spell unfamiliar words according to knowledge of known spelling strategies  Develop further knowledge of spelling strategies – phonics from ‘Facal ‘s Fuaim’ and Litrich E! Spelling scheme  Use resources such as word lists, classroom displays, dictionaries available to self-edit own work | Tools For Writing  Use text with missing punctuation and allow children to “correct” the work.  Use peer-assessment to reinforce punctuation and order.  Use writing planners to develop structure in writing activities.  Use self-evaluation checklists for pupils to check own writing – Big Writing Child Friendly Criterion Scale in Gaelic (SALi, Writing Resources)  shared learning intentions  Use agreed writing targets to self and peer assess writing  Use of other formative assessment strategies e.g. traffic lights, post-its, two stars and a wish  Use group evaluation to assess co-operative writing activities  Use letter formation and handwriting skills to ensure correct size and spacing – Nelson Handwriting  Redraft writing to improve presentation showing consideration of audience  Use diagrams, graphs, charts or photographs with written commentary e.g. information leaflets, posters – link to IDL  Identify key features of a variety of texts e.g. poster, advertisement, newspaper/magazine, leaflet, website, film etc  Apply ICT skills e.g. use of Publisher, Word, PowerPoint - clipart, WordArt, inserting tables, Kar2ouche, MovieMaker, MonkeyJam  Apply Art and Design skills e.g. colour, line, shape | **Tools For Writing**  **P4**   * I can spell P4 common words correctly.. * I can use different planning formats for different genres (fiction, non-fiction text). * I can organise my writing into simple paragraphs. * I can use a plot with a twist in my writing (fiction). * I can write different types of endings (simple cliffhanger, conclusion, etc.). * I can develop an interesting character in my writing. * I can develop different kinds of setting depending on the genre. * I check my work to make sure it makes sense and make improvements. * I can draw labeled diagrams to support my writing. * I can write for an audience, ensuring it is legible to everyone. * I can review my writing and edit my spelling, punctuation and grammar (omitted words, making sense etc.). * I can revise my writing and improve the quality (ideas, word choice, organisation, voice, sentence fluency, conventions and presentation). |
| **Organising and using information**  Learners use notes and a variety of texts across the curriculum in order to create new text  Learners select ideas and relevant information, organising in a logical sequence and uses words which will be interesting and/or useful for others. | **Organising and using information**  *I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text.*  ***LIT 1-25a***  *By considering the type of text I am creating,[[1]](#footnote-1) 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*** | Organising and using information  Know differences between notes and prose  Organise information under headings  Note relevant pieces of information  Use key words and some topic specific vocabulary  Use notes to plan and support creation of new texts  Be aware of and apply appropriate writing features in relation to the genre  Use words and phrases that are specific to the learning activity/topic  Include information and details which are linked and mostly relevant to purpose  Use common linking words to organise ideas  Organise information in a logical order  *Support for Writing across the Curriculum’* materials from Linnvale PS in Clydebank provide a helpful structure for personal and functional pieces of work. | Organising and using information  Note-making from own reading to share findings with others  Use notes to retell stories in own words, paraphrase, identify genre  Use notes to identify information about character, discuss points of view /feelings  Summarise by identifying the main ideas/information in a text in own words  Use Co-operative Learning activities to generate and organise ideas  Study the form and layout of a wide variety of texts including electronic and printed encyclopaedias, biographies, reference books, posters, news articles etc.  Explore non-fiction and fiction from a wide variety of appropriate sources making notes and sharing findings  Explore the function of features of non-fiction texts such as contents pages/lists, menus, headings, key words, summary, glossary, appendix etc.  By considering the purpose, select appropriate information sources and resources e.g. people, libraries, museums, books, film, poster, artefacts  Creation of word/vocabulary banks | Organising and using information  **P4**   * I can organise my ideas to make sense in fiction and non-fiction writing with help. * I can use information I have found and organise it under headings and in my own words. * I can use effective words I know of in my writing (phrases from books read, wow words, well known phrases and Gaelic idiom). * I can add description and detail to my writing. * I can listen to other people’s ideas and give them suggestions to help improve their writing. * I can publish my own writing. |
| **Creating Texts**  Learners increasingly make appropriate use of tenses.  Learners use a variety of connectives – when, because, if, after, before, while, also, although, until.  Learners use different sentence starters, adjectives, ambitious words and differing length of sentences to make writing interesting and convey meaning. | **Creating Texts**  *I can convey information, describe events or processes, share my opinions or persuade my reader in different ways.*  ***LIT 1-28a / LIT 1-29a***  I can describe and share my experiences and how they made me feel.  **GAI 1-30a**  Having explored the elements which writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/or settings.  **GAI 1-31a** | **Creating Texts**  Be aware of the types of writing genres within which they can convey information and personal preferences  Describe relevant details about an event  Describe relevant details about a process  Convey responses to a given subject/circumstance   * sequence events * sequence process * sequence thoughts * use words and phrases that are specific to the topic   Use language to persuade the reader of the writer’s view  Use text features to persuade the reader of the writer’s view such as italics, underlining, bold type  Be aware of the types of writing genres within which they can discuss experiences and express feelings and opinions  Give personal feelings or thoughts to a context or set of circumstances  Employ vocabulary to convey feelings and emotions  Establish a setting which relates to the feelings or thoughts described  Logically order details to show why the writer thinks or feels as they do  Include details important to the reader’s understanding of the writer’s feelings or thoughts  Be aware of the types of writing genres and their individual key features within which they can write narrative/imaginative texts  Use appropriate language to describe aspects of setting/scene  Use appropriate language to describe aspects of character  use appropriate language to describe sequence of events  Include sufficient detail to make the main sequence of events clear  Organise details logically, without repetition  Criterion Scale for Big Writing: by the end of P4 children should be writing at an F6 level (as a guide) | **Creating Texts**  Read/listen/watch and discuss the writing key features of a range of texts that convey information e.g. leaflets, posters, manuals, reports, reviews, news articles, radio and TV programmes )  Read/listen/watch strong and/or weak examples of information texts and discuss the reasons as to why these examples are strong and weak, suggesting possible improvements  Using what they know about creating strong information texts, the children should create success criteria individually or in co-operative groups  Create their own information text e.g. leaflets, posters, manuals, reports, reviews, news articles, radio and TV programmes  Create a class recipe book – enterprise project  Create instruction manuals  Self and peer assess information texts  Read/listen/watch and discuss the writing key features of a range of personal texts e.g. letters, emails, accounts, reports, reviews, diary entries, poems, song words  Read/listen/watch strong and/or weak examples of personal texts and discuss the reasons as to why these examples are strong and weak, suggesting possible improvements  Using what they know about creating strong personal texts, the children should create success criteria individually or in co-operative groups  Create ‘Thoughts and Feelings’ wordbank  Use a variety of stimuli for personal text writing e.g. music, poetry, visual imagery, etc.  Create their own personal text e.g. letters, emails, accounts, reports, reviews, diary entries, poems, song words  Self and peer assess personal texts  Read/listen/watch and discuss the writing conventions of a range of narrative/imaginative text e.g. short stories, extended stories, novels, scripts, imagined personal responses, poems, films, radio/TV programmes  Read/listen/watch strong and/or weak examples of narrative/imaginative texts and discuss the reasons as to why these examples are strong and weak, suggesting possible improvements  Using what they know about creating strong narrative/imaginative texts, the children should create success criteria individually or in co-operative groups  Create their own narrative/imaginative text e.g. short stories, extended stories, novels, scripts, imagined personal responses, poems, comic strips, animation  Create imaginative stories for other year groups in the school or groups in the community  Create children’s pages for local newspapers / school newletter in Gaelic  Self and peer assess narrative/imaginative texts | **Creating Texts**  **P4**   * I can create a piece of writing connected with a class topic. * I can discuss the different genres of fiction texts and use their features in my writing (adventure, horror, children’s stories, folk tales etc.). * I can discuss the different genres of non-fiction texts and use their features in my writing (diaries, recounts, persuasive, argumentative, informative etc.). * I can share my experiences and how they made me feel through my writing. * I can create a piece of writing with dialogue. * I can use adverbs and pronouns correctly in my writing. * I can write short non-fiction texts (facts about a topic, letters, lists etc.). * I can use a simple dictionary or thesaurus to help me in my writing. * I can develop the use of ideas, word choice, organisation, voice, sentence structure, conventions and presentation. |

1. These will include the range of texts and media described in the principles and practice paper. [↑](#footnote-ref-1)