

Literacy and Gàidhlig Progression Pathway- Second Level P5, P6 and P7.

Listening & Talking

**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 discussion materials are available on SALi, Gaelic Education, should you wish to check that a child has achieved 2nd 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)** |
| Learners listen to, show an understanding and select familiar texts, giving a clear and sustained personal account with simple justification of preferences, including by making a comparison to another text, for example. | **Listening and Talking - Enjoyment and choice**  **Second Level LIT 1-01a/LIT 2-01a**  I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources.  I regularly select subject, purpose, format and resources to create texts of my choice*.* | Pupils have access to a wide range of texts e.g Storyworlds, fiction/non-fiction, poems, library books, comics, DVD’s, TV, Audio, teacher, visitors, workshops, Paths, outdoor learning -  Teacher led to ensure understanding  Discussions about genre and expectations from texts  See ideas from Big Talk  -flash cards/ pictures as stimulus  -sequencing/retell  -story stones  - puppets  -debates  -role play/ drama/ scenarios/ predicament & problems  - think/ talk partners  -websites e.g. The Literacy Shed  -games  -radio broadcasts  -give presentations about various texts  - express opinions individually, in pairs and in groups about various texts | IDL – source and use local resources to encourage natural use of language e.g. Furan, local Gaelic speakers, other schools  Local/ National Mod  Local drama festivals  Role play e.g. pet shop, café  Dramas, school assembly  Class novels – Crosgagan series, novels published by Acair | *To ensure progression the text, task or outcome should be increased in number or complexity.*  Refer to document ‘Gaelic Comm Framework’ (SALi) airson an Dàrna Ìre for key language features and assessments for each stage group.  I can select texts to listen to or watch and justify my choice.  I can share and justify my opinion on the texts I have listened to or watched.  I can create my own text for others to listen to or watch.  I can select an appropriate purpose and subject for the texts that I create.  I can choose the appropriate format and resources for the texts that I create. |
| Learners communicate respectfully with others while demonstrating confidence, fluency and clarity in a range of topics and across the curricular areas.    Learners use a range of vocabulary and increasingly show accuracy with grammar, including aspects such as irregular verbs.  Learners engage with different dialects.  Learners ask and answer a range of questions to inform their understanding and add to their knowledge using higher-order thinking skills to extend further opinions and ideas. In so doing, they take turns and respect others’ contribution. | **Listening and Talking – Tools for Listening and talking**  **Second Level LIT 2-02a**  When I engage with others, I can respond in ways appropriate to my role, show that I value others’ contributions and use these to build on thinking  **Second Level GAI 2-02a**  As I listen and take part in conversations, I can use new words, phrases and Gàidhlig idiom to help me to engage in a coherent manner using extended vocabulary and more complex language structures.  **Second Level GAI 2-03a**  I can recognise how the features of spoken language can help in communication, and I can use what I learn.  I can recognise different features of my own and others’ spoken language. | PAThS discussions    Class discussions on topical themes.  Co-operative Learning Activities  Teacher modelling and practising quality discussion skills  Close listening skills/Listening comprehension e.g. blind drawing/mirrored actions. (Visual memory school)  Draw the story  Teaching, modelling and practising quality discussion skills – what do they look like, feel like and sound like?  Teaching, modelling and practising social skills  e.g. accepting/offering positive criticism, taking into account other people’s views, disagreeing in non-hurtful ways, accepting differences  Development of debating skills within relevant contexts  Circle Time activities  Opportunities to share personal information, opinions and experiences with others e.g. class talks, assemblies, debates, group presentations  Listen to specialist talks and ask appropriate questions and offer a personal response  Opportunities to listen to a range of genres e.g. news, advertising, podcasts, song, debate, personal accounts  Opportunities for talking and listening activities in a range of contexts and genres which require specific features e.g. persuasive argument, informative or personal talks  Opportunities to use formal and informal language appropriately in a variety of situations  Simulation/ role play activities e.g. news broadcast, TV interviews | Engagement with Gaelic speaking adults and children through:  Partnership working with Furan, Feisean nan Gàidheal, Comann na Gàidhlig, Comann nam Pàrant Naiseanta, visiting adults and children from secondary schools / community.  Inter-generational conversation groups – attendance at ceilidhs, invitation to community members to celebrate learning.  Local Mòd – conversation class | I can show I have listened carefully to new information by taking appropriate action.  I can demonstrate my understanding of what others have said through appropriate responses, paraphrasing and questioning.  I can identify and use the appropriate volume and tone of voice for a particular situation.  I can demonstrate that I value others’ contributions through listening actively and responding appropriately.  I can respond to others’ contributions by questioning further, paraphrasing and retelling.  I can demonstrate my awareness of the appropriate time to make a contribution in group discussion. |
| Learners independently plan, research and compile talks on topics related to those being studied as part of the curriculum with increasing confidence, to a variety of audiences, using features such as digital technology to capture interest.  Learners identify and discuss the main features of texts, using technical language to show an understanding of a range of texts.  Learners make notes and organise notes to show an understanding of what has been listened to/watched. These notes are used to organise ideas in a logical sequence to create texts appropriate to audience and purpose. | **Listening and Talking – Finding and Using Information**  **Second Level LIT 2-04a**  As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.  **Listening and Talking – Finding and Using Information**  **Second Level LIT 2-05a**  As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate.  **Second Level LIT 2-06a**  I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience | Discuss the effectiveness of a text giving examples to support opinions  Give and justify a personal response to a text  Summarise texts  Listen or watch texts and follow up with a writing activity e.g. create a trailer, write a critique, present a fairytale in a different genre such as a newspaper article  Use of Co-operative Learning activities to discuss a text  Analysis activities e.g. use of archive film from WWII in social subjects, analysis of film shorts to discuss characterisation, analysis of an advertising campaign to identify target audience | Presentations of learning to younger GM children.  Organise opportunities for GM children to work together for a specific purpose eg. A Gaelic open day | I can identify the purpose of a text, justifying this with evidence.  I can identify differences and similarities in texts.  I can make some notes under different headings and use them for a task.  I can listen for a specific purpose and share what I have learned in my own words.  I can put information I have learned from others into my own words.  When listening and watching, I can select the ideas or information relevant to the task I have been set.  I can use a range of ways to organise information I have gathered (graphic organisers, mind maps, posters etc.).  I can identify suitable vocabulary to use to meet the needs of my audience. |
| Learners identify and discuss the main features of texts, using technical language to show an understanding of a range of texts.  Learners recognise persuasive language and are starting to question the reliability of sources. | **Listening and Talking - Understanding, Analysing and Evaluating**  **Second Level LIT 2-07a**  I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own.  **Listening and Talking – Understanding, Analysing and Evaluating**  **Second Level LIT 2-08a**  To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are. | Class discussions on topical themes – based on something they have seen, read or watched i.e. Tim Peake in Space.  Development and practice of questioning techniques in a range of contexts e.g. film analysis, group presentations, Reciprocal Reading  Reciprocal Reading – questioner/clarifier.  Sharing information with shoulder partner/group  Looking at a range of sources, considering the author and purpose to determine fact or opinion.  Study adverts/persuasive campaigns e.g. target audience, reliability |  | I can demonstrate an understanding of what I have listened to/ watched by asking thoughtful and pertinent questions.  I can clarify points by asking questions.  I can answer a range of complex literal, inferential and evaluative questions.  I can identify facts and opinions justifying my response. |
| .  Learners demonstrate knowledge and understanding of a range of verbal and non-verbal communication skills and apply them appropriately adapting to the needs of a range of audiences. For example, uses eye contact, body language, pace, gesture, emphasis, choice of words, tone and some rhetorical devices.  Learners communicate respectfully with others while demonstrating confidence, fluency and clarity in a range of topics and across the curricular areas. | **Listening and Talking – Creating Texts**  **Second Level LIT 2-09a**  When listening and talking with others for different purposes, I can:   * share information, experiences and opinions * explain processes and ideas * identify issues raised and summarise main points or findings * clarify points by asking questions or by asking others to say more.   **Listening and Talking – Creating Texts**  **Second Level LIT 2-10a / LIT 3-10a**  I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently | Class discussions/presentations  Sharing personal achievement or experiences (in class or in assembly)  Co-operative Learning activities  PAThS  Responding to current World affairs (refugee crisis, EU referendum)  Preparation and presentation of a free choice speech/Powerpoint presentation (my passion – or similar theme)  Ideas for Big Talk  Debating  Reciprocal Reading – summariser/clarifier  Transition work with Secondary School – paired reading and joint projects | Group working on computer programming – Kodu. Create a set of instructions / coach younger children in how to use the programme. | I can clearly share information with others.  I can share my own experiences with others.  I can share my opinion, justifying my reasons for feeling this way.  I can explain a process or idea that others can understand.  I can use a range of resources to plan and organise my thinking before I give a talk. |