

Literacy and Gàidhlig: Assessing progress and achievement

This progression framework is a guide which is intended to support practitioners as they consider the evidence of knowledge and understanding, skills, attributes and capabilities provided by learners as they progress through and achieve a level in **Listening and Talking, Reading and Writing in Literacy and Gàidhlig**

The Professional Learning Paper: [Assessing Progress and Achievement in Literacy and Gàidhlig](#) details the significant aspects of learning to be considered with the undernoted progression statements. These should be considered jointly when assessing progress and achievement.

Listening is to be assessed both as a discrete skill and one linked to talking. In order to demonstrate achievement of a level in **Listening and Talking**, the learner provides a range of robust evidence related to the experiences and outcomes *within* a level, as well as working towards learning at the *next* level.

Across levels, **Gàidhlig** is the language used in the classroom and beyond in all contexts of the curriculum. **Strong attainment in literacy and Gàidhlig is key in the use of Gaelic for learning, teaching and assessment in the other curricular areas and contexts as part of Gaelic Medium Education.**

Although teaching and learning will often take place across more than one significant aspect of learning in **Literacy and Gàidhlig**, a learner may achieve a level in **Listening and Talking** or **Reading** or **Writing**. Progress and achievement in these three significant aspects of learning will be evidenced as practitioners, children and young people achieve across the following key skills (as illustrated in fig 1) :

- 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.

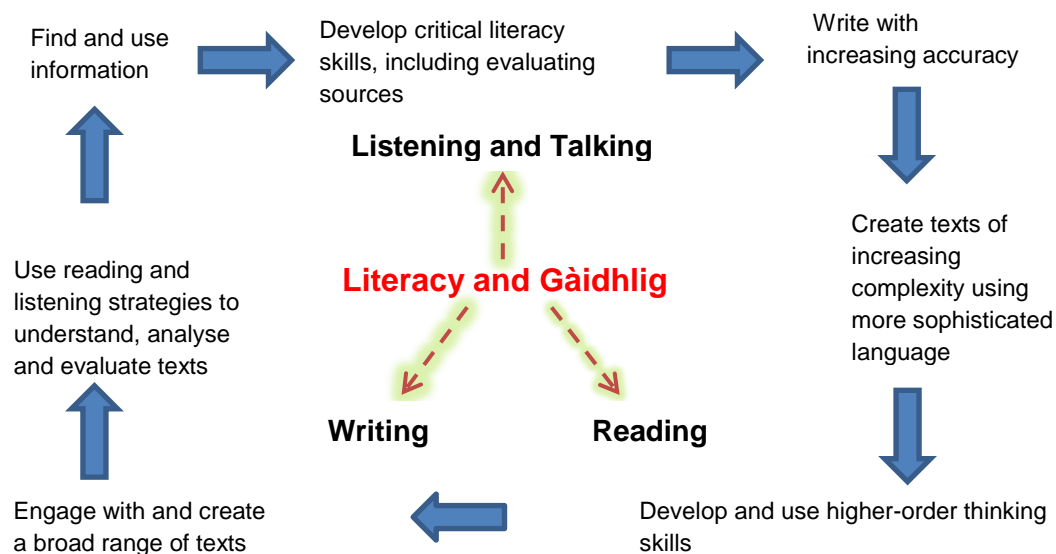


fig 1

Children and young people will increasingly develop advanced literacy skills as they develop and use higher-order thinking skills within and across these key themes. Creating texts will include engaging effectively with others in different contexts demonstrating a range of verbal and non-verbal communication skills and writing with increasing accuracy, making effective use of spelling, grammar and punctuation.

The Education Scotland [Advice on Gaelic Education publication](#) gives further guidance on the principles of immersion.

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This progression framework is a guide which is intended to support practitioners as they consider the evidence of knowledge and understanding, skills, attributes and capabilities provided by learners as they progress through and achieve a level in **Listening and Talking** of Literacy and Gàidhlig. The Professional Learning Paper: [Assessing Progress and Achievement in literacy and Gàidhlig](#) details the significant aspects of learning to be considered with the undernoted progression statements. These should be considered jointly when assessing progress and achievement. Listening is to be assessed both as a discrete skill and one linked to talking. In order to demonstrate achievement of a level in **Listening and Talking** of Literacy and Gàidhlig, the learner provides a range of robust evidence related to the experiences and outcomes within a level, as well as working towards learning at the next level. Across levels, Gaelic is the language used in the classroom and beyond in all contexts of the curriculum. The Education Scotland [Advice on Gaelic Education](#) gives further guidance on the principles of immersion.

Early level (total immersion)	First level (total immersion)	Second level (immersion)	Third level (immersion)	Fourth level (immersion)
<p>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.</p>	<p>Learners listen to, show an understanding and select familiar texts, giving a clear personal account with simple justification of preferences.</p> <p>Learners communicate with others in familiar topics, embedding appropriately new words and phrases to give ideas, thoughts and feelings.</p>	<p>Learners listen to, show an understanding and select familiar texts, giving a clear and sustained personal account with simple justification of preferences, including by making a comparison to another text, for example.</p>	<p>Learners discuss, including in a group situation, a range of texts of differing styles and content, which include some specialised areas to give a sustained personal account. In doing so, learners are able to show their understanding of text, justify preferences, including by making a comparison to another text.</p>	<p>Learners are independent in discussing, including in a group situation, a range of texts of differing styles and content, which include some specialised areas to give a sustained personal account. In doing so, learners are able to show their understanding of text, justify preferences, including by making a comparison to another text.</p>

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<p>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.</p> <p>Learners listen to and repeat language that is being modelled for accuracy and development.</p>	<p>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.</p>	<p>Learners communicate respectfully with others while demonstrating confidence, fluency and clarity in a range of topics and across the curricular areas. Learners use a range of vocabulary and increasingly show accuracy with grammar, including aspects such as irregular verbs. Learners engage with different dialects. Learners ask and answer a range of questions to inform their understanding and add to their knowledge using higher-order thinking skills to extend further opinions and ideas. In so doing, they take turns and respect others' contribution.</p>	<p>Learners communicate clearly and confidently, using complex sentences, accuracy of grammar and specialist vocabulary and register to share knowledge and share opinions and ideas. Learners demonstrate an awareness of audience, encouraging engagement through questions including building on and challenging opinions and ideas using higher-order thinking skills to extend further opinions and ideas. In so doing, they take turns and respect others' contribution.</p>	<p>Learners communicate clearly and confidently, using complex sentences, a strong grasp of grammar and specialist vocabulary and register to share knowledge and share opinions and ideas. Learners interact appropriately with a range of audiences by encouraging engagement through questions, including building on and challenging opinions and ideas using higher-order thinking skills to extend further opinions and ideas. In so doing, they take turns and respect others' contribution.</p>
	<p>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.</p>	<p>Learners independently 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.</p>	<p>Learners independently plan, research and compile talks with increasing confidence, to a variety of audiences, using features such as digital technology to capture interest.</p>	<p>Learners independently plan, research and compile talks with confidence and detail, to a variety of audiences, using features such as digital technology to capture interest.</p>

Early level (total immersion)	First level (total immersion)	Second level (immersion)	Third level (immersion)	Fourth level (immersion)
Learners listen and use information to learn new things within the context of a total immersion setting.	Learners recognise the difference between fact and opinion and are developing an informed view.	Learners recognise persuasive language and are starting to question the reliability of sources.	Learners recognise persuasive techniques, and question the reliability and relevance of sources with increasing independence.	Learners recognise persuasive techniques, and evaluate sources independently.
Learners share thoughts about familiar events and characters in different ways.	Learners show an understanding of the main features, ideas and key words in a variety of texts. 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.	Learners identify and discuss the main features of texts, using technical language to show an understanding of a range of texts. Learners make notes and organise notes to show an understanding of what has been listened to/watched. These notes are used to organise ideas in a logical sequence to create texts appropriate to audience and purpose.	Learners identify, analyse and compare the main features of texts, using technical language to show an understanding of a range of texts. Learners make and organise notes to create texts appropriate to audience and purpose.	Learners identify, analyse and compare the main features of complex texts, using technical language to show an understanding of a range of texts. Learners make and organise notes to create texts appropriate to audience and purpose.
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.	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 demonstrate knowledge and understanding of a range of verbal and non-verbal communication skills and apply them appropriately adapting to the needs of a range of audiences. For example, uses eye contact, body language, pace, gesture, emphasis, choice of words, tone and some rhetorical devices.	Learners demonstrate knowledge and understanding of a range of verbal and non-verbal communication skills and apply them when interacting with or presenting to others as appropriate to purpose and audience. For example, uses eye contact, body language, pace, gesture, emphasis, choice of words, tone, register, rhetorical devices.	Learners demonstrate knowledge and understanding of a wide range of verbal and non-verbal communication skills and apply them independently and in a sustained way as appropriate to purpose and audience. For example, uses eye contact, body language, pace, gesture, emphasis, choice of words, tone, register, rhetorical devices.

This progression framework is a guide which is intended to support practitioners as they consider the evidence of knowledge and understanding, skills, attributes and capabilities provided by learners as they progress through and achieve a level in **Reading** of Literacy and Gàidhlig. The Professional Learning Paper: [Assessing Progress and Achievement in literacy and Gàidhlig](#) details the significant aspects of learning to be considered with the progression statements undernoted. They should be considered jointly when assessing progress and achievement.

In order to demonstrate achievement of a level in **Reading** of Literacy and Gàidhlig, the learner provides a range of evidence related to the experiences and outcomes within a level as well as working towards learning at the next level. Across levels, Gaelic is the language used in the classroom and beyond in all contexts of the curriculum. The Education Scotland [Advice on Gaelic Education](#) gives further guidance on the principles of immersion.

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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 labels.	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.	Learners use all knowledge of language to read fluently and with expression, scan texts for understanding to read and get gist and context and use a dictionary to clarify unfamiliar vocabulary. Learners select and use appropriate reading strategies to monitor and check understanding.	Learners use all knowledge of language to read fluently with understanding unfamiliar texts, with appropriate expression to show understanding. Learners independently apply appropriate reading strategies to monitor and check understanding.	Learners use all knowledge of language to read fluently with understanding unfamiliar and complex texts, with appropriate expression to show understanding. Learners independently apply appropriate reading strategies to read a wide variety of texts and/or find information.
Learners when secure in listening and understanding, select and read simple texts and describe likes and dislikes.	Learners discuss a selection of texts and give a personal response to include what the learners prefer, with some comparison of texts and authors.	Learners discuss a selection of texts to give a personal response in which they are able to compare and explain their preference for certain texts and authors and the effectiveness of the text.	Learners select and discuss a range of detailed texts, explaining and justifying personal preference.	Learners select and discuss a range of more complex texts, explaining and justifying personal preferences.

Early level (total immersion)	First level (total immersion)	Second level (immersion)	Third level (immersion)	Fourth level (immersion)
Learners begin to ask relevant questions about texts to help their understanding and make links with previous learning.	Learners ask and answer a range of questions about the main ideas and purposes of texts.	Learners ask and answer a full range of questions to show understanding and to be evaluative.	Learners respond independently and in detail to compare and contrast different texts. Learners show confidence in asking and answering a range of questions which shows understanding and evaluation.	Learners analyse independently and in detail to compare and contrast different texts. Learners show confidence in asking and answering a wide range of questions which show understanding and evaluation.
Learners find useful information from simple texts to complete a task and learn new things.	Learners find, select, sort and use information from a variety of texts for a specific purpose.	Learners find, select, sort and use information from a variety of sources for a range of purposes.	Learners find, select, sort and summarise information from a variety of sources for a range of purposes. Learners understand the purpose, main concerns or concepts and use supporting detail.	Learners find, select, sort and summarise information from a variety of sources for a range of purposes. Learners clearly state the purpose, main concerns, concepts or arguments and uses supporting detail.
	Learners begin to make notes, from which texts are created and use notes to create simple texts.	Learners make and organise notes using own words and headings to solve problems, develop own thinking and create new texts.	Learners make and organise notes using own words and use these to explore further, develop thinking, retain and recall information and create own texts.	Learners make and organise notes using own words and use these to explore further, develop thinking, retain and recall information, explore issues, synthesise ideas and create own texts.
	Learners recognise facts and opinions and begin to develop an informed view on these.	Learners recognise the difference between facts and opinions, and recognise persuasive language and develop a view on the reliability of sources.	Learners are increasingly independent in recognising persuasive techniques and evaluate the reliability and relevance of sources.	Learners evaluate the use of persuasive techniques, including bias, and evaluate the reliability and relevance of source.

Early level (total immersion)	First level (total immersion)	Second level (immersion)	Third level (immersion)	Fourth level (immersion)
<p>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.</p>	<p>Learners share thoughts on characters, setting, theme and main message of texts and are able to make simple predictions.</p>	<p>Learners discuss characters, setting, theme and main message of texts, make related predictions, linking to own and others' experiences.</p>	<p>Learners discuss structure, characterisation and setting using evidence. Learners understand how the theme is developed and links to own and others' experiences.</p>	<p>Learners evaluate the use of structure, characterisation and setting using evidence. Learners understand how the theme is developed and links to own and others' experiences/the author's purpose/ the central concerns of the text.</p>

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In order to demonstrate achievement of a level in **Writing** of Literacy and Gàidhlig, the learner provides a range of evidence related to the experiences and outcomes within a level as well as working towards learning at the next level. Across levels, Gaelic is the language used in the classroom and beyond in all contexts of the curriculum. The Education Scotland [Advice on Gaelic Education](#) gives further guidance on the principles of immersion.

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<p>Learners explore writing through play, through a range of simulated and real opportunities.</p> <p>Learners begin to confidently form letters and uses sounds and letters to construct words.</p> <p>Learners express ideas, feelings and experiences through markings, pictures imaginative play and simple text.</p> <p>Learners begin to use sounds, letters and words to read and write simple sentences.</p> <p>Learners understand that writing conveys meaning.</p>	<p>Learners write on a variety of subjects showing an awareness of purpose and audience, using knowledge of genre conventions and language appropriate to purpose and audience.</p> <p>Learners' writing flows, with sentences in sequence and linking to make sense.</p> <p>Learners use capital letters, full stops, question marks, commas with some attempt at using exclamation marks and inverted commas if appropriate.</p> <p>Learners increasingly make appropriate use of tenses.</p> <p>Learners use a variety of connectives – when, because, if, after, before, while, also, although, until.</p> <p>Learners use different sentence starters, adjectives, ambitious words and differing length of sentences to make writing interesting and convey meaning.</p>	<p>Learners write independently for a range of audiences and purposes.</p> <p>Learners' writing flows and is organised into linked paragraphs with accurate use of punctuation and sentence structure.</p> <p>Learners make appropriate use of grammar and structure, for example verbal nouns merging with separate pronouns in a sentence.</p>	<p>Learners write independently in a variety of genres and forms, taking account of purpose and audience.</p> <p>Learners structure writing which is organised into linked paragraphs with accurate use of punctuation and sentence structure, fluently using knowledge of grammar.</p> <p>Learners use layout and presentation to engage the reader and reflect on writers' techniques.</p>	<p>Learners write independently in a variety of genres and forms, taking account of purpose and audience.</p> <p>Learners structure writing which is organised into linked paragraphs with accurate use of punctuation and sentence structure, fluently using knowledge of grammar.</p> <p>Learners use layout and presentation to engage the reader and reflect on writers' techniques.</p>

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Learners begin to spell some common words, for example <i>ann, бага, aig, agus, mi</i> .	Learners present work legibly, to engage the reader, checks and edits work for spelling and punctuation, can spell most common words and attempts to spell unfamiliar words using strategies learnt.	Learners check and edit writing, confidently using a range of spelling strategies to ensure writing is mainly accurate. They improve the accuracy when redrafting and incorporate feedback from peers and teacher.	Learners check and edit writing, confidently using a range of spelling strategies to ensure writing is accurate. They improve accuracy when redrafting and incorporate feedback from peers and teacher.	Learners review and edit work throughout the writing process to ensure clarity of meaning and purpose.
	Learners use notes and a variety of texts across the curriculum in order to create new texts.	Learners use notes and a variety of texts across the curriculum and organise ideas and information in order to create new texts. They acknowledge sources appropriately.	Learners use texts, including own notes, to analyse, evaluate and synthesise ideas and information, and to create new texts and reflect on writer's techniques. They acknowledge sources appropriately.	Learners use texts, including own notes, to analyse, evaluate and synthesise ideas and information, and to create new texts and reflect on writer's techniques. They acknowledge sources appropriately.
		Learners use layout and presentation to engage the reader.	Learners use layout and presentation appropriate to the purpose and audience.	Learners justify choice of layout and presentation in terms of impact on purpose and audience.
	Learners select ideas and relevant information, organising in a logical sequence and uses words which will be interesting and/or useful for others.	Learners select ideas and relevant information, organising in an appropriate and logical sequence for purpose and uses suitable vocabulary for audience.	Learners independently select ideas and relevant information, organising essential information or ideas and any supporting detail in a logical order. Suitable vocabulary is used to communicate effectively.	Learners independently select ideas and relevant information, organising essential information or ideas and any supporting detail in a logical order. Suitable vocabulary is used to communicate effectively.