

Literacy and Gaidhlig Progression Pathway- Early Level P1

**LISTENING and TALKING**

**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 join in with and recall familiar and repetitive songs, rhymes and poems. They take part, show an understanding and use familiar phrases in play activities, role-play, routines and games linked to language learning, simple poems, classroom instruction, familiar stories and short role-plays.  Learners begin to share personal experiences and talk about familiar situations.  Learners listen to a range of familiar texts, recognising and repeating most sounds accurately and answering questions about content, illustrations and characters. When a learner uses English, the teacher repeats what is said in Gaelic.  Learners listen to, show an understanding of, respond to questions and repeat new words and phrases from the use of Gaelic in a total immersion setting. Some of the understanding is shown through action rather than verbally. Interference from English is decreasing.  Learners listen to and repeat language that is being modelled for accuracy and development.  Learners demonstrate knowledge and understanding of a range of verbal and non-verbal communication skills. For example, eye contact, body language, pace, gesture and emphasis. | **Enjoyment and choice**  *I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn.[[1]](#footnote-1)*  ***LIT 0-01a / LIT 0-11a / LIT 0-20a***  **Tools for listening and talking**  As I listen and take part in conversations, I discover new words and phrases. I use these to help talk to, play and work with others.  **GAI 0-02a**  **Creating texts**  *Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.*  ***LIT 0-09a***  *I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.*  ***LIT 0-09b* / *LIT 0-31a***  **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**  **Creating texts**  *As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings.*  ***LIT 0-10a***  **Tools for listening and talking**  *As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.* ***LIT 0-02a* / GAI 0-03a** | 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 (Sgoil Àraich).  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)  Discuss personal stories:- show ‘n’ tell activities, structured talks, question and answer sessions while modelling Gaelic.  Display pictures and stories relating to Gaelic language learning  Use techniques of Circle Time activities to introduce new vocabulary (GLPS resources)  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.  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.  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 | Bookbug sessions  Specialist music tuition  Mòd – action songs / verse speaking  Music and Dance Festival – action songs  Performances at Assembly  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  Co-operative learning groups  Role play area  Soft Start  Ibook / Book Creator on iPad  Adult / child interaction in role play area  Songs and games from A’ Chiste Chiuil, Dealbh agus Seinn etc. | Refer to document ‘Gaelic Comm Framework’ (SALi) airson an Trath Ìre for key language features and assessments for each stage group.   * With support, I can create texts – fiction and non-fiction – and share them. * With support, I can make choices about what I share. * With support, I can use new words in created texts. * I can ask questions to help me learn. * I can share what I think and feel. * With support, I am beginning to understand how texts link to my life. * I can create texts – fiction and non-fiction – and share them. * I can make choices about what I share and how I share it. * With support, I can use new words appropriately in created texts. * With support, I can take turns. * With support, I know when to talk and when to listen. |
| Learners listen and use information to learn new things within the context of a total immersion setting. | **Finding and using**  **Information**  *I listen or watch for useful or interesting information and I use this to make choices or learn new things.*  ***LIT 0-04a*** | Watch and listen to Gaelic speaking adult introduce new vocabulary based on real life situations (see GLPS topics)  Invite Gaelic speaking visitors to discuss their role, likes/dislikes, choices they have made in life  Create Mind-maps to elicit ideas to set up a context/or area within their classroom/setting where the children can decide the contents, any extension/added materials that may be required  Examine and play language/word games to extend vocabulary (GLPS resources, songs and rhymes)  Use Facal ‘s Fuaim / HLP common words / VCOP to create an interactive/learning wall  Create new endings for familiar stories where they can change the story (therefore making choices and be able to give reasons for their choices)  Provide/experiment with art and craft activities to develop creativity and reinforce language | Book Study e.g. Am Burras Acrach, An Gruffalo, Sàbhailte le Siogaidh etc.  IDL – set up setting to reflect focus of IDL; Mise ‘s mo Theaghlach, Am Bùth etc.  Visits out of school in local environment / community | * I can listen and learn new things. * I am beginning to use what I learn in different ways. * I can recognise useful and interesting information. |
| Learners share thoughts about familiar events and characters in different ways. | **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***  **Enjoyment and choice**  *I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.*  ***LIT 0-01c*** | Set-up an interesting book collection, themed or from the children’s own suggestions in a cosy environment  Introduce 21st Century texts e.g.. oral stories, spoken word through puppets, film, audio CDs, talk bags, T.V programmes, environmental print activities  Discussion activities around the selected texts:- talk about front cover, back cover, text, illustrations  Use mind-maps to elicit information and details discovered in the texts  Introduce different mediums that the children can express their views through: - e.g. paint, chalk, white/coloured paper/ sugar paper, card etc.  Introduce a variety of singing rhymes and songs to encourage participation  Develop Co-operative Learning opportunities to share personal likes/dislikes  Use Circle Time activities to discuss likes and dislikes  Create displays of the children’s and associated adults’ favourite books - incorporate speech bubbles about likes and dislikes | Paired Reading with older pupils / Story time  ERIC – quiet reading for enjoyment  World Book Day / Book Swap / Bookbug  Book Studies  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 | * With support, I can choose stories and other texts to watch, read or listen to, and can share my likes and dislikes. * With support, I can play with patterns and sounds. * With support, I can listen to learn new things. * I like sharing my ideas with my friends. * I enjoy listening to stories. |

1. The literacy experiences and outcomes which are the responsibility of all teachers are shown in italics. [↑](#footnote-ref-1)