

Literacy and Gaidhlig Progression Pathway- First Level P4

**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
* **Gaelic SSLN reading materials are available on SALi, Gaelic Education, should you wish to check that a child has achieved 1st Level.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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*** | * observe punctuation such as full stops and commas when reading aloud * use context clues to read unfamiliar words * recognise and understand the purpose of full stops, capital letters, commas, question marks, exclamation marks, speech marks, sentence and paragraphs * recognise and define part of speech e.g. noun, adjective, verb, adverb, conjunction, pronoun, vowel, consonants * understand and use strategies for reading * use strategies to identify questions to research * know and use skimming and scanning techniques * use information from texts such as front cover, title, blurb, captions, chapter headings, images to make predictions and extract meaning before reading * use dictionary to read/understand new words before and/or during reading * use contextual clues in a sentence and/or paragraph to aid understanding * use contextual clues in extended text to aid understanding * reflect on what they have learned * reflect on whether they have been able to answer the questions they identified | Heinemann Storyworld Core Readers  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 8 and have started Stage 9 by the end of P4.  By the end of P4 children should be secure in their phonetic knowledge of all sets in the Facail ‘s Fuaim scheme, including an awareness of non-regular words. Common words from the Highland Literacy Project (HLP) should inform spelling lists as well as specific phonic blends.  Those children who are making slow progress with literacy should have 1:1 or small group time with an adult to develop their phonic awareness through the use of Gaelic Code-Cracker (Fuaimean Feumail) and Toe by Toe (Fuaimean Còmhla) both available on SALi – Gaelic Education, ASN  *In order to promote English reading and literacy individuals can access Reading Reflex. The new ORT scheme ‘Code’ should be used with children who do not yet have a secure knowledge of English phonics.*  *When introducing English literacy it is important to take time to cover the English phonics covered in English Medium at the P1-3 stages. NESSY is a useful programme to support this alongside Floppy’s Phonics.*  P4 children will be used to Reciprocal Reading through the use of novels; SIAR novels, Crosgagan novels, text related to IDL etc.  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 – see Anne Neil materials from Strathclyde University | * I can talk about what I have read showing understanding. * I read aloud with expression paying attention to punctuation. * I can recognise pronouns and adverbs in a piece of text. * I can identify examples of similes, metaphors, onomatopoeia and alliteration. In Gaelic I can identify and use idiom i.e. cho cruaidh ri creag, cho làn ri ugh etc. * I can recognise and understand the effects of bold and italic lettering. * I use appropriate reading strategies based on genre. * I correct myself when my reading doesn’t make sense. * I follow written directions. * I use meaning (context) when I’m reading to learn new words and can employ word attack strategies when I get stuck. |
| 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*** | * use the Library to make an informed choice of reading materials * make an informed choice between non-fiction / fiction * give reasons for preferring texts/genres and authors * select appropriate texts for a given purpose * read and identify the features of different types of genre such as texts in Scots, poetry, cartoons * explain how the author’s use of words, rhyme, alliteration and onomatopoeia contributes towards enjoyment of reading | Each class has a library with a range of Gaelic and English books. P4 children are free to choose a book in English or Gaelic.  Offering a range of core readers from a breadth of stages might appeal to less fluent readers.  BBC I-Player has a selection of Gaelic children’s programmes and animations which the children find engaging and which would be relevant for note taking.  Encouraging children to bring in a book of choice from home as part of a ‘show and tell’ would encourage reading for enjoyment. The teacher or child could read an excerpt to the class. | * I choose and read lots of different materials books, poems, comics, magazines). * I finish the books I read. * I can read by myself for 15-30 minutes. * I can read aloud in a group situation with confidence and use expression and fluency. * I can discuss my favourite reading materials. * I can make recommendations to friends based on their reading interests. |
| 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 | Develop the children’s ability to ask interesting and open questions;  Carson, ciamar, cuin’, dè, càite etc.  Teacher modelling and preparatory work through oral games is essential.  P4 children should be aware of a range of genre including; fiction, non-fiction, poetry, play. They should recognise the difference between personal, imaginative and functional writing.  As part of their development P4 children should have an awareness of writer’s craft and how authors create atmosphere in a text.  The Storyworlds Discovery scheme, the Acair text books and certain educational websites are useful tools for non-fiction.  Reciprocal Reading materials will allow greater discussion of writer’s craft with groups of children.  Time should be taken to explore / develop character descriptions and setting the scene in order to impact upon the quality of the children’s writing. DARTS methodologies from Anne Neil (Strathclyde University) are very helpful in teaching these skills. | * I can retell the events from a story in chronological order. * I can identify the main idea in a text. * I can “read between the lines” (hidden meanings and inferences). * I can answer and begin to ask comprehension questions on a story. * I can formulate questions about a text * I can explain and give examples of what is fact and what is opinion. * I can compare different characters and story events with those in other stories. * I can make suggestions as to what a character’s alternative choices could have been. * I can give my opinion on how successful the author has been in his/her choice of setting, characters and storyline. * I can explain what the author was trying to say through the story and relate it to my own experiences. * I can comment on the success of the author’s choice of words, phrases and sentence structure. * I can talk about how facts, characters, and events in books relate to my life. |
| Learners find, select, sort and use information from a variety of texts for a specific purpose  Learners 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*** | * identify possible sources of information * select information from a variety of appropriate resources e.g. reference books, maps, websites * identify key words to use when searching for information * skim to identify possible usefulness of a text * scan texts to locate specific information * identify and highlight the main ideas in a sentence * use features such as a contents list or menu to access and read specific information in a non-fiction text * use a glossary to access and read specific information in a non-fiction text * sequence information into logical order * make reference to sources of information in notes or texts * use alphabetical order to find or sort information * apply knowledge of finding, selecting and sorting information across the curriculum | Use of interactive wall displays with information that the children can use to support talking, reading 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.  Use class dictionaries to develop awareness of alphabetical order. | * I can use contents and index pages in familiar reference books (including dictionaries). * I can list different types of text (fiction, non-fiction, and poetry). * I can find information from pictures, diagrams and charts (including ICT contexts). * I can record information I have read and begin to take simple notes. |