

Literacy Progression Pathway- Second Level P7

**GAELIC READING**

**Significant Aspects of Learning:**

* 1.Engage with and create a broad range of texts, including Scottish and Scots texts.
* 2. Use reading and listening strategies to understand, analyse and evaluate texts.
* 3. Find and use information.
* 4. Develop critical literacy skills, including evaluating sources.
* 5. Write with increasing accuracy, making effective use of spelling, grammar and punctuation.
* 6. Create texts of increasing complexity using more sophisticated language

**Gaelic SSLN reading materials are available on SALi, Gaelic Education, should you wish to check that a child has achieved 2nd Level.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 discuss a selection of texts to give a personal response in which they are able to compare and explain their preference for certain texts and authors and the effectiveness of the text.  Learners use all knowledge of language to read fluently and with expression, scan texts for understanding to read and get gist and context and use a dictionary to clarify unfamiliar vocabulary.  Learners select and use appropriate reading strategies to monitor and check understanding. | **Reading - Enjoyment and choice**  **Second****LIT 1-11a / LIT 2-11a**  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*.*  **Reading - Tools for reading**  **GAI 2-12a / GAI 3-12a / GAI 4-12a**  Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.  **Second Level LIT 2-13a**  I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection. | Enjoyment and Choice ~  Library sessions each week + free access to class library each week  Reading for choice: see Appendix A -  (chn to access during independent reading)  Partnership working – Furan, Gaelic Books Council, Gaelic speaking community members:  ‘Mar a Chuala mise e’ by Mairi Kidd, read short stories aloud to group (children to vote on title) and use associated skill-based questions to drive discussion.  Tools for Reading ~    Complete Core Readers – Heinemann Storyworlds to Stage 9, Bridges Stages 10 and 11)  Heinemann Discovery Worlds  Reference materials – Fuadach nan Gàidheal etc.  Group/reciprocal reading:  Ceàird an Sgrìobhaiche – passages of various genre  Sar Obair – available on SALi –pieces of comprehension work for 2nd/3rd level.  Book Study – Acair novels m.e. Al, Reubairean Roisinis, Sraid na h-Eala, An Turas Eiginneach, Kaspar (associated materials on SALi)  Dictionary/thesaurus work (Doigh Eile ri Radh)  Interdisciplinary research – reading for information  Comparative work with book study or other interdisciplinary reading  Shared/paired reading with parents and senior pupils/ volunteers – Scotland Reads – Education Scotland  Teacher modelling reading aloud  Teach Reading Strategies e.g. look for smaller words within words, break down into syllables, skimming and scanning  Opportunities to read a variety, of texts aloud e.g. narrative, poetry, instructions, play script, school bulletin. – Mar a Chuala Mise E playscripts written by Feisean nan Gàidheal, Can Gun Robh poetry, variety of genre available in Ceàird an Sgrìobhaiche <http://www.storlann.co.uk/ceaird-an-sgriobhaiche/index.html>  Passages can be downloaded.  Dragons’ Den | Enjoyment and Choice ~  Library area  Online stories – use of ‘Ceitidh the Gaelic Voice’ where necessary.  Silent reading sessions (ERIC time)  World book day – Gaelic Book Swap  Partnership working – Gaelic Book Club (Furan)  Paired Reading – Gaelic speaking adults / secondary pupils / peers  Tools for Reading ~ | **Reading - Enjoyment and choice**  **P7**  I can use strategies and criteria for selecting texts that I enjoy.  I choose appropriate texts for a given purpose and can read them confidently.  I can read silently for extended periods (30-40 min.).  I can discuss my favourite reading materials with reference to genre, text type and author and explain why I like them.  **Reading - Tools for reading**  *Before and as I read,*  I can select and begin to use the strategies and resources I find most useful before I read, and as I read, to monitor and check my understanding.  I can use resources (e.g. dictionary and thesaurus) to increase vocabulary independently.  *Through developing my knowledge of context clues, punctuation, grammar and layout,*  I can read aloud with fluency, expression and confidence. |
| Learners find, select, sort and use information from a variety of sources for a range of purposes.  Learners make and organise notes using own words and headings to solve problems, develop own thinking and create new texts. | **Reading - Finding and Using Information**  **Second Level LIT 2-14a**  Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes.  **Second Level LIT 2-15a**  I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate  **Second Level LIT 2-16a**  To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. | Finding and Using Information ~  Interdisciplinary research – reading for information  Non-fiction core reading books, IDL personal research  Study the form and layout of a wide variety of informative texts e.g. encyclopaedia, leaflet, website, poster  For example, reference books – Fuadach nan Gaidheal, Dè as Aithne Dhuinn mu na Ceiltich?, Alba ri Linn Bhictoria, Alba san dara Cogadh.  Heinemann Discovery World Links Ìre F.  Ginn Pocket Facts  Mar a Chuala Mise E playscripts written by Feisean nan Gàidheal  Can Gun Robh poetry  variety of genre available in Ceàird an Sgrìobhaiche <http://www.storlann.co.uk/ceaird-an-sgriobhaiche/index.html>  Passages can be downloaded.  Link to Maths ~ data handling (interpreting information)  Political/scientific analysis of current information (fact and personal opinion)  Note taking for IDL, planning writing  In groups and individually, research, prepare and deliver presentations on a variety of subjects  Co-operative learning activities  Reciprocal reading tasks e.g. summariser, clarifier  Skimming and scanning exercises |  | **Reading - Finding and Using Information**  **P7**  \*I can read and understand informational texts (e.g. want ads, brochures, schedules, catalogues, manuals) with help.  \* I can use resources (e.g., encyclopedias, articles, Internet, and nonfiction texts) to locate information independently.  I can gather and analyse information from graphs, charts, tables, and maps with guidance.  I can integrate information from multiple nonfiction sources to deepen understanding of a topic with help.  \* I can show my understanding of the difference between fact and opinion.  \* I can make connections to other authors, books, and perspectives.  \* I can use reasons and examples to support ideas and conclusions.  \* I can probe for deeper meaning by "reading between the lines" in response to literature.  I can organise my ideas to help my understanding of new information, independently. |
| Learners use all knowledge of language to read fluently and with expression, scan texts for understanding to read and get gist and context and use a dictionary to clarify unfamiliar vocabulary.  Learners select and use appropriate reading strategies to monitor and check understanding.  Learners ask and answer a full range of questions to show understanding and to be evaluative.  Learners recognise the difference between facts and opinions, and recognise persuasive language and develop a view on the  reliability of sources.  Learners discuss characters, setting, theme and main message of texts, make related predictions, linking to own and others’ experiences. | **Reading - Understanding, analysing and evaluating**  **GAI 2-17a**  To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own.  **Second LIT 2-18a**  To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are.  **GAI 2-19a**  I can:   * discuss structure, characterisation and/or setting * recognise the relevance of the writer’s theme and how this relates to my own and others’ experiences * discuss the writer’s style and other features appropriate to genre. | Understanding, analysing and evaluating ~  Core Reading  Reciprocal Reading – role cards available on SALi  Reading task cards – follow up activities available on SALi  Reading Detectives work:  eg,   * identifying feelings/emotions * creating questions * making links between texts and own experiences     Book Study  Small Group/Class Discussions  Co-operative Learning Activities  Analysing a range of Texts – Sar Obair, Ceàird an Sgrìobhaiche etc.  Mar a Chuala Mise e – short stories with associated skills-based questions    Poetry from previous Mòid, Can Gun Robh, Ceàird an Sgrìobhaiche  Identify different features of non-fiction text e.g. glossary and index  Use a wide variety of fiction and non-fiction texts including newspapers, reference books, website articles, documentaries  Bloom’s Taxonomy  Silent Reading Sessions / Library time  Book Club |  | **Reading - Understanding, analysing and evaluating**  **P7**  I can read complex children's literature  I can identify literary devices (e.g. similes, metaphors, personification, and foreshadowing).  I can discuss literature with reference to theme, author's purpose, and style (literary elements), and author's craft.  I can generate in-depth responses in small group literature discussions with help.  I am beginning to generate in-depth written responses to literature.  I can use increasingly complex vocabulary in different subjects and in oral and written response to literature.  I can identify the effect an author has on their reader and justify why they use certain techniques. |

**Appendix A:**

*Stòrlann novels can be used to create a ‘class library’ of Gaelic materials available to children for independent reading / ‘enjoyment and choice’. Below is a range of suggested authors based on the books available in primary school. Please make sure that there is a wide range of scripts to match the abilities in your class and examples of each genre.*

Leabhraichean LB – Ceitidh ‘sa Chìdsin, Muncaidh Dàna, Fiaclan Granaidh agus [Daifni Dineosor](http://gaelicbooks.org/index.php?route=product/product&path=59_61_75&product_id=284).

Giglets ann an Gàidhlig

‘Leis an Airgead’

Ginn Pocket Chillers

Heinemann Discovery Worlds (non-fiction)

Graphic novels – ‘S Math Sin! etc.

Anne Fine

Annie Dalton

Anna Latharna NicGillìosa

Roald Dahl

Sophie MacKenzie

Michael Murpurgo

Gillian Cross

Antoine de Saint – Exupéry

Mairi Kidd

Catriona Mhoireach

Maoilios M. Caimbeul

Jacquline Wilson

Lisa Storey

Brian Moses and Mike Gordon