

Literacy and Gaidhlig Progression Pathway- First Level P2

**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 use all knowledge of phonics and blending to read and develop fluency, identifying and using question marks, exclamation marks, speech marks and commas, changing the voice to read with appropriate expression. Learners use an age- appropriate glossary, wordlist, dictionary and thesaurus to find and understand words. Learners select and use reading strategies to monitor and check understanding. | **Tools for reading**I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. **GAI 1-12a***I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear.****LIT 1-13a*** | * Facal ‘s Fuaim - core phonic programme to develop word attack skills
* Use magnetic letters to reinforce knowledge and blending skills
* Dictation sessions with variety of media – attempt new words on whiteboards / chalk / foam
* Sound and word flashcards
* Text highlighting to find sounds in passages
* Reading plays in groups
* Acting out stories
* Teacher modelling reading strategies
 | Heinemann Storyworld Core Readers and ‘Facail ‘s Fuaim’ phonics scheme should be used in tandem to teach children to read.Children should be allowed to progress through the scheme at their own pace. Where appropriate ‘setting’ can be used whereby children of different chronological ages read together as a group.As a guide, the majority of children should complete Stage 3 and have started Stage 4 by the end of P2.By the end of P2 children should be familiar with the phonic sounds from Sets 1 – 28 (including Set 31).P2 children will be introduced to Reciprocal Reading through the use of simple novels; SIAR novels, text related to IDL etc.By the end of P2 the children should have experienced all 5 roles. DARTS methodologies are used to assist the children in understanding unfamiliar text when taken on the role of clarifier. | * I use both the pictures and the words when I read.
* I can talk about what I have read.
* I can point to the words as I read.
* I am beginning to read aloud with expression.
* I can recognise and explain the effect of capital letters, full stops and question marks.
* I can find and show joining words in a sentence.
* I know all letter sounds and a variety of phonic blends i.e. ph, bh, mh, dh, gh, ao etc.
* I use my knowledge of phonics to sound out tricky words.
* I make good guesses about what will happen next in a book (predictions).
* I can find and show the title and author's name in a book.
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| Learners discuss a selection of texts and give a personal response to include what the learners prefer, with some comparison of texts and authors. | **Enjoyment and choice***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.* ***LIT 1-11a*** | * Pupils should be exposed to a wide range of texts, including borrowing those in the class library, to allow them to make informed decisions about their preferences of genre and style
* Pupils should be given opportunities to share their views about texts in a variety of ways: circle time, displays, pictorially
* Discussion about purposes of texts e.g. to explain, to inform, to entertain etc
* Discussion about different genre and formats for texts e.g. story, poem, play, letter, report, instructions, documentary film, cartoon etc
* Pupils should have opportunities to read, listen to, watch and create all forms of 21st century texts e.g. recordings / films, animations etc.
* Pupils should be given opportunities within a context to create their own relevant text e.g. Spaces to play and learn such as The Post Office, The Garden Centre or The Café
* Pupils should have opportunities to create texts for specific audiences, e.g. pupils creating books to share with younger/older pupils and with their peers
* Record of reading/reading diary
 | Reading for enjoyment and choice is challenging in GM education due to the complexity of 2nd language learning.Each class has a library with a range of Gaelic books. Offering a range of core readers from a breadth of stages might appeal to younger children.BBC I-Player has a selection of Gaelic children’s programmes and animations which the children find engaging.‘Capag’ is an excellent resource offering songs and stories for children learning the language. | * I can read my own writing aloud.
* I can read to myself for a little while (5-10 minutes).
* I talk about what I'm reading with others.
* I can select a ‘just right’ book for enjoyment
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| Learners ask and answer a range of questions about the main ideas and purposes of texts.Learners recognise facts and opinions and begin to develop an informed view on these.Learners share thoughts on characters, setting, theme and main message of texts and are able to make simple predictions. | **Understanding, analysing and****Evaluating***To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text.****LIT 1-16a***To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own.**GAI 1-17a***To help me develop an informed view, I can recognise the difference between fact and opinion.*  ***LIT 1-18a***I can share my thoughts about structure, characters and/or setting, recognise the writer’s message and relate it to my own experiences, and comment on the effective choice of words and other features. **GAI 1-19a** | * Pupils should be exposed to a wide variety of fiction and non-fiction texts including newspapers, reference books, traditional tales, reading books etc.
* Highlight key words, phrases, introductory sentences on texts which show the main idea – teacher can model
* Teacher model using glossary, the blurb, the contents page, index page
* Reciprocal Reading to allow children to form questions/answer in response to shared texts
* Shared reading activities to allow teacher to model finding answers in a text
* Character or setting analysis
* Highlight texts to identify where answers are found
* read the phrases and words that the writer has used and discuss what they mean and their affect on the reader
* give opinions about texts using evidence to support
* exemplify by relating texts to own experiences
* interpret main ideas by retelling the story in own words
* summarise the writer’s message and draw a logical conclusion about main ideas
* attribute ideas such as characters point of view or feelings
 | Work will need to be undertaken on how to ask a question;Carson, ciamar, cuin’, dè, càite etc.Teacher modelling and preparatory work through oral games is essential.The Storyworlds Discovery scheme is a useful tool for non-fiction.The Storyworlds Traditional Tales appeal to young children as they are acquainted with the story and can therefore concentrate on the acquisition of a 2nd language.Reciprocal Reading materials will allow greater discussion with groups of children. A class reader can be read aloud to the children to give them examples of writer’s craft.  | * I can put the events in a text in the right order.
* I can tell the most important event in a book or story.
* I can answer simple comprehension questions on a story.
* I know the differences between fiction and non-fiction.
* I can say who the characters are, what happens to them and where the story takes place.
* I can talk about the words the author has used.
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| Learners find, select, sort and use information from a variety of texts for a specific purposeLearners begin to make notes, from which texts are created and use notes to create simple texts. | **Finding and using****information***Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.****LIT 1-14a*****Finding and using****information***I am learning to make notes under given headings and use them to understand information, explore ideas and problems and create new texts.* ***LIT 1-15a*** | * read signs in immediate environment with the help of picture cues
* read some familiar words in environment without the help of picture cues
* identify some sources of information
* identify questions to answer using information texts
* refer to text for information e.g. recipes, information books, story books, posters
* identify the different features of a non-fiction text e.g. contents list, glossary, menu
* reflect on what and/or how they have found out information
* use and identify key words/short phrases/subject specific vocabulary for heading and scanning
* make notes and demonstrate a knowledge of the difference between notes and prose
* be aware of bullet points and how to use them
* recall/remember key information from a text
* organise/classify ideas and information by making note under given headings
* make some reference to sources of information in notes or texts
 | Use of interactive wall displays with information that the children can use to support talking and writing.Encourage discussion / note taking during non-fiction programmes.Use of shared non-fiction texts in co-operative learning groups / reciprocal reading groups.Heinemann Discovery scheme and Acair non-fiction books can be used to highlight the features of a non-fiction book. | * I can identify the contents and index pages in reference books.
* I can identify the differences between fiction and non-fiction texts.
* I can find information when asked in a non-fiction text.
* I can draw pictures to show information that I have found from listening to / watching a text.
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