

Literacy and Gaidhlig Progression Pathway- First Level P3

**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 use all knowledge of phonics and blending to read and develop fluency, identifying and using question marks, exclamation marks, speech marks and commas, changing the voice to read with appropriate expression. Learners use an age- appropriate glossary, wordlist, dictionary and thesaurus to find and understand words. Learners select and use reading strategies to monitor and check understanding. | **Tools for reading**  I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression.  **GAI 1-12a**  *I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear.*  ***LIT 1-13a*** | * Facal ‘s Fuaim - core phonic programme to develop word attack skills * Use magnetic letters to reinforce knowledge and blending skills * Dictation sessions with variety of media – attempt new words on whiteboards / chalk / foam * Sound and word flashcards * Text highlighting to find sounds in passages * Reading plays in groups * Acting out stories * Teacher modelling reading strategies | Heinemann Storyworld Core Readers  Children should be allowed to progress through the scheme at their own pace. Where appropriate ‘setting’ can be used whereby children of different chronological ages read together as a group.  As a guide, the majority of children should complete Stage 5 and have started Stage 6 by the end of P3.  As a guide, by the end of P3 children should be secure in all the phonic blends covered by Facal ‘s Fuaim and able to use this knowledge to word-build  P3 children will be used to Reciprocal Reading through the use of simple novels; SIAR novels, text related to IDL etc.  Children should have experienced all 5 roles. DARTS methodologies are used to assist the children in understanding unfamiliar text when taken on the role of clarifier. | * I can talk about what I have read showing some understanding. * I read aloud with expression. * I am beginning to use punctuation marks when I read out loud (including exclamation marks, speech marks, commas and question marks). * I can recognise nouns, verbs, adjectives and connectives in a piece of text. * I can identify if something is in the past or present. * I use my knowledge of phonics and spelling patterns to de-code tricky words. * I correct myself when my reading doesn't make sense. * I use meaning (context) to make sense when I read. |
| Learners discuss a selection of texts and give a personal response to include what the learners prefer, with some comparison of texts and authors. | **Enjoyment and choice**  *I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors.*  ***LIT 1-11a*** | * Pupils should be exposed to a wide range of texts, including borrowing those in the class library, to allow them to make informed decisions about their preferences of genre and style * Pupils should be given opportunities to share their views about texts in a variety of ways: circle time, displays, pictorially * Discussion about purposes of texts e.g. to explain, to inform, to entertain etc * Discussion about different genre and formats for texts e.g. story, poem, play, letter, report, instructions, documentary film, cartoon etc * Pupils should have opportunities to read, listen to, watch and create all forms of 21st century texts e.g. recordings / films, animations, newspaper articles, recounts, instructions etc. * 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 * 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 * Record of reading/reading diary | Reading for enjoyment and choice is challenging in GM education due to the complexity of 2nd language learning.  Each class has a library with a range of Gaelic books.  Offering a range of core readers from a breadth of stages might appeal to less fluent readers.  BBC I-Player has a selection of Gaelic children’s programmes and animations which the children find engaging.  ‘Capag’ is an excellent resource offering songs and stories for children learning the language. | * I can discuss and justify my favourite reading materials with others and recommend books that I have enjoyed. * I can read by myself for 10-15 minutes. * I can read aloud in a group situation with increasing confidence. * I choose a suitable text to read on my own. * I learn information from reading and demonstrate by discussing with others. |
| Learners ask and answer a range of questions about the main ideas and purposes of texts.  Learners recognise facts and opinions and begin to develop an informed view on these.  Learners share thoughts on characters, setting, theme and main message of texts and are able to make simple predictions. | **Understanding, analysing and**  **Evaluating**  *To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text.*  ***LIT 1-16a***  To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own.  **GAI 1-17a**  *To help me develop an informed view, I can recognise the difference between fact and opinion.*  ***LIT 1-18a***  I can share my thoughts about structure, characters and/or setting, recognise the writer’s message and relate it to my own experiences, and comment on the effective choice of words and other features.  **GAI 1-19a** | * Pupils should be exposed to a wide variety of fiction and non-fiction texts including newspapers, reference books, traditional tales, reading books etc. * Highlight key words, phrases, introductory sentences on texts which show the main idea – teacher can model * Teacher model using glossary, the blurb, the contents page, index page * Reciprocal Reading to allow children to form questions/answer in response to shared texts * Shared reading activities to allow teacher to model finding answers in a text * Character or setting analysis * Highlight texts to identify where answers are found * read the phrases and words that the writer has used and discuss what they mean and their affect on the reader * give opinions about texts using evidence to support * exemplify by relating texts to own experiences * interpret main ideas by retelling the story in own words * summarise the writer’s message and draw a logical conclusion about main ideas * attribute ideas such as characters point of view or feelings | Revision will need to be undertaken on how to ask a question;  Carson, ciamar, cuin’, dè, càite etc.  Teacher modelling and preparatory work through oral games is essential.  The Storyworlds Discovery scheme and the Acair text books are useful tools for non-fiction.  The Storyworlds Traditional Tales appeal to young children as they are acquainted with the story and can therefore concentrate on the acquisition of a 2nd language.  Reciprocal Reading materials will allow greater discussion of writer’s craft with groups of children.  Time should be taken to explore / develop character descriptions and setting the scene in order to impact upon the quality of the children’s writing. DARTS methodologies from Anne Neil (Strathclyde University) are very helpful in teaching these skills. | * I can retell the beginning, middle, and ending of a story and talk about the main ideas. * I can identify the main idea in a text. * I can answer comprehension questions on a story. * I can formulate simple questions about a text * I can identify the difference between fact and opinion. * I can talk about the characters, events and setting in a story making meaningful predictions in keeping with the story. * I can make connections between what has happened to characters and my own life. * I can compare characters within different stories. * I can relate events in texts to my own experiences and identify similarities and differences. * I can talk about the words and features the author has used. |
| Learners find, select, sort and use information from a variety of texts for a specific purpose  Learners begin to make notes, from which texts are created and use notes to create simple texts. | **Finding and using**  **information**  *Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.*  ***LIT 1-14a***  **Finding and using**  **information**  *I am learning to make notes under given headings and use them to understand information, explore ideas and problems and create new texts.*  ***LIT 1-15a*** | * identify possible sources of information * select information from a variety of appropriate resources e.g. reference books, maps, websites * identify key words to use when searching for information * skim to identify possible usefulness of a text * scan texts to locate specific information * identify and highlight the main ideas in a sentence * use features such as a contents list or menu to access and read specific information in a non-fiction text * use a glossary to access and read specific information in a non-fiction text * sequence information into logical order * make reference to sources of information in notes or texts * use alphabetical order to find or sort information * apply knowledge of finding, selecting and sorting information across the curriculum | Use of interactive wall displays with information that the children can use to support talking, reading and writing.  Encourage discussion / note taking during non-fiction programmes.  Use of shared non-fiction texts in co-operative learning groups / reciprocal reading groups.  Heinemann Discovery scheme and Acair non-fiction books can be used to highlight the features of a non-fiction book.  Use class dictionaries to develop awareness of alphabetical order. | * I can use contents and index pages in familiar reference books (including dictionaries). * I can list different types of text (fiction, non-fiction, and poetry). * I can find information from pictures, diagrams and charts (including ICT contexts). * I can record information I have read and begin to take simple notes. |