

Literacy and Gàidhlig Progression Pathway- Second Level P5

**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

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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)** |
| *Selects and discusses a range of texts, giving a personal response and increasingly justifying and evidencing opinion.*  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 -  (children 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 ~**    Core Reading books – complete Heinemann Storyworlds to Stage 9.  Heinemann Bridges Stage 10 and 11.  Heinemann Discovery Worlds (non-fiction)  Book Study – Acair Novels; for example, A’ bruidhinn ris a’ chat, An Leathar-Latha trilogy or Fionn, na Fuamhairean ‘s na Daoine Beaga.  Leum gu Leughadh 2 has some comprehension activities associated with some of the Acair Novels.  Dictionary/thesaurus work – Doigh Eile ri Radh  Interdisciplinary research – reading for information  Group/reciprocal reading – passages from Ceàird an Sgrìobhaiche, Sar Obair, reading book or novel  Comparative work with book study or other interdisciplinary reading – use Anne Neil’s DARTS strategies to understand text through context clues.  Teacher modelling reading aloud  Shared/paired reading with parents and senior pupils/ volunteers – Scotland Reads – Education Scotland  Opportunities to read a variety, of texts aloud e.g. narrative, poetry, instructions, play script, school bulletin.  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  Can Gun Robh  Ceàird an Sgrìobhaiche texts available to download as PDF from <http://www.storlann.co.uk/ceaird-an-sgriobhaiche/index.html>  Teach Reading Strategies e.g. look for smaller words within words, break down into syllables, skimming and scanning. | **Enjoyment and Choice ~**  Class Library area  School Library  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 | **Reading - Enjoyment and choice**  **P5**  I can choose reading materials at an appropriate level with help.  I choose and read lots of different materials (books, poems, comics, magazines, and websites) with help.  I can read by myself for up to 30 minutes.  I can discuss my favourite reading materials and explain why I like them.  I can make recommendations to friends based on their reading interests.  I can set targets and identify strategies to improve reading with help.  **Reading - Tools for reading**  *Before and as I read,*  I can identify that different strategies can be used to help be better understand what I read with help.  I can begin to use the strategies and resources I know with help.  I can increase my vocabulary by using context cues, other reading strategies, and resources (e.g. dictionary and thesaurus) with help.  *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 – Heinemann Discovery Worlds, 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  Can Gun Robh  Ceàird an Sgrìobhaiche texts available to download as PDF from <http://www.storlann.co.uk/ceaird-an-sgriobhaiche/index.html>  Link to Maths ~ data handling (interpreting information)  Political/scientific analysis of current information (fact and personal opinion)  Skimming and scanning  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 |  | **Reading - Finding and Using Information**  **P5**  \* I can expand my knowledge of different genres (e.g. realistic fiction, historical fiction, and fantasy).  \* I am beginning to use resources (e.g. encyclopaedias, CD-ROMs, and nonfiction texts) to locate and sort information with help.  I can gather information by using the table of contents, captions, glossary, and index (text organisers) with help.  I can gather and use information from graphs, charts, tables, and maps with help.  \* I can begin to 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 opinions with help.  I can organise my ideas to help my understanding of new information, with help. |
| 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  Ceàird an Sgrìobhaiche – Leughadh agus Sgrìobhadh Co-Roinnte – includes a range of texts suitable for comprehension work through Reciprocal Reading or other methods.  Reciprocal Reading Roles – available on SALi  Reciprocal Reading follow-up activities – available on SALi  Reading task cards – available on SALi  Mar a Chuala Mise e Book – short stories with associated skills-based questions  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  Poetry e.g.  Can gun robh, Caoran ann an Cliabh, prescribed pieces of poetry for Mòd  Identify different features of a text e.g. glossary and index  Use a wide variety of fiction and non-fiction texts including newspapers, reference books, website articles, documentaries to distinguish between fact and opinion.  Bloom’s Taxonomy – Gaelic version of skill-based questions available on SALi  Silent reading sessions  Book Club |  | **Reading - Understanding, analysing and evaluating**  **P5**  I can read medium level chapter books.  I can discuss setting, plot, characters, and point of view (literary elements) with help.  I can respond to issues and ideas in literature as well as facts or story events.  I can participate in small group literature discussions with help.  I am developing an awareness of the effect an author has on their reader and begin to give reasons 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