

Literacy and Gàidhlig Progression Pathway- Second Level – P6

GAELIC WRITING

**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

**Please see ‘Gaelic Grammar Structure for P1 – P7’ in conjunction with this Progression Planner.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 write independently for a range of audiences and purposes. | **Enjoyment and Choice**  **Second Level LIT 1- 20a/LIT 2-20a**  I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit needs of my audience. | **Enjoyment and Choice**  Teacher/self/peer assessment opportunities  **Target setting – pupil led**  Up-leveling activities – correct ‘sick’ sentences, rewrite simple paragraphs using VCOP techniques  Big Talk sessions  FREE CHOICE WRITING  Pupils should be exposed to a wide variety of texts to allow them to make informed decisions about their preference of genre and style  Pupils should be given opportunities within a context to create their own relevant text e.g. a leaflet, poster, Powerpoint  Create texts to share with specific audiences e.g. Parents, younger pupils  Pupils should have the opportunity to create all forms of text. e.g. film, animation | **Enjoyment and Choice**  Writing Showcases (share learning with other year groups)  Writing Workshops – pupil led  Opportunity for pupils to choose the focus of a writing lesson  Class / school blog  Emailing classmates  Pupils to lead Writing Workshops with younger children -   * Fosglairean inntinneach * VCOP computer games * Spelling activities * Briathrachas Ùra   Co-operative learning groups – develop success criteria | **Enjoyment and Choice**  **P6**  I can develop criteria for effective writing in different genres with help.    I can incorporate suggestions from others about own writing with help.  I see myself as a writer.  I take risks with writing.  I can share my ideas with others. |
| Learners check and edit writing, confidently using a range of spelling strategies to ensure writing is mainly accurate. They improve the accuracy when redrafting and incorporate feedback from peers and teacher.  Learners’ writing flows and is organised into linked paragraphs with accurate use of punctuation and sentence structure.  Spells most words correctly, using a range of spelling strategies to ensure writing is mainly accurate.  Uses layout and presentation to engage the reader.  Checks and edits work throughout the writing process, taking account of purpose. | **Tools For Writing**  **Second Level LIT 2-21a**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources.  **Second Level LIT 2-22a**  In both short and extended pieces of texts, I can use appropriate punctuation, vary my sentences structures and divide my work into paragraphs in a way that makes sense to my reader.  **Second level LIT 2-23a**  Throughout the writing process, I can check that my writing makes sense and meets its purpose.  **Second Level LIT 2-24a**  I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my readers. | **Tools For Writing**  VCOP games/activities (CD Rom)  e.g.   * Kung Fu punctuation/Punctuation Thief * The Character Lab * Story Starter Scramble * The Punctuation Pyramid   Spelling Carousel Activities –  e.g.   * Words in Pictures * Colourful Bubble Words * Backwards Words   HLP – Common Words as ‘tricky words’.  Lorgan Litreachaidh Ìre 1 or equivalent spelling scheme  Dictionaries, thesaurus, laptops  Specialist vocabulary  Self-correction codes to ensure increasing independence and first draft correctness  Peer and self-assessment of spelling/writing  Use of wordbanks  Formative assessment strategies, such as, Two stars and a wish, traffic lights  Identify key features of a variety of texts e.g. Poster, advertisement, newspaper/magazine, leaflet, website, film  Child Friendly Criterion Scale in Gaelic – available on SALi, Writing Resources.  Go! Gaelic – ‘How our Language Works’ is a helpful resources for teachers when planning grammar lessons.  [www.go-gaelic.scot](http://www.go-gaelic.scot) | **Tools For Writing**  Co-operative learning groups  Self / peer assessment opportunities  ‘Ceitidh’ the Gaelic computer voice reading pieces of work back to the child as aid when self-correcting  Interactive word banks – added to as new vocabulary is discovered (during reading lessons). Points scored to those who incorporate the new words in their writing  Link to ICT – redrafts on computer using skills to change font, add titles, images etc. | **Tools For Writing**  **P6**  I can adapt writing for purpose and audience with developing independence.  I can edit for punctuation, spelling, and grammar with greater precision.  I am beginning to use tools (e.g. dictionaries, word lists, and spell checkers) to edit independently.  I am beginning to experiment with more complex punctuation (e.g. colons, quotation marks and semi-colons) with help.  I am beginning to use basic punctuation marks appropriately and consistently.  I can use visual strategies, spelling rules and knowledge of word parts to spell correctly with developing independence.  I can revise for specific writing traits (e.g. ideas, word choice, organisation, voice, sentence structure, conventions and presentation) with help. |
| Learners use notes and a variety of texts across the curriculum and organise ideas and information in order to create new texts. They acknowledge sources appropriately.  Beginning to use language and style in a way which engages and/or influences the reader.  Uses texts, including own notes, to evaluate and organise ideas and information in order to create new texts. Appropriately acknowledge sources. | **Organising and using information**  **Second Level LIT 2-25a**  I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text.  I recognise the need to acknowledge my sources and can do this appropriately.  **Second Level LIT 2-26a**  By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for the purpose and use suitable vocabulary for my audience. | **Organising and using information**  IDL based writing  e.g.   * Fact Files * Imaginary Stories * Personal Recount * Recipe * Science Experiment   Summarising skills – combine notes and ideas from a variety of sources and texts to create a new text  Explore the function of features of non-fiction texts such as headings, key words, bookmarks, hyperlinks, summary, glossary, bibliography, appendix etc.  Summarise the main points of a text in the pupil’s own words  Acknowledge the sources of information used when creating new texts in the form of a reference and bibliography section  Create texts in a range of formats and genres e.g. story, poem, newspaper report, formal letter, flyer, leaflet, advertisements, instructions, blogs, emails, diary entries etc.  Explore the vocabulary used in different types of text - create word banks, quotation collections, contextualised vocabulary e.g. the language of sports commentary, music and film criticism, scientific investigation, maths terminology, radio news report, text speak, blogs and emails  Explore the different vocabulary associated with genres e.g. documentary, news broadcast, comedy, action, mystery etc. | **Organising and using information**  Interviews with Gaelic speaking specialists / members of local community – note taking in order to produce a report / newspaper article etc.  Field trips in to community  Outdoor learning  Re-write play-scripts as prose | **Organising and using information**  **P6**  I can organise my writing with a clear beginning, middle, and end with increasing independence.  I am beginning to integrate information on a topic from a variety of sources with help  I can experiment with sentence length and fluency.  I am developing my use of paragraphs, to include reasons and examples, with help.  I can vary the structure of my writing with increasing independence.  I can organise my ideas using notes.  I can acknowledge my sources with increasing independence.  I can create new texts in my own words. |
| Learners use layout and presentation to engage the reader.  Learners select ideas and relevant information, organising in an appropriate and logical sequence for purpose and uses suitable vocabulary for audience.  Learners’ writing flows and is organised into linked paragraphs with accurate use of punctuation and sentence structure.  Learners make appropriate use of grammar and structure, for example verbal nouns merging with separate pronouns in a sentence. | **Creating Texts**  **Second Level GAI 2-27a**  I am learning to use language and style in a way which engages and/or influences my reader.  **Second Level LIT 2-28a**  I can convey information, describe events, explain processes or combine ideas in different ways.  **Second Level LIT 2-29a**  I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence.  **Second Level GAI 2-30a**  As I write for different purposes and readers, I can describe and share my experiences, expressing what they made me think about and how they made me feel.  **Second Level GAI 2-31a**  Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life. | **Creating Texts**  IDL based writing  e.g.   * Fact Files * Imaginary Stories * Personal recounts   *Support for Writing across the Curriculum’* materials from Linnvale PS in Clydebank provide a helpful structure for personal and functional pieces of work.  Dragons’ Den  Look at a variety of texts which aim to influence young people, e.g. magazine articles about fashion or health, adverts for fast food (printed or moving image), leaflets about animal cruelty etc.  Identify relevant issues, e.g. school uniform, to research and present opinions or arguments in a variety of formats – leaflet, report, poster  Access book reviews online, in magazines or newspapers – introduce the concept of persuasive language used to influence or persuade the reader with the aim of writing a critique of a book of their own choice  Create an advertising campaign, printed or moving image, for an agreed product, service or event  Read/listen/watch strong examples of persuasive texts and discuss the reasons as to why these examples are strong  Using what they know about creating information texts, the children should create success criteria, individually or in co-operative groups  Create their own information text e.g. magazine/news articles, reports, accounts, leaflets, instructions  Create pieces for a school newspaper/magazine  Create imaginative stories for other year groups in the school or groups in the community  Create their own narrative/imaginative text e.g. short stories, extended stories, novels, scripts, imagined personal responses, poems, comic strips, animations  Create imaginative stories for other year groups in the school or groups in the community  Create children’s pages for local newspapers  Self and peer assess informational/narrative/imaginative texts  Most pupils should be able produce writing at an S4 standard by the end of P6 (Scottish Criterion Scale) | **Creating Texts**  Pen Pals  Book writing followed by launch for parents and peers  Storyline approach to The Highland Clearances, Na Fuadaichean – keep a diary, letters home, draft a recount of your eviction etc.  Storyline approach to war, Alba san Dara Cogadh – diaries, accounts, imagined personal experiences etc.  Mock elections – draft candidate speeches  Petition / lend support to a petition eg. skate park in Oban, publicise wildlife groups, encourage peers in school to eat less meat, recycle etc.  Local and National Writing Competitions | **Creating Texts**  **P6**  I can write persuasively about ideas, feelings, and opinions.  I can develop stories with plots that include problems and solutions with help.  I can create characters, using description and dialogue.  I can write poetry using carefully chosen language  I can vary leads and endings with help.  I can use descriptive language to paint a picture of plot, setting, character etc.  I can use a range of strategies for planning writing.  I see myself as a writer.  I take risks with writing.  I can share my ideas with others. |