

Literacy and Gaidhlig Progression Pathway- 1st Level P2, P3 and P4

**LISTENING and TALKING in GAELIC**

**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
* Refer to document ‘Gaelic Comm Framework’ (SALi, Gaelic Education) airson a’ Chiad Ìre (1st Level) for key language features and assessments for each stage group.
* If you wish to check that a child has achieved 1st Level, there are SSLN Discussion materials available on SALi, Gaelic Education.

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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)**  ***Younger children will require more support to achieve these criteria*** | |
| Learners listen to, show an understanding and select familiar texts, giving a clear personal account with simple justification of preferences.  Learners communicate with others in familiar topics, embedding appropriately new words and phrases to give ideas, thoughts and feelings. | | **Enjoyment and Choice**  *I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources. I regularly select subject, purpose, format and resources to create texts of my choice.*  ***LIT 1-01a / LIT 2-01a*** | **Enjoyment and Choice**  Create a class library where children can choose a book for Silent Reading sessions  Vote, as a class, on children’s Gaelic programmes on BBC iPlayer – link to Reciprocal Reading roles eg. Summarizer reports back on what happened in programme etc. | **Enjoyment and Choice**  Paired Reading with older pupils / Story time  ERIC – quiet reading for enjoyment  World Book Day / Book Swap / Bookbug  Set up a book shop role play area  Library visits  Lending Library set up in class / homework (ORT Stage 1)  Listening Lab  Mark Making / Writing area  Role play area / Soft Start | | | **Enjoyment and Choice**   * I can choose stories and other texts to watch, read or listen to, and can share my likes and dislikes. * I can play with patterns and sounds and I choose to do this. * I can link patterns and sounds to my reading and writing. * I can listen and learn new words and use them in my stories. * I enjoy listening and responding to stories, events and characters and can explain why. * I like sharing my ideas with my class. * I enjoy listening to others. |
| Learners communicate with others in familiar topics, embedding appropriately new words and phrases to give ideas, thoughts and feelings.  Learners present information at an appropriate pace, with clarity of expression and tone of voice.  Learners ask and answer a range of questions to inform understanding of a variety of texts. In so doing, they take turns and respect others’ contribution. | | **Tools for listening and talking**  *When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect.*  ***LIT 1-02a***  As I listen and take part in conversations, I can use new words and phrases to help me to communicate. **GAI 1-02a**  I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn.  **GAI 1-03a** | **Tools for listening and talking**  Discuss, read and talk about traditional tales; An Tuineap Mòr, An Gille Bonnach (Storyworlds, An Saoghal Uair a bha siud)  Read nursery rhymes and stories daily; A’ Chiste Chiuil, Gluais!, Cabag, Èist is Seinn!  Use rhymes and actions from Facal ‘s Fuaim to introduce vocabulary and alliteration  Look at Big Books and picture books – discuss illustrations and introduce text. (Catriona air Chuairt, ORT books)  Examine environmental print and posters  Use puppets to introduce stories and characters (PATHs, A’ Chiste Chiuil, Cabag)  Floor Book – discuss prior learning with children.  Retell stories, traditional tales (Sparklebox materials)  Display pictures and stories relating to Gaelic language learning  Use techniques of Circle Time activities to introduce new vocabulary (GLPS resources)  Play a variety of games that involve taking-turn; Seo am balla dhut! GLPS games  Read stories where the children can take turns to read along- e.g. stories that have repetition so allow the children to take part in the appropriate places  Use positive behaviour techniques, e.g. ‘catching them being good’, reinforce good behaviour and listening skills  Take part in Circle Time activities using a ‘special object’ that allows only the holder to talk  Model good listening skills, eye-contact, arms folded, asking appropriate/relevant questions – display visually on wall  Develop news opportunities to share with their peers  Story times to encourage quality listening | **Tools for listening and talking**  Bookbug sessions  Specialist music tuition  Gaelic Galavanting (trips in to local community / environment)  Role play areas  Mini topics to introduce vocabulary; Mise agus mo Theaghlach, An Dotair, An t-Sìde, Peataichean agus Beathaichean etc.  (see GLPS structure)  PATHs circle time  PATHs Kid of the Day  Adult / child interaction in role play area  Establish a ‘What’s in my bag today?’ weekly event where children can bring something special from home and discuss and answer questions about their objects with their peers  Opportunities to share personal information, opinions and experiences with others e.g. ‘news’ time  Explicit teaching, modelling and practise of Social Skills eg, positive criticism, taking into account other people’s views, disagreeing in non-hurtful ways, accepting differences  Simulation/ role play activities e.g. news broadcast, TV interviews | | | **Tools for listening and talking**   * I can listen carefully to new information given by the teacher and use this information to carry out tasks. * I can show I have understood new information through retelling it in my own words. * I can use the correct voice at different times (partner, reading, outdoor, sharing with class etc). * I can show active listening when others are talking (eye contact, facing the person who is talking, positive body language . . .). * I can respond to what others have to say by giving feedback and asking appropriate questions. |
| Learners, with input from peers and adults, plan, research and compile talks on topics related to those being studied as part of the curriculum with increasing confidence, to a variety of audiences, using features such as digital technology to capture interest.  Learners begin to make short notes under given headings to show an understanding of what has been listened to/watched. These notes are used to organise ideas in a logical sequence to contribute to a group discussion or create short texts. | | **Finding and using**  **Information**  *As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose.*  ***LIT 1-04a***  *As I listen or watch, I am learning to make notes under given headings and use these to understand what I have listened to or watched and create new texts.*  ***LIT 1-05a***  *I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others.*  ***LIT 1-06a*** | **Finding and using**  **Information**  Use of good quality story books, Gaelic TV programmes, rhymes and songs, GLPS resources, modelling Gaelic language at all times; adult : adult and adult : child  Group discussion based on text, comprehension activities (see HLP reading resources on SALi) | **Finding and using**  **Information**  Novel Study  IDL – set up setting to reflect focus of IDL; Am Bùth, An t-Òban etc  Visits out of school in local environment / community  Watch short films, adverts, news broadcasts, documentaries etc and discuss the key points  Write, draw or create a media response to what has been heard  Use vocabulary appropriate to the topic when discussing texts that have been heard or watched  Listen/Watch selected texts and identify the main ideas  Co-operative Learning activities  Listen or watch a variety of presenters and presentations and identify/discuss/retell the main ideas heard or seen  After listening or watching texts with key information, create Mind-maps to elicit the mains ideas eg, pupils visit a local café and listen to the owner describing their premises, before planning and then setting up their own café in the classroom  Language/word games to extend vocabulary  Create an interactive word bank / wall for key and/or specialist words  Create new endings for familiar stories where they can change the story (therefore making choices and be able to give reasons for their choices)  Pupils plan independently and in Co-operative Learning groups  Use Co-operative Learning activities to generate and organise ideas  Sort information and notes into key groups    Summarise the main points of a text that has been heard or seen in the pupil’s own words  Combine ideas from a variety of sources and texts to create a new text | | | **Finding and using**  **Information**   * I can listen and retell the main events in stories in my own words. * I can listen to a short story and retell it in my own words getting events in the right order, using sequencing words e.g. first, then, next, finally. * I can make simple notes as I listen to or watch something and use these notes for a specific purpose. * As I listen or watch, I can select the ideas that are important to what I am learning about. * Through listening and watching, I can learn interesting new words to use. |
| Learners recognise the difference between fact and opinion and are developing an informed view.  Learners ask and answer a range of questions to inform understanding of a variety of texts. In so doing, they take turns and respect others’ contribution. | | **Understanding, analysing and evaluating**  *I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.* ***LIT 1-07a***  *To help me develop an informed view, I am learning to recognise the difference between fact and opinion.* ***LIT 1-08a*** | **Understanding, analysing and evaluating**  Use of Reciprocal Reading roles during reading activities  Blooms Buttons – questions relating to texts that cover a range of skills  Mar a Chuala mise e book with associated questions (skills based)  Teacher / pupil discussion on a wide variety of texts | **Understanding, analysing and evaluating**  Co-operative learning groups  Reciprocal Reading Groups  Story Time  Learning to share what they have learned with their shoulder partner/ face to face partner/ group  Working with group to create true/ false/ can’t tell statements for others  Co-operative Learning – create questions for interviewing activities  Ask who, when, what, why, where and how questions after listening to/watching texts  Listen to accounts of real events/situations or stories and begin to recognise what is backed by evidence and what is not  Co-operative Learning activities, to categorise information from print, TV, DVD and internet into fact / opinion / can’t tell  Work with group to create true / false / can’t tell statements for others  Study advertising campaigns and discuss eg target audience, persuasive language, bias  Study news broadcasts & other interview scenarios to identify examples of fact / opinion and how these are portrayed | | | **Understanding, analysing and evaluating**   * I can show I have listened carefully to texts by asking interesting questions. * I can show I have listened carefully to texts by answering questions. * I can share my opinion on something I have listened to or watched. * I show I am respectful of other’s opinions when they differ to my own. * I can explain the difference between fact and opinion. |
| Learners show an understanding of the main features, ideas and key words in a variety of texts.  Learners demonstrate knowledge and understanding of a range of verbal and non-verbal communication skills and are beginning to apply them when interacting with or presenting to others. For example, using eye contact, body language, pace, gesture, emphasis and choice of words.  Learners, with input from peers and adults, plan, research and compile talks on topics related to those being studied as part of the curriculum with increasing confidence, to a variety of audiences, using features such as digital technology to capture interest. | | **Creating texts**  *When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more.* ***LIT 1-09a***   |  |  | | --- | --- | | *I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources4 as required.* ***LIT 1-10a*** |  | | **Creating texts**  Create a puppet show to share with peers based on a story covered in-depth during group time  Use multi-media to communicate their ideas; e.g. digital voice recorder, video camera, camera, Ipad  Incorporate role play opportunities in daily situations; health clinic, shop, bear’s cave, etc.  Discuss personal stories:- show ‘n’ tell activities, structured talks, question and answer sessions while modelling Gaelic.  Develop news opportunities to share with their peers  Story times to encourage quality listening | **Creating texts**  Mòd – action songs / verse speaking  Music and Dance Festival – action songs  Performances at Assembly  Ibook / Book Creator on iPad  Talk and listen to others in a variety of situations/contexts  Communicate appropriately with others in formal and informal situations  Communicate with people older and younger with confidence  Communicate ideas and thoughts to others  Use technology to communicate ideas to others  Use posters /illustrations /moving images /objects to support presentations  Co-operative Learning activities | | | **Creating texts**   * I can talk about things that happen in my life and the wider world and say how I feel. * I can ask questions to help my understanding. * I can share ideas with other group members and listen to their ideas. * I can show I am aware of my audience through facing them and projecting my voice. * I can talk in a clear and loud voice so that others can understand. * I can give and receive constructive feedback. |