

Literacy and Gaidhlig Progression Pathway- Early Level Sgoil Àraich

**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, when secure in listening and understanding, begin to focus on reading to recognise and use patterns and sounds of language as part of a programme for phonics.Learners begin to blend to decode familiar words. Learners recognise familiar environmental print, for example, school notices, signs and labelsLearners when secure in listening and understanding, select and read simple texts and describe likes and dislikes. | **Enjoyment and choice***I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.****LIT 0-01a*****Tools for reading***I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write.* **GAI 0-12a****Enjoyment and choice***I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.* ***LIT 0-01b / LIT 0-11b*** | Pupils should:* visit the school library
* identify rhymes in songs, nursery rhymes, stories
* suggest rhymes for a given word either actual or nonsense rhymes
* segment words into syllables by clapping, tapping
* identify words with specific sounds
* remember/retell/say nursery rhymes, repetitive songs and stories
* recognise stories, rhymes, characters from stories
* Create a themed book corner/area in the setting, include children’s own creations
* Create displays of the children’s and associated adults favourite books, incorporate speech bubbles about likes and dislikes, and illustrations
* Make personal books about likes/dislikes:- food; colours; numbers; sweets; places to be; areas of the classroom/setting. Record pictorially.
* Discussion activities to encourage the children to present their own feelings
* Use the school library and arrange visit to public library to explore idea of “What is a

library?” |  | * I can connect books read aloud to my own experiences with help.
* I like to read.
* I can select a book for enjoyment.
* I can almost read some books and like to pretend to read.
* I can tell others my likes and dislikes and justify them.
* I can recognise the difference between genres with help.
* I can discuss characters and events.
* I can respond to texts in different ways.
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| Learners begin to ask relevant questions about texts to help their understanding and make links with previous learning.Learners share thoughts on events and characters within simple texts and play. When a learner uses English, the teacher repeats what is said in Gaelic. | **Understanding, analysing and evaluating***To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.****LIT 0-07a / LIT 0-16a* /****GAI 0-17a****Understanding, analysing and evaluating***I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.****LIT 0-19a*** | * Model questioning techniques and begin to consider question starters i.e. Cò? Càite? Carson? Dè?
* Look at front and back covers, discuss possible contents of the book/text, think about question that they might like to be answered about the story/poem/text
* Compare similar stories i.e. group books that have animal characters, are about a little girl, are set on an island etc.
* Listen to stories and texts being read aloud to model techniques
* Listen to audio books – following pictures or text (where appropriate) whilst listening – set up an Oisean Eìstidh where children can listen to / watch Gaelic texts eg. An Gruffalo, Tè Bheag an Gruffalo, Peppa Pig
* Use question and answer sessions/mind-mapping to elicit thoughts
* Develop art and craft activities e.g. finger paint, sand writing, shaving foam to develop fine motor skills and recognize formation
* Look at the same story from different authors/genres; e.g. Cinderella, RME stories, oral retelling if appropriate
* Make books about personal preferences e.g. My Favourite Stories
* Share thoughts through using multi-media techniques- voice recorder/video camera/camera
 |  | * I can listen and responds to books read aloud.
* I can talk about the illustrations in books.
* I know what the author does.
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| Learners find useful information from simple texts to complete a task and learn new things. | **Finding and using****information***I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things.* ***LIT 0-14a*** | * Go for a walk inside or in the local environment to look for signs
* Discuss signs and their uses in the classroom/school/ environment
* Create classroom displays with words and phrases on display, develop an interactive wall to allow children to change and develop themselves
* Create new signs for the classroom/school using a variety of media
* Look at posters or purchased materials to find information about a given topic
* Introduce non-fiction books and discuss what they are and discuss what they can be used for (Discovery Worlds)
* Introduce other non-fiction texts – website, DVD – and how they can be used.
* Use a Floor Book to identify what needs to be researched
* Teacher models how to find information in texts
 | . | * I can read my own name.
* I am beginning to read signs and labels supported by images.
* I can identify print in the environment.
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