# Curriculum Improvement Cycle
# Literacy and Gàidhlig
# Draft Technical Framework

## November 2026

Version 1.0

These are draft materials. The content, format and style are subject to change. They are being shared as part of the co-design process and in advance of engagement and feedback time during the 2026/27 session. There is no expectation on educators, schools or settings to do anything now with these drafts. It would not be appropriate to change current planning or tracking and monitoring systems in establishments at this stage.

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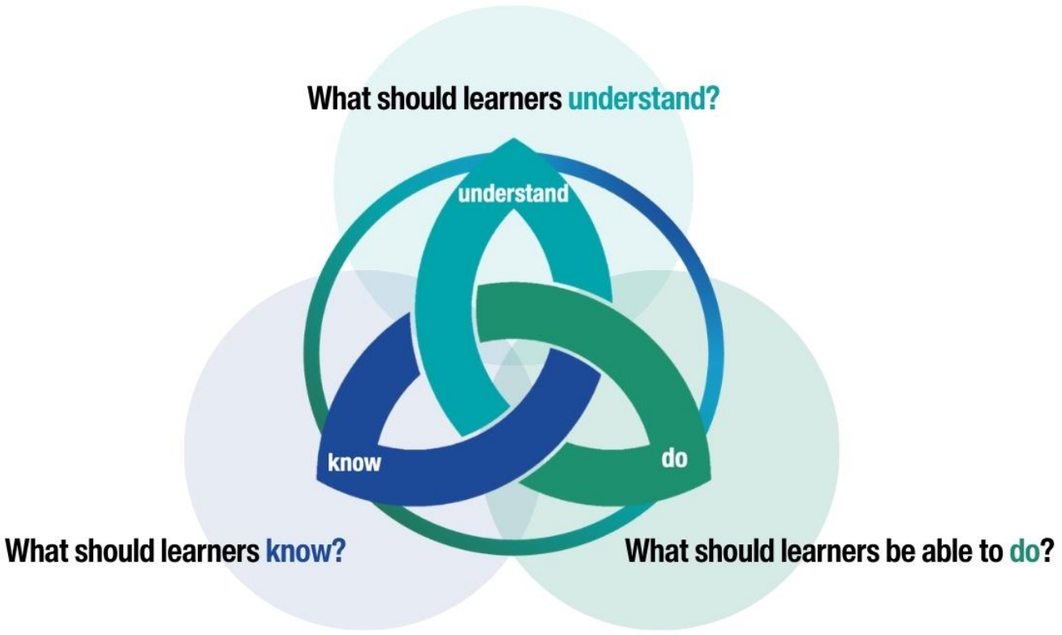
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# The Know-Do-Understand (KDU) framework




## How the KDU knots are written

**Understand:**
Statements that decribe the relationship between concepts.

**Know:**
**Facts, definitions** or **case studies** that learners need to know to develop the understanding above.

**Do:**
**Skills**, **processes** and **procedures** learners need to know to develop the understanding above.

**Notes:**
Information that helps practitioners in their planning for this KDU knot.

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# Introduction to the Literacy and Gàidhlig Know-Do-Understand Framework

The Literacy and Gàidhlig Know-Do-Understand (KDU) Framework is informed by three Big Ideas that set out the overarching rationale for learning in Literacy and Gàidhlig. The Big Ideas clarify the purpose of the curriculum and make connections that support progression across all levels of the framework.

The Know, Do and Understand statements are organised progressively from Early to Fourth level within five strands:

- Feartan na Gàidhlig / Features of the Gaelic language.
- Feartan na Beurla / Features of the English language. (First and second level only)
- Conaltradh agus Leasachadh Cànain/Communication and Language Development.
- Conaltradh agus Leasachadh Beurla / Communication and English Language Development. (First and second level only)
- Compàirteachas agus Buintealas/Participation and Connecting with Others.
- Dualchas Cultarach agus Coimhearsnachd/Gaelic Cultural Heritage and Community.
- Luachadh agus Tagrachd/Appreciation and Advocacy.

**Sequencing**

In the first two Gaelic strands, the *Do* statements are organised in a vertically sequenced progression within each level, becoming increasingly challenging as learners move through the level. This structure reflects the curriculum co-design groups' emphasis on more explicit and progressive learning pathways suited to immersion education.
In the other three strands, sequencing is not used, and the Know, Do and Understand statements apply across the whole level.

**English Language**

Requisite English language learning has been identified and incorporated into the draft technical framework at first and second level. This removes the need for Gaelic-medium practitioners to work across both the Gàidhlig and English literacy frameworks and reduces duplication. The two strands related to English are very specific and prioritise aspects of English language development that are not already addressed through the draft Literacy and Gàidhlig framework.

**Grammar and Language Progression Frameworks**

Early in 2027, Stòrlann Nàiseanta na Gàidhlig (The Gaelic Educational Resource Base) will publish a Gaelic Grammar Progression Framework and a Gaelic Language Progression Framework to complement the new draft Literacy and Gàidhlig Technical Framework. Future iterations of the Literacy and Gàidhlig framework will include hyperlinks to relevant information, helping to ensure greater equity of access and support for all practitioners.

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## Literacy and Gàidhlig Purpose Statement

Children and young people enter Gaelic Medium Education (GME) from a wide range of backgrounds. Some come from households within strong Gaelic speaking communities, while others have no prior exposure to the language. All children who enter GME have the entitlement to reach their potential and experience success regardless of background. Upon joining a Gaelic medium class, they begin to hear and understand Gaelic before learning gradually to speak, read and write Gaelic. Developing the confidence to use newly acquired language skills may take time. Practitioners play a crucial role in ensuring that Gaelic is consistently used as the language of communication and learning. They support children and young people in using Gaelic accurately and confidently, offering opportunities for interaction with other Gaelic speakers across a variety of contexts. Practitioners also build on the language skills developed at home, employing a range of effective teaching methodologies and drawing on real, meaningful contexts to enhance learning. Children and young people will develop their understanding and knowledge of Gaelic culture as part of their own and Scotland's identity. Practitioners will encourage active participation in cultural and community events locally, nationally and globally. Gaelic empowers children and young people to express themselves, engage and contribute effectively to their communities. They will recognise their ability to influence the future and make a real difference for themselves and for Gaelic.

## Big Ideas

| **A' Fàs Misneachail is Siùbhlach sa Ghàidhlig/Becoming Confident and Proficient in Gaelic** | **A' Ceangal ri Cultar is Coimhearsnachd na Gàidhlig/Connecting with Gaelic Culture and Community** | **A' Dèanamh Diofar airson na Gàidhlig/Making a Difference for Gaelic** |
|---|---|---|
| Learning about the Gaelic language and the features of high-quality communication helps us to become increasingly confident Gaelic speakers. We understand how to develop our vocabulary, accuracy, range of expression and to take more ownership of our language learning as we move through our Gaelic education. We see the value of rich immersion experiences and the importance of engaging meaningfully in real-life interactions to improve our Gaelic fluency. As we develop an understanding of how to use our Gaelic in new and diverse ways, we appreciate the importance of connecting with others in contexts outwith the classroom and the ways in which this can enrich our language and lives. | Learning about Gaelic culture and community helps us understand and appreciate the language across different times and places. Through stories, songs, literature, place names, history and folklore, we value Gaelic cultural heritage and its connected lifestyles, traditions and values. We see how Gaelic continues to evolve and impact on people's lives. We understand how we can take part in and contribute to keeping Gaelic culture healthy and thriving within the communities of which we are a part. In learning about our own and other people's cultures with curiosity, appreciation and care, we are open-minded, respectful and active members of a diverse and connected world with Gaelic at its heart. | As Gaelic speakers, we develop a deep understanding of and pride in the Gaelic language. We establish our own Gaelic identity to discover who we are and how we connect with others. We feel empowered to participate in and advocate for our diverse communities, locally and beyond. Gaelic becomes a powerful tool for expressing ourselves and helps us with successes and challenges that affect our lives, learning and work. As our identity and pride in our language develop and strengthen, we understand that our voices matter as part of a wider cultural tapestry. We understand our rights and recognise that we can influence the future – working to ensure our Gaelic language and culture are sustained for generations to come. |

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## Summary of Progression

| Strand | Statements of Understanding | | | | |
|---|---|---|---|---|---|
| | **Early** | **First** | **Second** | **Third** | **Fourth** |
| **Feartan na Gàidhlig/Features of the Gaelic Language** | Gaelic words and phrases are used for communication and expression.<br><br>Gaelic grammar affects words and phrases.<br><br>Gaelic idiomatic language enriches expression. | A growing Gaelic vocabulary supports clear communication and expression.<br><br>Gaelic has grammar rules at word, phrase, sentence and text level.<br><br>A growing range of idiomatic language enriches speech and written texts. | A varied Gaelic vocabulary and an understanding of dialects aids communication and expression in a variety of contexts.<br><br>Gaelic has grammar rules at word, phrase, sentence and text level, that guide accurate communication.<br><br>Using idiomatic language enriches and improves the quality of spoken and written Gaelic. | A varied Gaelic vocabulary supports communication and expression across a range of contexts.<br><br>Dialectal variation occurs across regions and affects how Gaelic is used and understood.<br><br>Grammatical patterns help speakers and writers communicate meaning accurately and consistently.<br><br>Idiomatic language enriches communication and expression. | A broad and adaptable vocabulary enables precise communication and expression across diverse contexts.<br><br>Dialectal variation adds to the richness of the language, with unique features connected to specific regions.<br><br>Grammatical structures support accuracy, clarity and meaning of communication.<br><br>Idiomatic language allows for rich and authentic communication and expression. |
| **Feartan na Beurla/Features of the English language** | | A growing English vocabulary supports clear communication and expression.<br><br>English has grammar rules at word, phrase, sentence and text level. | A varied English vocabulary and an awareness of dialects aids communication and expression in a variety of contexts.<br><br>English has grammar rules at word, phrase, sentence and text level, that guide accurate communication. | | |
| **Conaltradh agus Leasachadh Cànain/Communication and Language Development** | Social cues and gestures support interactions.<br><br>Listening carefully for different purposes fosters pronunciation, participation and accuracy.<br><br>Speech is used for communication and expression.<br><br>Engaging with different Gaelic texts helps make meaning.<br><br>Letters and sounds work together to create Gaelic words. | Social cues and gestures support meaningful communication.<br><br>Listening supports active participation and enables accurate pronunciation and responses.<br><br>Speech is used for communication and expression with a range of audiences.<br><br>Engaging with and exploring a range of Gaelic texts promotes enjoyment and supports the development of reading fluency.<br><br>Letters and sounds combine to read and create Gaelic words and sentences. | Effective participation is achieved through positive social cues and focused, attentive listening.<br><br>Clear speech, accurate pronunciation and appropriate intonation support successful communication.<br><br>Speech is used to engage with others, share information, explain experiences, persuade and offer opinions.<br><br>Independently exploring and reading Gaelic texts deepens appreciation and enjoyment.<br><br>Gaelic spelling patterns and rules support accuracy and enhance engagement with texts. | Recognising social cues used in spoken Gaelic supports communication.<br><br>Focused listening allows meaning to be constructed from spoken Gaelic across contexts.<br><br>Attention to style, ideas and implied meaning supports analysis of spoken texts.<br><br>Accurate and flexible language use, including self-correction, supports clarity in spoken communication.<br><br>Purpose and audience of spoken Gaelic shape language choices, structure and delivery. | Interpreting social cues enhances spoken communication and interaction.<br><br>Listening to and understanding spoken Gaelic requires attention to language, context and listening strategies.<br><br>Critical listening involves analysing how language and delivery influence meaning and reliability.<br><br>The effectiveness of spoken Gaelic is founded upon accurate pronunciation, grammar and vocabulary.<br><br>Effective spoken communication requires deliberate adaptation of |

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| | Learning about basic reading strategies fosters comprehension and creates lasting connections with Gaelic texts.<br><br>Mark-making, drawing and writing convey meaning.<br><br>Gaelic letters are symbols, which combined with punctuation, create words and sentences. | Using prior knowledge and contextual clues deepens reading comprehension.<br><br>Gaelic texts are written and created for a range of purposes. | Exploring and applying reading strategies to Gaelic texts improves comprehension and fluency.<br><br>Writing clearly and logically for different genres and purposes develops critical thinking. | Engaging with a range of Gaelic texts introduces new ideas and shapes thinking.<br><br>Recognising language patterns supports accurate reading of unfamiliar texts.<br><br>Critical reading reveals ideas and perspectives across a range of texts.<br><br>Writing involves shaping language and content to achieve purpose and impact.<br><br>Reviewing and editing strengthens clarity, accuracy and coherence in writing. | language, structure and delivery to audience and purpose.<br><br>Engaging with a range of Gaelic texts challenges and shapes thinking through exposure to diverse ideas and perspectives.<br><br>Knowledge of language patterns supports accurate reading of unfamiliar and specialist texts.<br><br>Critical reading of texts is deepened through scrutinising language, structure, viewpoint and context.<br><br>Written Gaelic uses conventions and stylistic choices to achieve purpose and impact.<br><br>Reviewing and editing improve how effectively ideas and information are communicated in writing. |
| **Conaltradh agus Leasachadh Cànain Beurla/Communication and English Language Development** | | Speech is used for communication and expression with a range of audiences.<br><br>Engaging with and exploring a range of English texts promotes enjoyment and supports the development of reading fluency.<br><br>Letters and sounds combine to create and read English words and sentences.<br><br>Using prior knowledge and contextual clues deepens reading comprehension.<br><br>English texts are written and created for a range of purposes. | Clear speech, accurate pronunciation and appropriate intonation support successful communication.<br><br>Speech is used to engage with others, share information, explain experiences, persuade and offer opinions.<br><br>Independently exploring and reading English texts deepens appreciation and enjoyment.<br><br>English spelling patterns and rules support accuracy and enhance engagement with texts.<br><br>Exploring and applying reading strategies to English texts improves comprehension and fluency.<br><br>Writing clearly and logically in English for different genres and purposes develops critical thinking. | | |

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| **Compàirteachas agus Buintealas/Participation and Connecting with Others** | Location influences Gaelic identities in Scotland. | There are different Gaelic identities linked to where people live and learn.<br><br>Gaelic is used by people in Scotland throughout their lives. | Gaelic identity strengthens social connections and fosters a sense of belonging.<br><br>Gaelic is a living language that connects people and communities. | Engagement with Gaelic culture shapes and deepens individual and collective identities.<br><br>Using Gaelic across a range of contexts strengthens connections, creates opportunities and broadens experiences. | Gaelic identities are diverse and are shaped by cultural, linguistic and social influences across local and global contexts.<br><br>Using Gaelic across a wide range of contexts develops confidence and supports meaningful connections. |
| **Dualchas Cultarach agus Coimhearsnachd/Gaelic Cultural Heritage and Community** | The Gaelic language is linked with culture and special events. | The Gaelic language is linked with culture, traditions and specific events. | Gaelic is recognised globally as culturally significant. | Gaelic cultural heritage is shaped by the relationship between people, place and community. | Cultural heritage reflects and strengthens the relationships between communities, language and place. |
| **Luachadh agus Tagrachd/Appreciation and Advocacy** | All children have rights that protect them.<br><br>Gaelic is a living language used in different places. | All children have rights that support their safety, development and fair treatment in society.<br><br>Gaelic is used in different places and for different purposes. | Gaelic speakers, as a minority language group, have rights that protect their language.<br><br>Using Gaelic strengthens communities and supports the future of the language. | The rights of Gaelic speakers are protected through policy to support equality, identity and access to language and education.<br><br>Being an advocate for Gaelic strengthens its status and sustainability in Scotland and beyond. | Language rights protect access, representation and equity, supporting the development of Gaelic across society.<br><br>The future vitality and visibility of Gaelic depend on active advocacy by individuals and communities. |

## What is meant by ‘texts’ in the Draft Technical Framework for Literacy and Gàidhlig?

Where the term ‘texts’ is used across the Gaelic draft technical framework, it encompasses the broad range of different types of texts that children and young people engage with and create in accordance with their own individual strengths and needs, for example gestural, visual and spoken texts as well as written print. ‘Texts’ also encompasses the many types of texts that are central to children and young people’s everyday lives in an ever-changing world. Texts presented in written or print form will be central to developing much of the conceptual knowledge and understanding across the framework. Spoken, digital and multimodal texts, with their own unique sets of knowledge and skills, will also be used across the curriculum.

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# Know-Do-Understand Strands

<table>
<tr><th>Strand</th><th colspan="5">Feartan na Gàidhlig/Features of the Gaelic Language</th></tr>
<tr><td rowspan="4">Early Level</td><td colspan="2">Understand:<br>Gaelic words and phrases are used for communication and expression.</td><td colspan="2">Understand:<br>Gaelic grammar affects words and phrases.</td><td colspan="2">Understand:<br>Gaelic idiomatic language enriches expression.</td></tr>
<tr><td rowspan="2">Know:<br>Common Gaelic words and basic phrases used in familiar daily interactions.</td><td>Do:<br>Begin to demonstrate understanding, repeat and use Gaelic words and phrases.<br><br>Begin to join in with language development games to practise pronunciation and vocabulary.</td><td rowspan="2">Know:<br>Not applicable at the start of Early Level.<br><br>Basic grammar rules that shape the way words and phrases work together, such as basic verbs, feelings and use of adjectives.</td><td>Do:<br>Not applicable at the start of Early Level.</td><td rowspan="2">Know:<br>Common idiomatic phrases such as:<br>Sin thu fhèin! Nach buidhe dhut!<br>Tha an cnatan orm.</td><td>Do:<br>Begin to repeat Gaelic idiomatic language, modelled by adults orally.</td></tr>
<tr><td>Understand, repeat and use Gaelic words and phrases with increasing accuracy.<br><br>Recall and join in with language development activities more confidently.<br><br>Use increasing amounts of Gaelic during play and other learning activities.</td><td>Begin to use common Gaelic phrases incorporating basic grammatical rules.</td><td>Notice and repeat Gaelic idiomatic language modelled by adults orally.</td></tr>
<tr><td colspan="2">Includes, but not limited to<br>Adult modelling of high-quality Gaelic.<br>Predominantly adult-led and adult-initiated experiences.<br>Daily use of songs, stories and poems.<br>Play and adult-initiated experiences.<br><br>Notes<br>NEW Stòrlann Gaelic Language Framework.<br>Advice on Gaelic Education - section seven.</td><td colspan="2">Includes, but not limited to<br>Adult modelling of high-quality Gaelic.<br>Adult-initiated and child-led experiences.<br>Play and adult-initiated experiences.<br>Stories, songs, poems and rhymes.<br><br>Notes<br>NEW Stòrlann Gaelic Grammar Framework.<br>Advice on Gaelic Education – section seven.</td><td colspan="2">Includes, but not limited to<br>Adult modelling of appropriate idiom.<br>Adult-led and adult-initiated experiences.<br>Play and adult-initiated experiences.<br>Daily us of songs, stories and poems.<br><br>Notes<br>NEW Stòrlann Gaelic Grammar framework.<br>Advice on Gaelic Education – section seven.</td></tr>
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<table>
<tr><td rowspan="4">First Level</td><td colspan="2">Understand:<br>A growing Gaelic vocabulary supports clear communication and expression.</td><td colspan="2">Understand:<br>Gaelic has grammar rules at word, phrase, sentence and text level.</td><td colspan="2">Understand:<br>A growing range of idiomatic language enriches speech and written texts</td></tr>
<tr><td>Know:<br>Gaelic words and phrases across a growing range of contexts.</td><td>Do:<br>Understand and use Gaelic vocabulary in daily interactions.<br><br>Recall and apply basic Gaelic vocabulary mostly in context.<br><br>Combine Gaelic words and phrases to be understood.<br><br>Understand and use Gaelic vocabulary with growing independence in daily interactions.<br><br>Recall and apply Gaelic vocabulary in context with increasing accuracy.<br><br>Combine Gaelic words and phrases with increasing accuracy.<br><br>Understand, process and use Gaelic vocabulary independently in daily interactions.<br><br>Recall and apply Gaelic vocabulary accurately in context.<br><br>Combine Gaelic words and phrases accurately.</td><td>Know:<br>Grammar rules that affect words and phrases such as:<br><br>Use of 'S e vs Tha, Tenses, Prepositional and possessive pronouns.</td><td>Do:<br>Begin to apply new and familiar Gaelic grammatical rules.<br><br>Apply new and familiar Gaelic grammatical rules.<br><br>Apply new and familiar grammatical rules independently.</td><td>Know:<br>An increased range of idiomatic language, for example:<br><br>Tha mi cho làn ri ugh, cho sona ri bròg.</td><td>Do:<br>Begin to repeat and use Gaelic idiom orally.<br><br>Repeat and use Gaelic idiom orally with increasing accuracy.<br><br>Begin to incorporate Gaelic idiom within written work.</td></tr>
<tr><td colspan="2">Includes, but not limited to<br>Adult modelling of high-quality Gaelic.<br>Peer modelling of high-quality Gaelic.<br>Regular use of songs, stories and poems.<br>Community partnerships and intergenerational links.<br><br>Notes<br>NEW Stòrlann Gaelic Language Framework.<br>Advice on Gaelic Education – section seven and eight.</td><td colspan="2">Includes, but not limited to<br>Appropriate Gaelic texts to highlight grammatical features.<br>Correct verbal form in responses, for example, An Do: chluich? Chluich.<br>Gaelic apostrophe.<br><br>Notes<br>NEW Stòrlann Gaelic Grammar Framework.<br>Advice on Gaelic Education – section seven and eight.</td><td colspan="2">Includes, but not limited to<br>Adult modelling of Gaelic idiom.<br>Peer modelling of Gaelic idiom.<br><br>Notes<br>NEW Stòrlann Gaelic Language Framework.<br>Advice on Gaelic Education – section seven and eight.</td></tr>
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<table>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understand:<br>A varied Gaelic vocabulary and an understanding of dialects aids communication and expression in a variety of contexts.</td><td colspan="2">Understand:<br>Gaelic has grammar rules at word, phrase, sentence and text level, that guide accurate communication.</td><td colspan="2">Understand:<br>Using idiomatic language enriches and improves the quality of spoken and written Gaelic.</td></tr>
<tr><td>Know:<br>An increased range of Gaelic vocabulary to communicate across many contexts.<br><br>Examples of widely spoken Gaelic dialects, for example island and mainland.</td><td>Do:<br>Identify, process and use Gaelic vocabulary.<br><br>Recall and apply Gaelic vocabulary in increasing contexts.<br><br>Begin to show an awareness of how dialect affects Gaelic words and phrases.<br><br>Identify, process and use Gaelic vocabulary with growing independence.<br><br>Recall and apply Gaelic vocabulary with increasing accuracy in a variety of contexts.<br><br>Show an awareness of how dialect affects Gaelic words and phrases.<br><br>Identify, process and use Gaelic vocabulary independently.<br><br>Recall and apply Gaelic vocabulary accurately in a variety of contexts.<br><br>Show an understanding of how dialect affects Gaelic words and phrases.</td><td>Know:<br>Gaelic grammar rules at word, phrase, sentence and text level such as:<br><br>Direct objects with verbal nouns - gam, gad, ga, gur, gar, gan.<br><br>Inversion with modal and other verbs – Tha mi ag iarraidh sin a dhèanamh, ‘S urrainn dhomh Gàidhlig a thuigsinn.<br><br>Vocative case – a Dhòmhnaill, a Mhàiri…</td><td>Do:<br>Use new and familiar Gaelic grammatical rules.<br><br>Use new and familiar Gaelic grammatical rules with growing accuracy.<br><br>Use new and familiar Gaelic grammatical rules accurately.</td><td>Know:<br>A range of idiomatic language, for example:<br><br>Sìde nan seachd sian, aig a’ cheann thall, air an dàrna làimh.</td><td>Do:<br>With guidance, identify and use Gaelic idiomatic language orally and in written form.<br><br>Identify and use Gaelic idiomatic language with growing confidence orally and in written form.<br><br>Identify and use Gaelic idiomatic language orally and in written form independently.</td></tr>
<tr><td colspan="2">Includes, but not limited to<br>Adult and peer modelling of high-quality Gaelic.<br>Contexts within and beyond the main learning environment.<br>Partner working.<br><br>Notes<br>NEW Stòrlann Gaelic Language Framework.<br>Advice on Gaelic Education – section eight.</td><td colspan="2">Includes, but not limited to<br>Appropriate Gaelic texts to highlight grammatical features.<br>Adult and peer modelling of high-quality Gaelic.<br>Gaelic apostrophe.<br><br>Notes<br>NEW Stòrlann Gaelic Grammar Framework.<br>Advice on Gaelic Education – section eight.<br>Sensitive error handling and use of corrective feedback.</td><td colspan="2">Includes, but not limited to<br>Adult and peer modelling of Gaelic idiom.<br><br>Notes<br>NEW Stòrlann Gaelic Language Framework.<br>Advice on Gaelic Education – section eight.</td></tr>
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<tr><td rowspan="3">Third Level</td><td colspan="2">Understand:<br>A varied Gaelic vocabulary supports communication and expression across a range of contexts.</td><td colspan="2">Understand:<br>Dialectal variation occurs across regions and affects how Gaelic is used and understood.</td><td colspan="2">Understand:<br>Grammatical patterns help speakers and writers communicate meaning accurately and consistently.</td><td colspan="2">Understand:<br>Idiomatic language enriches communication and expression.</td></tr>
<tr><td>Know:<br>A varied vocabulary across familiar and less familiar contexts.</td><td>Do:<br>Identify and understand vocabulary in familiar contexts.<br><br>Recall and apply vocabulary in familiar contexts.<br><br>Identify and understand vocabulary in familiar and less familiar contexts.<br><br>Recall and apply vocabulary in familiar and less familiar contexts.</td><td>Know:<br>Common dialectal variation in:<br><br>Frequently occurring vocabulary, for example air sgàth/o chionn/airson, toigh/caomh, sìde/aimsir.<br><br>Colloquial phrases, for example Là math/Madainn mhath, Beannachd leibh/Soraidh slàn/Tioraidh.</td><td>Do:<br>Recognise dialectal variation of words and phrases.<br><br>Understand dialectal variation in words and phrases.<br><br>Use local dialectal variation of words and phrases. *</td><td>Know:<br>Grammar rules relating to:<br><br>Copula (past and present, positive and negative).<br><br>Past habitual tense, for example bhithinn.<br><br>Determinatives (nam, nad).<br><br>Dative/prepositional case.<br><br>Adjectival agreement in nominative/dative case.</td><td>Do:<br>Recognise grammatical forms.<br><br>Use knowledge of grammar to attempt error correction.<br><br>Recognise and explain grammatical forms.<br><br>Use knowledge of grammar to correct errors accurately.</td><td>Know:<br>A broad range of idiom and structures, for example:<br><br>Similes, for example cho rèidh ri dà cheann eich, cho fileanta ri bàrd.<br><br>Proverbs, for example Abair ach beagan ach abair gu math e.<br><br>Expressions with the copula and definite and indefinite nouns, for example ’S e ball-coise an spòrs as fheàrr leam, ’S e deagh spòrs a th’ ann an iomain.</td><td>Do:<br>Recognise idiomatic expressions.<br><br>Use idiomatic expressions, with preparation where necessary.<br><br>Use natural Gaelic language structures in familiar contexts.<br><br>Recognise and explain idiomatic expressions.<br><br>Apply idiomatic expressions with spontaneity.<br><br>Use natural Gaelic language structures in familiar and less familiar contexts.</td></tr>
<tr><td colspan="2">Includes, but not limited to<br>Adult and peer modelling of high-quality Gaelic.<br>Contexts such as literature, media, culture and society (not exhaustive).<br>Effective dictionary use, checking for meaning.<br><br>Notes<br>NEW Stòrlann Gaelic Language Framework.<br>Advice on Gaelic Education – section ten.</td><td colspan="2">Includes, but not limited to<br>Exposure to a range of dialects to ensure comprehension of dialectal variation.<br>*Dependent on context, a focus on local dialects may be appropriate.</td><td colspan="2">Includes, but not limited to<br>Revisiting grammar points covered previously to support recall and consolidation.<br>Sensitive error handling and use of corrective feedback.<br><br>Notes<br>NEW Stòrlann Gaelic Grammar Framework.<br>Advice on Gaelic Education – section ten.</td><td colspan="2">Includes, but not limited to<br>Adult and peer modelling of idiom.<br>Natural language structures might include:<br>Prepositions to indicate emotions, needs and possession – tha fearg orm, tha feum agam.<br>Use of copula (is) for classification, identity and emphasis – is math sin, bu bheag air.<br><br>Notes<br>NEW Stòrlann Gaelic Language Framework.<br>Advice on Gaelic Education – section ten.</td></tr>
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<table>
<tr><td rowspan="3">Fourth Level</td><td colspan="2">Understand:<br>A broad and adaptable vocabulary enables precise communication and expression across diverse contexts.</td><td colspan="2">Understand:<br>Dialectal variation adds to the richness of the language, with unique features connected to specific regions.</td><td colspan="2">Understand:<br>Grammatical structures support accuracy, clarity and meaning of communication.</td><td colspan="2">Understand:<br>Idiomatic language allows for rich and authentic communication and expression.</td></tr>
<tr><td>Know:<br>A wide vocabulary across familiar, unfamiliar and specialist contexts.</td><td>Do:<br>Identify and understand vocabulary across varied contexts.<br><br>Apply and adapt vocabulary accurately across varied contexts.<br><br>Use appropriate sources and resources to develop and expand vocabulary.</td><td>Know:<br>Dialectal variation in:<br><br>Colloquial phrases, for example Dè Do: chor?/Dè tha Do:l?/Dè man a tha thu? Sìon/càil/dad/rud.<br><br>Dialectal variation of verbal noun forms, for example cantainn/cantail, ag ràdh/ag ràdhainn.<br><br>Specific examples, connected to local dialect. *</td><td>Do:<br>Understand dialectal variation of words and phrases.<br><br>Use local dialectal variation of words and phrases. *</td><td>Know:<br>Grammar rules related to:<br><br>Perfect verbal forms.<br><br>Passive forms.<br><br>Relative clauses.<br><br>Conditional clauses.<br><br>Possessive/genitive forms.</td><td>Do:<br>Explain, analyse and apply grammatical forms.<br><br>Use knowledge of grammar to correct errors accurately.</td><td>Know:<br>A wide range of idiom and structures:<br><br>Proverbs, for example Nuair a thig an latha, thig comhairle…<br><br>Fronting with ’s e/an e and ’s ann/an ann for example ’S ann rithese a bha mi a’ bruidhinn,<br>An e ball-lìon a bha thu a’ cluich?</td><td>Do:<br>Recognise and analyse idiomatic expressions.<br><br>Use idiomatic expressions spontaneously.<br><br>Use natural Gaelic language structures across varied contexts.</td></tr>
<tr><td colspan="2">Includes, but not limited to<br>Adult and peer modelling of high-quality Gaelic.<br>Contexts such as literature, media, culture and society (not exhaustive).<br>Specialist contexts, for example areas of research, locally relevant or personal interest topics.<br><br>Notes<br>NEW Stòrlann Gaelic Language Framework.<br>Advice on Gaelic Education – section ten.</td><td colspan="2">Includes, but not limited to<br>Exposure to a range of dialects to ensure comprehension of dialectal variation.<br>*Dependent on context, highlighting and applying locally relevant dialect may be appropriate.</td><td colspan="2">Includes, but not limited to<br>Revisiting grammar points covered previously to support recall and consolidation.<br>Sensitive error handling and use of corrective feedback.<br><br>Notes<br>New Stòrlann Gaelic Grammar Framework.<br>Advice on Gaelic Education – section ten.</td><td colspan="2">Includes, but not limited to<br>Natural language structures might include:<br>Use of passive voice.<br>Use of copula in plural form for classification, identity and emphasis, for example ’s iongantach… b' iad….<br>Similes and proverbs.<br><br>Notes<br>Stòrlann Gaelic Language Framework.<br>Advice on Gaelic Education – section ten.</td></tr>
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<table>
<tr><th>Strand</th><th colspan="4">Feartan na Beurla / Features of the English language</th></tr>
<tr><td rowspan="3">First Level</td><td colspan="2">Understand:<br>A growing English vocabulary supports clear communication and expression.</td><td colspan="2">Understand:<br>English has grammar rules at word, phrase, sentence and text level.</td></tr>
<tr><td>Know:<br>A growing range of English words and phrases across a range of contexts.</td><td>Do:<br>Understand, process and use English vocabulary with growing independence.<br><br>Recall and apply English vocabulary accurately and mostly in context.</td><td>Know:<br>Basic grammar rules that affect English words and phrases.</td><td>Do:<br>Apply new and familiar grammatical rules with growing independence.</td></tr>
<tr><td colspan="2">Includes, but not limited to<br>Introduction of English texts aligned with strengths and needs.<br><br>Notes<br>Advice on Gaelic Education – section eight.<br>See definition of a text.</td><td colspan="2">Includes, but not limited to<br>Introduction of English texts aligned with strengths and needs to highlight grammatical features.<br>Basic conjunctions – and, but, or, because, when and so.<br>Prepositions - in, on, under, next to, behind, between, above and inside.<br>Nouns – common, proper and collective.<br>Personal pronouns - I, you, she, he, it, we, they, me, him, her, us and them.<br>Singular/plural, for example, adding ‘s’ or ‘es’.<br>Doing verbs, for example, movements or actions.<br>Feeling verbs, for example, linked with emotions.<br>Adjectives, such as people, places and things.<br>Compound words, for example, rain+bow = rainbow.<br>Basic homophones, for example, sea/see and sun/son.<br>Suffixes, for example, ed, ing, er, est, or s/es.<br><br>Notes<br>Advice on Gaelic Education – section eight.<br>See definition of a text.</td></tr>
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<tr><td rowspan="4">Second Level</td><td colspan="2">Understand:<br>A varied English vocabulary and an awareness of dialects aids communication and expression in a variety of contexts.</td><td colspan="2">Understand:<br>English has grammar rules at word, phrase, sentence and text level, that guide accurate communication.</td></tr>
<tr><td rowspan="3">Know:<br>A range of English vocabulary to communicate across many contexts.</td><td>Do:<br>Identify, process and use English vocabulary.<br><br>Recall and apply English vocabulary in a variety of contexts.<br><br>Identify, process and use English vocabulary with increasing confidence.</td><td rowspan="3">Know:<br>English grammar rules at word, phrase, sentence and text level.</td><td>Do:<br>Use new and familiar English grammatical rules.</td></tr>
<tr><td>Recall and apply English vocabulary with increasing accuracy in a variety of contexts.<br><br>Begin to show an understanding of how dialect affects English words and phrases.<br><br>Identify, process and use English vocabulary independently.</td><td>Use new and familiar English grammatical rules with growing accuracy and consistency.</td></tr>
<tr><td>Recall and apply English vocabulary accurately in a variety of contexts.<br><br>Show an understanding of how dialect affects English words and phrases.</td><td>Use new and familiar English grammatical rules accurately and independently.</td></tr>
<tr><td colspan="2">Includes, but not limited to<br>English texts aligned with strengths and needs.<br>Contexts within and beyond the main learning environment.<br><br>Notes<br>Advice on Gaelic Education – section eight.<br>Scots language.</td><td colspan="2">Includes, but not limited to<br>English texts aligned with strengths and needs to highlight grammatical features.<br>Conjunctions, such as because, since, as, when, before, after, while, until, although or unless.<br>Prepositions, such as through, across, towards, between, before, after and during.<br>Nouns, such as collective and abstract.<br>Pronouns, such as possessive, relative and reflexive.<br>Singular/plural, for example, ends in consonant and a ‘y’– remove y and add 'ies' (cities, babies), some stay the same (sheep, fish) and in some, the vowel changes (man-men, foot-feet).<br>Verbs, such as, have/has/had, do/does/did, could/should/would, must/might/may and can/will/shall.<br>Adjectives, such as descriptive, comparative, superlative.<br>Adverbs, such as manner, place, time, frequency and intensity.<br>Contraction apostrophe.<br>Proverbs, for example, ‘Don’t judge a book by its cover’.<br>Homophones, such as accept/except, their/there/they’re and heal/heel/he’ll.<br>Antonyms, such as accept/reject. Also adding a prefix, for example, helpful/unhelpful, correct/incorrect.<br>Synonyms, such as happy = joyful, cheerful, glad or content.<br>Root words, such as bio = life (biology, biography).<br>Prefixes, such as un, dis, mis, re, sub, inter and anti.<br>Imagery using simile and metaphor.<br>Sound and rhythm using alliteration and onomatopoeia.<br><br>Notes<br>Advice on Gaelic Education – section eight.<br>See definition of a text.</td></tr>
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<table>
<tr><td>Strand</td><td colspan="3">Conaltradh agus Leasachadh Cànain/Communication and Language Development</td></tr>
<tr><td rowspan="4">Early Level</td><td colspan="2">Understand:<br>Social cues and gestures support interactions.</td><td colspan="2">Understand:<br>Listening carefully for different purposes fosters pronunciation, participation and accuracy.</td></tr>
<tr><td>Know:<br>Social cues used to interact with others.</td><td>Do:<br>Begin to notice and use some social cues.<br><br>Notice and use some social cues.</td><td>Know:<br>Listening involves watching and remembering what people say.</td><td>Do:<br>Begin to listen to pay attention.<br><br>Listen to follow familiar instructions and directions in Gaelic individually or with others.<br><br>Look and listen for an increasing amount of time.<br><br>Pay attention and listen to remember what has been seen and heard.<br><br>Listen to follow familiar instructions and directions in Gaelic more independently.<br><br>Look and listen for an increased amount of time.</td></tr>
<tr><td colspan="2">Includes, but not limited to<br>Facial expressions, turn-taking, sharing, proximity (personal space) vocal cues, eye contact (if appropriate).<br>Visuals, signs and symbols.<br>Adult-led, adult-initiated and child-led experiences.<br>Group activity time.<br>Use of child support plans if required.<br>Use of games and drama activities.<br><br>Notes<br>Use of social stories.</td><td colspan="2">Includes, but not limited to<br>Adult-led and adult-initiated experiences.<br>Listening behaviours – focusing, waiting, respectful listening.<br>Provide additional support if needed using gestures, symbols, assistive technology and positioning.<br>Auditory memory – store to recall later.<br>Outdoor learning.<br><br>Notes<br>Use of stories, puppets, props, interactive listening games and activities.</td></tr>
<tr><td colspan="2"></td><td>Know:<br>Listening carefully supports responding accurately.</td><td>Do:<br>Begin to listen to respond appropriately in Gaelic to high frequency questions/phrases.<br><br>Listen to repeat Gaelic words and phrases with clear pronunciation.<br><br>Listen to recall information and show some understanding.<br><br>Listen to respond appropriately in Gaelic to high frequency questions/phrases.<br><br>Listen carefully to repeat Gaelic words and phrases with accurate pronunciation.<br><br>Listen to recall information and show understanding.</td></tr>
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<tr><td rowspan="5">Early Level</td><td colspan="2"></td><td colspan="2">Includes, but not limited to<br>Adult-led, adult-initiated and child-led experiences.<br>Routines and familiar tasks.<br>Auditory memory – store to recall later.<br>Outdoor learning.<br>A balance of play, games and purposeful learning experiences.<br>Stories and drama activities.<br><br>Notes<br>New Stòrlann Gaelic Language Framework.</td></tr>
<tr><td colspan="2">Understand:<br>Speech is used for communication and expression.</td><td colspan="2">Understand:<br>Engaging with different Gaelic texts helps make meaning.</td></tr>
<tr><td>Know:<br>Gaelic words and phrases are used to ask questions and respond.</td><td>Do:<br>Begin to express thoughts, ideas and feelings in Gaelic.<br><br>Begin to ask routine questions to find information or clarify understanding.<br><br>Begin to respond to questions or prompts using as much Gaelic as possible.<br><br>Respond to questions, express thoughts, ideas and feelings in Gaelic with increasing accuracy.<br><br>Ask routine questions to find information or clarify understanding.<br><br>Begin to give basic oral instructions in Gaelic.<br><br>With guidance begin to self-correct errors to improve Gaelic fluency.</td><td>Know:<br>Gaelic texts help make sense of the world and promote enjoyment.</td><td>Do:<br>Begin to show an interest in environmental print such as labels, displays and symbols.<br><br>Begin to engage with written Gaelic texts in small or larger groups.<br><br>Begin to explore and choose Gaelic texts (fiction and non-fiction).<br><br>With guidance, hold a book and turn pages correctly.<br><br>Notice that text is read from left to right.<br><br>Recognise environmental print.<br><br>Regularly explore and choose Gaelic texts (fiction and nonfiction).<br><br>Engage with written Gaelic texts for an increasing amount of time in small or larger groups.<br><br>Independently hold a book and turn pages correctly.<br><br>Read from left to right.</td></tr>
<tr><td colspan="2">Includes, but not limited to<br>Adult modelling of high-quality Gaelic.<br>Adult-initiated and child-led experiences.<br>Outdoor learning.<br>Echo answers – using correct verbal form to respond to questions.<br><br>Notes<br>Sensitive error handling and use of corrective feedback.</td><td colspan="2">Includes, but not limited to<br>Adult modelling of texts.<br>Adult-led and adult-initiated experiences.<br>Child-led and child-child experiences.<br>Gaelic literacy rich environment.<br>Library/reading area with a variety of Gaelic texts – fiction and non-fiction.<br>Gaelic texts aligned with strengths and needs.<br>Revisiting familiar texts.<br>Routines.<br><br>Notes<br>See definition of a text.</td></tr>
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<tr><td rowspan="6">Early Level</td><td>Know:<br>Basic Gaelic words and phrases used in interactions with others.</td><td>Do:<br>Begin to use basic Gaelic words and phrases in everyday interactions.<br><br>Begin to initiate and join in conversations.</td><td colspan="2" rowspan="2"></td></tr>
<tr><td>Use basic Gaelic words and phrases in everyday interactions.<br><br>Initiate and join in conversations more confidently.</td></tr>
<tr><td colspan="2">Includes, but not limited to<br>Adult modelling of high-quality Gaelic.<br>Adult-initiated, child-led experiences and child-child experiences.<br>Individual and collaboratively.<br>Outdoor learning.<br>Routines.<br>Respectful participation.</td></tr>
<tr><td colspan="2">Understand:<br>Letters and sounds work together to create Gaelic words.</td><td colspan="2">Understand:<br>Learning about basic reading strategies fosters comprehension and creates lasting connections with Gaelic texts.</td></tr>
<tr><td>Know:<br>Phonemes and digraphs represent specific sounds.</td><td>Do:<br>Explore and play with letters.<br><br>Begin to take part in learning activities to develop phonological awareness.<br><br>Begin to notice and name some letters.</td><td>Know:<br>Prior knowledge and contextual clues help engage with Gaelic texts.</td><td>Do:<br>Begin to make basic predictions about Gaelic texts using some Gaelic.<br><br>Begin to make links between personal experiences and Gaelic texts.<br><br>Begin to follow visual prompts to understand what is happening in Gaelic texts.</td></tr>
<tr><td></td><td>Explore and consolidate phonemes and some blends.<br><br>Begin to hear, recognise and apply familiar Gaelic phonic sounds and blends.<br><br>Begin to decode Gaelic words.</td><td></td><td>Use Gaelic to make basic predictions about Gaelic texts.<br><br>Using Gaelic, make links between personal experiences and Gaelic texts.<br><br>Follow visual prompts to understand what is happening in Gaelic texts.</td></tr>
<tr><td colspan="2">Includes, but not limited to<br>Combination of adult-initiated, adult-led and child-led experiences.<br>Phoneme – single sound created by a letter for example c, m, d.<br>Digraphs – two letters making a single sound for example ao.<br>Phonic strategies.<br>Phonemic awareness.<br>Gaelic alphabet.<br>Use of sound rhymes, counting/repeating syllables.</td><td colspan="2">Includes, but not limited to<br>Adult modelling of texts.<br>Combination of adult-initiated, adult-led and child-led experiences.<br>A range of Gaelic texts.<br><br>Notes<br>See definition of a text.</td></tr>
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<tr><td rowspan="5">Early Level</td><td>Know:<br>Letter and sound combinations spell Gaelic words.</td><td>Do:<br>Not applicable at the start of early level.<br><br>Apply growing phonological awareness to encode letters to make CVC and common Gaelic words, with guidance.</td><td colspan="2" rowspan="2"></td></tr>
<tr><td colspan="2">Includes, but not limited to<br>Combination of adult initiated, adult-led and child-led experiences.<br>Gaelic words aligned with strengths and needs.<br>Phonemic awareness.<br>Multi-sensory spelling activities, magnetic letters and plasticene.</td></tr>
<tr><td colspan="2">Understand:<br>Mark-making, drawing and writing convey meaning.</td><td colspan="2">Understand:<br>Gaelic letters are symbols, which combined with punctuation, create words and sentences.</td></tr>
<tr><td>Know:<br>Mark-making, drawing and/or writing are used for expression.</td><td>Do:<br>Mark make, draw and/or write freely in imaginary and real-life contexts to create Gaelic texts.<br><br>With guidance annotate drawings and artwork using some Gaelic.</td><td>Know:<br>Gaelic writing follows conventions relating to letter formation and sentence construction.</td><td>Do:<br>Engage in a range of play and everyday experiences that support the development of fine and gross motor skills and hand-eye co-ordination.<br><br>Begin to recognise and create letters in familiar words.<br><br>Begin to write own name and other familiar words in Gaelic.<br><br>Mark make to express ideas, feelings and other representations.<br><br>Begin to use digital technologies to create Gaelic texts.</td></tr>
<tr><td></td><td>Draw and write freely in imaginary and real-life contexts to create Gaelic texts.<br><br>Distinguish between drawing and writing, with guidance.<br><br>With or without guidance, annotate drawings and artwork using Gaelic.</td><td></td><td>Take part in fine motor activities more independently to consolidate hand-eye co-ordination.<br><br>Use drawing and/or writing to create a response to a specific theme during learning activities.<br><br>Form most lower-case letters and some upper case accurately and legibly.<br><br>Write from top to bottom and left to right.<br><br>Use basic punctuation to create sentences in Gaelic (capital letter, finger spacing, full stop).<br><br>Make regular use of digital technologies to create and explore Gaelic texts.</td></tr>
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<tr><td></td><td colspan="2">Includes, but not limited to<br>Combination of adult-initiated, adult-led and child-led experiences.<br>Writing expectations aligned with strengths and needs.<br>Fine motor skill activities.<br>Scribing.<br>Consider over-writing and under-writing to provide smaller more manageable steps towards writing.</td><td colspan="2">Includes, but not limited to<br>Combination of adult-initiated, adult-led and child-led experiences.<br>Writing expectations aligned with strengths and needs.<br>Daily free writing opportunities, including copying.<br>Symbol correspondence - Gaelic alphabet.<br>Opportunities to apply and develop digital skills.<br>Consider over-writing and under-writing to provide smaller more manageable steps towards writing.</td></tr>
<tr><td rowspan="5">First Level</td><td colspan="2">Understand:<br>Social cues and gestures support meaningful communication.</td><td colspan="2">Understand:<br>Listening supports active participation and enables accurate pronunciation and responses.</td></tr>
<tr><td rowspan="3">Know:<br>Positive social cues influence interactions with others.</td><td>Do:<br>Notice and use most social cues.</td><td rowspan="3">Know:<br>Listening closely involves empathy, respect, focus and waiting.</td><td>Do:<br>Listen to recall information and/or sequence what has been seen and heard.<br><br>Listen to follow instructions or directions in Gaelic.<br><br>Look and listen consistently to participate and respond in Gaelic.</td></tr>
<tr><td>Notice and use social cues with increasing independence.</td><td>Listen closely to recall information and/or sequence what has been seen and heard.<br><br>Listen closely to follow instructions or directions accurately in Gaelic.<br><br>Look and listen consistently for an extended period to respond appropriately in Gaelic.</td></tr>
<tr><td>Notice and use social cues independently.</td><td>Listen closely to recall information accurately and sequence what has been seen and heard.<br><br>Listen closely to follow instructions or directions in Gaelic independently.<br><br>Look and listen closely for a sustained period to respond accurately in Gaelic.</td></tr>
<tr><td colspan="2">Includes, but not limited to<br>Facial expression, vocal cues, eye contact (if appropriate), proximity (personal space), turn-taking, nods, sharing and visuals/signs/symbols.<br>Group activity time.<br>Use of child support plans if necessary.<br>Use of games and drama activities.<br><br>Notes<br>Use of social stories.</td><td colspan="2">Includes, but not limited to<br>A range of contexts and a growing range of language modelled by adults.<br>Provide additional support if needed using gestures, symbols, assistive technology and positioning.<br>Outdoor learning.<br>Opportunities to apply and develop digital skills.</td></tr>
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<table>
<tr><td rowspan="3">First Level</td><td colspan="2">Understand:<br>Speech is used for communication and expression with a range of audiences.</td><td colspan="2">Understand:<br>Engaging with and exploring a range of Gaelic texts promotes enjoyment and supports the development of reading fluency.</td></tr>
<tr><td>Know:<br>A range of Gaelic phrases for responding, questioning and giving instructions.</td><td>Do:<br>Respond to questions, express thoughts, ideas and feelings in Gaelic.<br><br>Ask basic questions in Gaelic to find information or clarify understanding.<br><br>Respond to questions, express thoughts, ideas and feelings in Gaelic with increasing independence.<br><br>Ask questions in Gaelic with increasing relevance to find information or clarify understanding.<br><br>Respond to questions and express relevant thoughts, ideas and feelings in Gaelic independently.<br><br>Ask relevant questions in Gaelic to find information or clarify understanding.</td><td>Know:<br>Gaelic literature includes stories, poems and informational texts.</td><td>Do:<br>Choose Gaelic texts.<br><br>Discuss likes and dislikes linked to Gaelic texts.<br><br>Begin to understand the differences between fiction and nonfiction texts.<br><br>With or without guidance, read own and other written texts aloud.<br><br>Choose and engage with Gaelic texts.<br><br>Discuss likes and dislikes, with reasoning, linked to Gaelic texts.<br><br>Understand the differences between fiction and nonfiction texts.<br><br>Read own and other written texts aloud with increasing accuracy.<br><br>Regularly choose and engage with Gaelic texts.<br><br>Begin to explain preferences regarding Gaelic texts.<br><br>Understand and explain the differences between fiction and nonfiction texts.<br><br>Read own and other written texts aloud accurately.<br><br>*Begin to find information from resources/sources.</td></tr>
<tr><td colspan="2">Includes, but not limited to<br>Common themes - likes and dislikes, irregular verbs with responses, for example Am faca? An cuala? An toil?<br>Higher order thinking skills - towards the end of the level.<br><br>Notes<br>Sensitive error handling and use of corrective feedback.</td><td colspan="2">Includes, but not limited to<br>Reading area/library - a variety of Gaelic texts.<br>Reading for different purposes.<br><br>Notes<br>See definition of a text.<br>*Appropriate resources selected by adults.</td></tr>
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<tr>
<td rowspan="4">First Level</td>
<td rowspan="4">Know:<br>Gaelic words and phrases to engage with different audiences.</td>
<td>Do:<br>Use Gaelic words and phrases, mostly in context, in everyday interactions.<br><br>Use Gaelic words and phrases when initiating and joining in conversations.</td>
<td rowspan="4">Know:<br>Accuracy, pace, expression and attention to punctuation are features of proficient reading.</td>
<td>Do:<br>Listen to and engage with written Gaelic texts in small or larger groups.<br><br>Read from left to right and top to bottom with growing independence.<br><br>Begin to read with an awareness of accuracy, pace and expression.<br><br>Notice the effect of basic punctuation on Gaelic texts when reading.</td>
</tr>
<tr>
<td>Use Gaelic words and phrases in context, in everyday interactions.<br><br>Use Gaelic more consistently when initiating and joining in conversations.<br><br>Begin to use appropriate pace when speaking, reading, presenting and reciting.</td>
<td>Listen to and engage with more complex Gaelic texts in small or larger groups.<br><br>Read from left to right and top to bottom independently.<br><br>Read showing an awareness of accuracy, pace and expression.<br><br>Begin to demonstrate the effect of punctuation on Gaelic texts when reading.</td>
</tr>
<tr>
<td>Use Gaelic words and phrases consistently, in context, in everyday interactions.<br><br>Use Gaelic consistently when initiating and joining in conversations.<br><br>Use appropriate tone and pace when speaking, reading, presenting and reciting.</td>
<td>Read with increasing accuracy, pace and expression.<br><br>Demonstrate the effect of punctuation on Gaelic texts when reading.</td>
</tr>
<tr>
<td>Includes, but not limited to<br>Individually and collaboratively.<br>Respectful participation.<br>Assemblies and other events.<br>Informal opportunities, for example in the dinner hall and playground.<br>Opportunities to apply and develop digital skills.</td>
<td>Includes, but not limited to<br>Adult modelling of written Gaelic texts.<br>Gaelic texts aligned with strengths and needs.<br>Daily reading in small groups towards the end of the level.<br>Consider using coloured overlays to reduce visual stress (if needed).<br>Opportunities to apply and develop digital skills.</td>
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<table>
<tr><td rowspan="6">First Level</td><td colspan="2">Understand:<br>Letters and sounds combine to read and create Gaelic words and sentences.</td><td colspan="2">Understand:<br>Using prior knowledge and contextual clues deepens reading comprehension.</td></tr>
<tr><td>Know:<br>Phonemes, digraphs and trigraphs correspond to specific sounds.</td><td>Do:<br>Begin to hear, recognise and apply phonological awareness to decode, blend and read.<br><br>Hear, recognise and apply phonological awareness to decode, blend and read.<br><br>Hear, recognise and apply phonological awareness independently.</td><td>Know:<br>A growing range of skills and strategies to comprehend written Gaelic texts.</td><td>Do:<br>Make predictions about Gaelic texts.<br><br>With guidance, identify facts or information from Gaelic texts.<br><br>Begin to sequence the main events in Gaelic texts.<br><br>Use contextual clues to understand feelings or reasons not explained in the text.<br><br>Begin to understand the purpose of Gaelic texts.<br><br>Make accurate predictions about Gaelic texts.<br><br>Identify facts or information from Gaelic texts.<br><br>Sequence the main events in Gaelic texts.<br><br>Use contextual clues to understand feelings/reasons not explained in the text.<br><br>Understand the purpose of Gaelic texts.</td></tr>
<tr><td colspan="2">Includes, but not limited to<br>Phoneme – single sound created by a letter, for example c, m, d.<br>Digraphs – two letters making a single sound, for example ao.<br>Trigraphs – three letters making a single sound, for example idh.<br>Syllabification.<br>Phoneme isolation - beginning, middle, end.<br>Recognising common and CVC words.<br>Gaelic alphabet and accent usage.<br>Segmentation and phonemic awareness.<br>Elkonin boxes.<br>Sound mats.<br>Magnetic letters.</td></tr>
<tr><td>Know:<br>Different combinations of letters, sounds and patterns are used to make Gaelic words.</td><td>Do:<br>With or without guidance, encode Gaelic words.<br><br>Use multi-sensory activities to practise spelling rules.<br><br>Begin to understand the order of the Gaelic alphabet.<br><br>Encode common words and attempt less familiar words.<br><br>Use spelling strategies to practise spelling rules.<br><br>Put Gaelic words in alphabetical order using the first letter.<br><br>Encode an increasing range of Gaelic words.<br><br>Use appropriate spelling strategies independently to consolidate spelling rules.<br><br>Put Gaelic words in alphabetical order using the first and second letter.<br><br>Begin to use a basic Gaelic dictionary to spell independently.</td><td colspan="2">Consistently make accurate predictions about Gaelic texts.<br><br>Identify accurate facts or information from Gaelic texts.<br><br>Sequence the main events in Gaelic texts accurately.<br><br>Use contextual clues independently to understand feelings/reasons not explained in the text.<br><br>Understand and explain the purpose of Gaelic texts.</td></tr>
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<tr><td rowspan="4">First Level</td><td colspan="2">Includes, but not limited to<br>Gaelic words aligned with strengths and needs.<br>Increasing complexity - across the level.<br>Phonemic awareness - sounds to letters.<br>Phonology.<br>Active learning approaches.<br>Gaelic alphabet and accent usage.<br>Basic spelling strategies, for example ‘look, cover, write, check’, rainbow writing, pyramid writing.</td><td colspan="2">Includes, but not limited to<br>Adult modelling of written Gaelic texts.<br>Retrieval, sequencing, prediction, inference and identifying purpose (picture and text).<br>A variety of fiction and nonfiction Gaelic texts.<br>Purpose of text – recipe, instructions and play/script.<br><br>Notes<br>See definition of a text.</td></tr>
<tr><td colspan="4">Understand:<br>Gaelic texts are written and created for a range of purposes.</td></tr>
<tr><td rowspan="3">Know:<br>Gaelic texts have different purposes.</td><td>Use drawing and writing to represent ideas.<br><br>Write and draw freely to practise creating Gaelic texts.<br><br>Use writing during learning activities.<br><br>With guidance, begin to organise and sequence ideas logically to create Gaelic texts.<br><br>Begin to use a word bank to create Gaelic texts.</td><td rowspan="3">Know:<br>Gaelic writing follows conventions related to handwriting, sequencing and punctuation.</td><td>Form most letters accurately and legibly.<br><br>Write left to right and top to bottom independently.<br><br>Incorporate punctuation - capital letter, finger spacing, full stop, question mark, exclamation mark, comma and introduce Gaelic apostrophe.<br><br>With or without guidance, use feedback to make improvements to written texts.<br><br>Make regular use of digital technologies to create and explore Gaelic texts.</td></tr>
<tr><td>Write freely with increasing confidence to practise creating Gaelic texts.<br><br>Use writing consistently during learning activities.<br><br>Organise and sequence ideas logically to create Gaelic texts.<br><br>Use a word bank/word wall to create Gaelic texts.<br><br>Begin to select and organise information for a range of purposes.</td><td>Form letters accurately and more independently.<br><br>Begin to use paragraphs to sequence written texts.<br><br>Incorporate punctuation - capital letter, finger space, full stop, question mark, comma, exclamation mark, speech marks and begin to use Gaelic apostrophe.<br><br>Use feedback to make improvements to written texts.<br>Make regular use of digital technologies to create and explore Gaelic texts.</td></tr>
<tr><td>Write freely to practise creating Gaelic texts.<br>Use writing confidently during learning activities.<br><br>Independently organise and sequence ideas logically to create Gaelic texts.<br><br>Use vocabulary specific to the context, theme or genre when creating Gaelic texts.<br><br>Select and organise information for a range of purposes.</td><td>Form all letters accurately and independently.<br><br>Use paragraphs to sequence written texts.<br><br>Incorporate punctuation independently- capital letter, finger space, full stop, question mark, comma, exclamation mark, speech marks and independently use Gaelic apostrophe.<br><br>Use feedback to make improvements to written texts.<br><br>Make regular use of digital technologies to create and explore Gaelic texts.</td></tr>
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<tr><td></td><td colspan="2">Includes, but not limited to<br>Writing expectations aligned with strengths and needs.<br>Different contexts and genres – real-life or imaginary.<br>Different audiences.<br>Writing frames.<br>Word banks.<br>Opportunities to apply and develop digital skills.<br>Dictionaries/spell checker.<br><br>Notes<br>See definition of a text.</td><td colspan="2">Includes, but not limited to<br>Writing expectations aligned with strengths and needs.<br>Regular handwriting practice – formations.<br>Paragraphs – beginning, middle, end.<br>Revising and redrafting.<br>Gaelic apostrophe for example a' cluich, a’ ruith, a’ seinn.<br>Feedback – self, peer and teacher.<br>Consider using pencil grips, wide line/dark line jotters and a desk slope to support writing activities.<br>Opportunities to apply and develop digital skills.</td></tr>
<tr><td rowspan="4">Second Level</td><td colspan="2">Understand:<br>Effective participation is achieved through positive social cues and focused, attentive listening.</td><td colspan="2">Understand:<br>Clear speech, accurate pronunciation and appropriate intonation support successful communication.</td></tr>
<tr><td rowspan="3">Know:<br>A range of social cues which influence interactions.</td><td>Do:<br>Identify and use social cues.</td><td rowspan="3">Know:<br>A variety of Gaelic phrases for asking or responding to questions, giving instructions or directions.</td><td>Do:<br>Respond accurately to different types of questions.<br><br>Ask different types of questions.<br><br>Give relevant and accurate oral instructions.<br><br>Self-correct errors, with increasing independence.</td></tr>
<tr><td>Identify and use social cues consistently.</td><td>Respond accurately to different types of challenging questions.<br><br>Ask different types of questions, with increasing independence.<br><br>Give relevant and accurate oral instructions consistently.<br><br>Self-correct errors independently.</td></tr>
<tr><td>Identify and use social cues across all contexts of learning.</td><td>Respond accurately to different types of increasingly complex questions.<br><br>Ask different types of questions independently.<br><br>Give relevant and accurate oral instructions independently.<br><br>Self-correct errors independently and consistently.</td></tr>
<tr><td colspan="2">Includes, but not limited to<br>Facial expression, body language, sharing, tone, gesture and visuals/signs/symbols.<br>Group activity time.<br>Use of child support plans if necessary.<br>Use of games and drama activities.<br><br>Notes<br>Social stories.</td><td colspan="2">Includes, but not limited to<br>Different types of questions – literal, inferential and evaluative.<br>Irregular verbs for example Am faca ? Chunnaic/Chan fhaca.<br>Individually and collaboratively.<br>Respectful participation.<br>Higher-order thinking skills.<br>Sensitive error handling and use of corrective feedback.<br>Opportunities to apply and develop digital skills.</td></tr>
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<tr><td rowspan="5">Second Level</td><td>Know:<br>There are different features of attentive listening, such as curiosity, focus, concentration, empathy and respect.</td><td>Do:<br>Listen attentively to follow instructions and/or use information.<br><br>Listen attentively to respond by asking questions or clarifying points.</td><td rowspan="4" colspan="2"></td></tr>
<tr><td rowspan="2"></td><td>Listen attentively in a variety of contexts to follow instructions and/or use information.<br><br>Listen attentively in a variety of contexts to respond by asking questions, clarifying points or building on ideas.</td></tr>
<tr><td>Listen attentively in a wide variety of contexts to follow instructions and/or use information.<br><br>Listen attentively in a wide variety of contexts to respond by asking questions, clarifying points or building on ideas.</td></tr>
<tr><td colspan="2">Includes, but not limited to<br>Positive attitudes to listening – participation, understanding, mindset and deferring judgement.<br>Multi-step listening – a sequence of two or more actions – use visuals if necessary.<br>Opportunities to apply and develop digital skills.</td></tr>
<tr><td colspan="2">Understand:<br>Speech is used to engage with others, share information, explain experiences, persuade and offer opinions.</td><td colspan="2">Understand:<br>Independently exploring and reading Gaelic texts deepens appreciation and enjoyment.</td></tr>
<tr><td>Know:<br>Gaelic is used in both formal and informal ways with a variety of audiences.</td><td>Do:<br>Use Gaelic in context during interactions with others.<br><br>Use Gaelic to initiate and join conversations.<br><br>Plan and deliver oral presentations.</td><td>Know:<br>Gaelic literature exists in different forms and genres.</td><td>Do:<br>Regularly choose and engage with a range of Gaelic texts.<br><br>Describe preferences regarding Gaelic texts.<br><br>Identify resources for specific purposes.</td></tr>
<tr><td></td><td>Use Gaelic in context during interactions with others consistently.<br><br>Use Gaelic across contexts to initiate and join conversations.<br><br>Plan and deliver oral presentations and use feedback to make improvements.</td><td></td><td>Regularly choose and engage with a range of increasingly challenging Gaelic texts.<br><br>Describe preferences regarding Gaelic texts, with some supporting detail.<br><br>Select resources for a range purposes.</td></tr>
<tr><td></td><td>Independently use Gaelic in context during interactions with others.<br><br>Consistently use Gaelic across contexts to initiate and join conversations.</td><td></td><td>Select and read challenging Gaelic texts independently.<br><br>Describe preferences and connections with Gaelic texts, using supporting detail independently.</td></tr>
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<tr><td rowspan="8">Second Level</td><td></td><td>Plan and deliver oral presentations, invite and respond to questions.</td><td></td><td>Select resources for a range of purposes independently.</td></tr>
<tr><td colspan="2">Includes, but not limited to<br>Individual and collaborative opportunities.<br>Different purposes – debates, group/class discussion, assemblies and social events.<br>Conventions of speech – register, clarity, rhythm, stress, intonation, emphasis, pace and tone.<br>Opportunities to apply and develop digital skills.</td><td colspan="2">Includes, but not limited to<br>Gaelic texts aligned with strengths and needs.<br>Fiction and nonfiction.<br>Read widely for different purposes.<br>Understanding and enjoyment.<br>Basic referencing and citation.<br>Consider using coloured overlays to reduce visual stress (if needed).<br>Opportunities to apply and develop digital skills.<br><br>Notes<br>See definition of a text.</td></tr>
<tr><td colspan="2">Understand:<br>Gaelic spelling patterns and rules support accuracy and enhance engagement with texts.</td><td colspan="2">Understand:<br>Exploring and applying reading strategies to Gaelic texts improves comprehension and fluency.</td></tr>
<tr><td rowspan="3">Know:<br>Gaelic spelling is based on patterns and rules.</td><td>Do:<br>Encode or decode an increasing range of Gaelic words.<br><br>Apply different spelling strategies to spell words.<br><br>Use a dictionary or spell checker.</td><td rowspan="3">Know:<br>Different reading strategies to help engage with Gaelic texts.</td><td>Do:<br>Begin to apply some reading strategies to Gaelic texts.</td></tr>
<tr><td>Encode or decode an increasing range of Gaelic words.<br><br>Select and apply spelling strategies, with increasing accuracy and independence.<br><br>Use a dictionary or spell checker consistently.</td><td>Select and apply most reading strategies to Gaelic texts consistently.</td></tr>
<tr><td>Encode or decode an increasing range of Gaelic words independently.<br><br>Select and apply spelling strategies with increasing independence to spell words.<br><br>Use a dictionary or spell checker independently.</td><td>Independently select and apply reading strategies to Gaelic texts.</td></tr>
<tr><td colspan="2">Includes, but not limited to<br>Gaelic words aligned with strengths and needs.<br>Increasing complexity - across the level.<br>Spelling strategies – look/cover/say/write/check, chunking, words within words, syllabification and dictation.<br>Phonology and orthography, for example caol ri caol, leathann ri leathann.<br>Word mats, dictionaries or spell checker.<br>Opportunities to apply and develop digital skills.</td><td colspan="2">Includes, but not limited to<br>Activating prior knowledge of reading strategies.<br>Reading comprehension, close reading, skimming/scanning and note-taking.<br>Analytical reading – structure, main arguments, purpose.<br>Visualising, sequencing and summarising.<br>Narrative elements - characterisation, setting, punctuation, sentence structure, theme, style and form.<br>Literary techniques - word choice, emotive language, rhetorical questions, repetition and imagery.<br>Criticality – fact, opinion and bias.</td></tr>
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<tr><td></td><td colspan="2">Notes<br>Gaelic Orthographic Conventions.</td><td colspan="2">Higher-order thinking skills.<br>Thinking routines.</td></tr>
<tr><td rowspan="6">Second Level</td><td colspan="2" rowspan="2"></td><td>Know:<br>Word recognition and following punctuation are features of reading proficiency.</td><td>Do:<br>Read regularly with increasing accuracy, pace and expression.<br><br>Demonstrate the effect of punctuation on texts when reading.</td></tr>
<tr><td>Read with increased accuracy, pace and expression consistently.<br><br>Demonstrate the effect of punctuation on texts consistently when reading.</td></tr>
<tr><td colspan="2" rowspan="2"></td><td rowspan="2">Independently read with accuracy, pace and expression.<br><br>Independently demonstrate the effect of punctuation on texts when reading.</td></tr>
<tr><td colspan="2">Includes, but not limited to<br>A wide variety of Gaelic texts aligned with strengths and needs.<br>Created and published texts.<br>Decoding.<br>Word attack.<br>Phonology.<br>Consider using coloured reading overlays to reduce visual stress (if needed).<br><br>Notes<br>See definition of a text.</td></tr>
<tr><td colspan="4">Understand:<br>Writing clearly and logically for different genres and purposes develops critical thinking.</td></tr>
<tr><td>Know:<br>Different forms of Gaelic writing are used for a range of audiences.</td><td>Do:<br>Write freely to create Gaelic texts for different purposes.<br><br>Write regularly across genres and audiences.<br><br>With growing confidence, organise ideas logically.<br><br>Use genre specific vocabulary.<br><br>Select and organise information to achieve purpose and effect.</td><td>Know:<br>Accuracy and structure are key features of Gaelic writing.</td><td>Do:<br>Write with increasing independence for a range of purposes.<br><br>Use paragraphs to organise ideas and information.<br><br>Use a variety of punctuation, with increasing accuracy - capital letter, full stop, comma, speech marks, exclamation mark, question mark and Gaelic apostrophe (for omission).<br><br>Begin to proofread written texts.<br><br>Act on feedback to improve written texts.</td></tr>
<tr><td colspan="2">Write freely to create Gaelic texts for different purposes.</td></tr>
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<tr><td rowspan="3">Second Level</td><td></td><td>Write regularly across genres and audiences.<br><br>With growing independence, organise ideas logically.<br><br>Use genre specific vocabulary consistently.<br><br>Select and organise information in different ways to achieve purpose and effect.</td><td></td><td>Write independently for a range of purposes.<br><br>Use paragraphs to organise ideas and information.<br><br>Use a variety of punctuation accurately - capital letter, full stop, comma, speech marks, exclamation mark, question mark, hyphen, semicolon and Gaelic apostrophe (for omission and other).<br><br>Proofread written texts with growing independence.<br><br>Act on feedback to improve written texts.</td></tr>
<tr><td></td><td>Write freely to create Gaelic texts for different purposes.<br><br>Write regularly across genres and audiences.<br><br>Independently organise ideas logically.<br><br>Use genre specific vocabulary independently.<br><br>Select and organise information in a variety of ways to achieve purpose and effect.</td><td></td><td>Write independently for a range of purposes.<br><br>Use paragraphs to organise ideas and information.<br><br>Use a variety of punctuation accurately - capital letter, full stop, comma, speech marks, exclamation mark, question mark, Gaelic apostrophe of omission, hyphen, semicolon, colon and ellipses.<br><br>Proofread written texts with increasing accuracy.<br><br>Act on feedback to improve written texts.</td></tr>
<tr><td colspan="2">Includes, but not limited to<br>Writing expectations aligned with strengths and needs.<br>Different purposes – inform, respond, argue, evaluate and persuade.<br>Genre – structure and language features.<br>Style – sentence variation, word choice and tone.<br>Imagery -simile and metaphor.<br>Sound and rhythm – alliteration and onomatopoeia.<br>Opportunities to apply and develop digital skills.</td><td colspan="2">Includes, but not limited to<br>Writing expectations aligned with strengths and needs.<br>Clear and logical paragraphs – organise relevant ideas or information.<br>Cursive handwriting.<br>Opportunities to apply and develop digital skills.<br>Graphics/pictures (if appropriate).<br>Apostrophe of omission, for example dh' fhalbh, bh’ againn, a’ coimhead.<br>Proofreading, for example spelling, punctuation, grammar and structure.<br>Editing, revising and redrafting.<br>Feedback – self, peer and teacher.<br>Consider using pencil grips, wide line/dark line jotters and a desk slope to support writing activities.</td></tr>
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<tr><td rowspan="5">Third Level</td><td colspan="2">Understand:<br>Recognising social cues used in spoken Gaelic supports communication.</td><td colspan="2">Understand:<br>Focused listening allows meaning to be constructed from spoken Gaelic across contexts.</td></tr>
<tr><td>Know:<br>A wide range of explicit and implicit social cues that support interactions.</td><td>Do:<br>Recognise social cues during interactions.<br><br>Interpret social cues to support participation in different contexts.<br><br>Recognise and explain how social cues influence meaning and communication.<br><br>Interpret and respond appropriately to social cues in different contexts.</td><td>Know:<br>Strategies and tools to support comprehension of spoken Gaelic.</td><td>Do:<br>Listen to a range of spoken texts to interpret information.<br><br>Use contextual information and tools to comprehend spoken Gaelic.<br><br>Identify and interpret key vocabulary, idiom and grammatical structures.<br><br>Listen to a range of spoken texts to interpret detailed information.<br><br>Use a range of strategies and tools selectively to support comprehension.<br><br>Identify and interpret detailed vocabulary, idiom and grammatical structures.</td></tr>
<tr><td colspan="2">Includes, but not limited to<br>Social cues - facial expression, body language, tone, gesture and visuals/signs/symbols.<br>Expectations aligned with learning strengths and needs.</td><td colspan="2">Includes, but not limited to<br>Contextual clues – prior knowledge, background/context, theme/topic, speaker perspective or intent, location, tone and register.<br>Identifying contextualised language and grammatical features and linking these to rules and principles, for example ‘Bhithinn’ - highlighting conditional form.<br>Dictionaries, word lists, transcripts and listening again.</td></tr>
<tr><td colspan="2">Understand:<br>Attention to style, ideas and implied meaning supports analysis of spoken texts.</td><td colspan="2">Understand:<br>Accurate and flexible language use, including self-correction, supports clarity in spoken communication.</td></tr>
<tr><td>Know:<br>Content, style and delivery influence the impact of spoken texts.</td><td>Do:<br>Describe main ideas and supporting detail.<br><br>Identify features of style and delivery.<br><br>Recognise how tone, pace and structure contribute to meaning.<br><br>Analyse main ideas and supporting detail.<br><br>Analyse features of style and delivery.</td><td>Know:<br>Language features and strategies to support clarity and accuracy in spoken Gaelic.</td><td>Do:<br>Use vocabulary and idiom to communicate ideas clearly.<br><br>Apply grammatical structures and pronunciation to convey meaning.<br><br>Use tone and pace to support clarity.<br><br>Use basic repair strategies and respond to feedback to improve spoken communication.</td></tr>
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<tr><td rowspan="5">Third Level</td><td></td><td>Describe the impact of tone, pace and structure and how they contribute to meaning.</td><td></td><td>Use vocabulary, including specialist language and idiom to communicate detailed ideas.<br><br>Apply grammatical structures and pronunciation accurately.<br><br>Adjust tone, pace, volume and register to maintain engagement and to emphasise key information.<br><br>Use repair strategies and respond to feedback to support accurate spoken communication.</td></tr>
<tr><td colspan="2">Includes, but not limited to<br>A range of spoken texts from diverse speakers and sources.<br>Contexts such as literature, media, culture and society (not exhaustive).<br>Focus on content – main ideas, supporting detail such examples, evidence and anecdotes.<br>Style and delivery - register, pace, tone and structure.</td><td colspan="2">Includes, but not limited to<br>Basic repair strategies might include rephrasing or self-correction with adult support.<br>Other repair strategies – independent self-correction, repetition, or rephrasing, acting on corrective feedback.<br><br>Notes<br>Repair strategies can be used during or after spoken communication and can be supported by adults and peers where appropriate.<br>NEW Stòrlann Gaelic Language Framework.</td></tr>
<tr><td colspan="2">Understand:<br>Purpose and audience of spoken Gaelic shape language choices, structure and delivery.</td><td colspan="2">Understand:<br>Engaging with a range of Gaelic texts introduces new ideas and shapes thinking.</td></tr>
<tr><td>Know:<br>Different purposes and contexts for spoken communication include conversing, discussing, presenting and collaborating.</td><td>Do:<br>Use prepared and spontaneous Gaelic in familiar or less familiar contexts.<br><br>Apply the conventions of the situation, style or genre with audience awareness.<br><br>Organise and link ideas, with justification for key points and views.<br><br>Maintain conversation by showing interest and responding to others.<br><br>Identify and incorporate key vocabulary, idiom and grammar.</td><td>Know:<br>A range of Gaelic texts across genres, forms and themes.</td><td>Do:<br>Explore and respond to a range of Gaelic texts, reflecting on ideas, perspectives and experiences.<br><br>Share opinions or connections to characters, themes or topics.<br><br>Select and read a wide range of Gaelic texts independently for personal interest.<br><br>Justify opinions or connections to characters, themes or topics.</td></tr>
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| | | Use prepared and spontaneous Gaelic in familiar or unfamiliar contexts.<br><br>Adapt structure, language and delivery to suit audience and purpose.<br><br>Develop and justify ideas, with reasoning, examples or evidence.<br><br>Build on the contributions of others and use conversational markers to support and sustain discussion.<br><br>Adapt key vocabulary, idiom and grammar to improve clarity. | | |
| | **Includes, but not limited to**<br>Contexts such as literature, media, culture and society (not exhaustive).<br>Formal, prepared pieces, for example, presentations and debates.<br>Informal or spontaneous speech, such as discussion and collaboration.<br>Conventions related to structure, use of language, development of ideas and participation in discussion.<br>Conversational markers, such as 'Seadh', 'Gu dearbh', 'Tha mi a' dol leat/leibh', 'Sin e dìreach…'<br>Sustain and support interaction by requesting clarification, confirming meaning, restating information and encouraging others.<br>Use of affirmative language, encouraging discussion and interjections.<br>Social conventions - ways of greeting and departing, use of polite/plural form, encouraging/acknowledging contributions from others. | | **Includes, but not limited to**<br>Themes and forms - novels/novellas, short stories, poetry, nonfiction and informal texts and themes of personal interest.<br>A wide variety of Gaelic texts aligned with strengths and needs.<br><br>**Notes**<br>Selecting texts with increasing independence will support progression of engagement.<br>Informal pieces might include appropriate texts from wider media sources.<br>See definition of a text. | |
| **Third Level** | **Understand:**<br>Recognising language patterns supports accurate reading of unfamiliar texts. | | **Understand:**<br>Critical reading reveals ideas and perspectives across a range of texts. | |
| | **Know:**<br>Features of orthography and language support understanding when reading. | **Do:**<br>Apply strategies to decode unfamiliar words.<br><br>Identify and interpret vocabulary, idiom and grammar in familiar or less familiar contexts. | **Know:**<br>A range of reading strategies including comprehension and analysis of texts. | **Do:**<br>Read texts to identify main ideas and supporting detail.<br><br>Apply reading strategies to analyse ideas and support understanding.<br><br>Describe key information and ideas within texts. |
| | | Apply strategies to decode and understand unfamiliar words.<br><br>Identify and interpret vocabulary, idiom and grammar in familiar or unfamiliar contexts. | | Read texts to identify detailed ideas and meaning, with justification.<br><br>Adapt reading strategies to analyse ideas and their effect on the reader.<br><br>Analyse information, viewpoints and messages within texts. |

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<tr><td></td><td colspan="2">Includes, but not limited to<br>Phonological patterns – broad and slender nouns and consonants, lenition, consonant clusters and vowel length.<br>Morphological patterns – prepositional pronouns, verb structures and patterns.<br>Etymological patterns – loanwords/adapted words, using word origins/roots to comprehend ‘ceann’ ⇒’ceannard’, ‘cuid’ ⇒ ‘mòr-chuid’.<br><br>Notes<br>Reading aloud may support decoding, as appropriate to learner needs.</td><td colspan="2">Includes, but not limited to<br>A wide variety of Gaelic texts aligned with strengths and needs.<br>Before reading - activating prior knowledge, previewing text and identifying key vocabulary.<br>During reading - skimming, scanning, using context clues and rereading.<br>Analytical approaches - author viewpoint, bias, use of language and techniques.<br>Post-reading strategies - summarising, responding to questions and discussion.<br><br>Notes<br>Reading aloud (individually where appropriate, paired or group).</td></tr>
<tr><td rowspan="4">Third Level</td><td colspan="2">Understand:<br>Writing involves shaping language and content to achieve purpose and impact.</td><td colspan="2">Understand:<br>Reviewing and editing strengthens clarity, accuracy and coherence in writing.</td></tr>
<tr><td>Know:<br>A range of genres and stylistic devices and their associated conventions and purposes.</td><td>Do:<br>Write for a range of purposes using appropriate conventions.<br><br>Expand content by adding detail, description, examples and appropriate language.<br><br>Use writing techniques and stylistic devices to create interest and clarity.<br><br>Write for a range of purposes, adapting style and conventions to suit purpose and audience.<br><br>Develop content by expanding ideas, analysing facts or examples and adapting language.<br><br>Use a range of writing techniques and stylistic devices to sustain interest and achieve impact.</td><td>Know:<br>Language patterns and processes for ensuring clarity in written work.</td><td>Do:<br>Plan and prepare written texts, with guidance.<br><br>Communicate ideas using vocabulary and idiom.<br><br>Apply spelling patterns and grammatical structures to support clarity in written texts.<br><br>Use resources to check and improve writing.<br><br>Respond to feedback and redraft writing to make improvements to structure, clarity and content.<br><br>Select and apply planning strategies to develop written texts.<br><br>Use vocabulary, including specialist language and idiom to communicate detailed ideas.<br><br>Refine writing by correcting errors to improve accuracy.<br><br>Use resources selectively to support editing decisions.<br><br>Respond to feedback and redraft to improve depth of writing and effect on the reader.</td></tr>
<tr><td colspan="2">Includes, but not limited to<br>Genres – non-fiction and fiction prose, modern or traditional poetry.<br>Writing techniques - simile, metaphor, punctuation, tone, poetic forms (including rhyme and meter).<br>Stylistic devices – rhetorical questions, direct address, emotive language, repetition and rhythm.<br><br>Notes<br>A range of stimuli to support writing, for example adult modelling and written or spoken model texts.<br>Gaelic Orthographic Conventions provide clarification on spelling.</td><td colspan="2">Includes, but not limited to<br>Planning methods, such as bullet points, story boards and mind maps.<br>Critical and judicious use of resources, such as online dictionaries and translators.<br>Feedback strategies and models, including responding to peer or teacher feedback, correction codes and marking schemes.<br><br>Notes<br>New Stòrlann Gaelic Grammar Framework.<br>New Stòrlann Gaelic Language Framework.</td></tr>
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<tr><td rowspan="6">Fourth Level</td><td colspan="2">Understand:<br>Interpreting social cues enhances spoken communication and interaction.</td><td colspan="2">Understanding:<br>Listening to and understanding spoken Gaelic requires attention to language, context and listening strategies.</td></tr>
<tr><td>Know:<br>A wide range of explicit and implicit social cues and how they can vary by context, audience and intent.</td><td>Do:<br>Analyse and explain how subtle and complex social cues shape meaning and interaction.<br><br>Evaluate the impact of social cues on communication in different situations.</td><td>Know:<br>Strategies and resources used to interpret spoken Gaelic.</td><td>Do:<br>Use contextual information and resources to interpret meaning in spoken Gaelic.<br><br>Analyse and infer meaning of vocabulary, idiom and grammatical structures.</td></tr>
<tr><td colspan="2">Includes, but not limited to<br>Social cues - facial expression, body language, tone, gesture, visuals/signs/symbols (including implicit and explicit cues).<br>Approaches - group discussion and collaborative problem-solving, drama, debate and role-play to explore complex interactions.<br>Analysis of real-life and simulated scenarios.<br><br>Notes<br>Use of Child Support Plans if required.</td><td colspan="2">Includes, but not limited to<br>A wide variety of Gaelic texts aligned with strengths and needs.<br>Strategies - inference-making and using contextual clues.<br>Resources including dictionaries, wordlists, glossaries and transcripts.<br>Identifying contextualised grammar features and linking these to rules and principles, for example 'Chuireadh an leabhar air bhog...' - highlighting passive form.<br><br>Notes<br>See definition of a text.</td></tr>
<tr><td colspan="2">Understand:<br>Critical listening involves analysing how language and delivery influence meaning and reliability.</td><td colspan="2">Understand:<br>The effectiveness of spoken Gaelic is founded upon accurate pronunciation, grammar and vocabulary.</td></tr>
<tr><td>Know:<br>How language and delivery influence meaning, impact and reliability in spoken texts.</td><td>Do:<br>Interpret and evaluate ideas, messages and supporting detail.<br><br>Analyse how language, structure and delivery influence meaning and audience response.<br><br>Evaluate spoken texts, information, assumptions and unsupported claims.</td><td>Know:<br>Language features and strategies that support clarity, accuracy and refinement in spoken Gaelic.</td><td>Do:<br>Select and use vocabulary, idiom and grammatical structures to communicate ideas clearly.<br><br>Adjust tone, pace and non-verbal cues to support meaning and engagement.<br><br>Adapt spoken language to emphasise meaning and effect.<br><br>Use a range of strategies to repair and clarify communication.</td></tr>
<tr><td colspan="2">Includes, but not limited to<br>Language - idiom, rhetorical features, emotive and figurative language.<br>Structure – opening, body and conclusion, signposting, chunking and repetition.<br>Delivery - tone, speed, emphasis and register, emotional and logical appeal, rhetorical questions, use of evidence or anecdotes.<br>Reliability – is information consistent, accurate or supported by evidence?</td><td colspan="2">Includes, but not limited to<br>Language features - use of specialist vocabulary and idiom, accuracy of language, register, tone, pace, stress and pronunciation.<br>Non-verbal cues - gestures, facial expression and body language.<br>Strategies to repair breakdown in communication - asking for clarification, rephrasing or seeking further detail and support peer corrective feedback.<br><br>Notes<br>New Stòrlann Gaelic Language Framework.<br>New Stòrlann Gaelic Grammar Framework</td></tr>
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<tr><td rowspan="6">Fourth Level</td><td colspan="2">Understand:<br>Effective spoken communication requires deliberate adaptation of language, structure and delivery to suit audience and purpose.</td><td colspan="2">Understand:<br>Engaging with a range of Gaelic texts challenges and shapes thinking through exposure to diverse ideas and perspectives.</td></tr>
<tr><td>Know:<br>Conventions and structures used in spoken communication and how they vary according to purpose and audience.</td><td>Do:<br>Use prepared and spontaneous Gaelic for a range of purposes and contexts.<br><br>Apply conventions of form, structure and style.<br><br>Organise and synthesise ideas using linked, coherent explanation and evaluation.<br><br>Manage interactions by clarifying, extending and linking ideas.<br><br>Adapt interactional strategies to support collaboration and engagement.<br><br>Adapt language and delivery to suit audience and purpose.</td><td>Know:<br>Types of Gaelic texts that present diverse ideas, perspectives and viewpoints.</td><td>Do:<br>Select and engage with Gaelic texts for different purposes, including for personal interest.<br><br>Evaluate the relevance and impact of texts.</td></tr>
<tr><td colspan="2">Includes, but not limited to<br>Genres and conventions – both formal and informal in nature, extended activities, including monologues, paired/group discussions, presentations, debates and drama.<br>A wider range of conversational markers and interjections, for example ‘Aig a’ cheart àm’, ‘Feumaidh mi aideachadh’, ‘Air an dara làimh’.<br>Interactional strategies - including others, body language, positioning in group settings.<br>Negotiating meaning - responding to differing viewpoints and using appropriate interactional cues.<br>Supporting engagement - engaging with and encouraging others, synthesising ideas.</td><td colspan="2">Includes, but not limited to<br>Formal and informal pieces, transcripts from, for example news items, podcasts and literary texts.<br>Relevance and impact – such as cultural, social and moral dimensions.<br><br>Notes<br>Informal pieces might include appropriate texts from wider media sources.<br>Evaluating relevance and impact of texts can take place in a collaborative and/or creative way, such as through group discussion, or book club type activities.<br>See definition of a text.</td></tr>
<tr><td colspan="2">Understand:<br>Knowledge of language patterns supports accurate reading of unfamiliar and specialist texts.</td><td colspan="2">Understand:<br>Critical reading of texts is deepened through scrutinising language, structure, viewpoint and context.</td></tr>
<tr><td>Know:<br>Features of orthography and language and how they support decoding and interpretation.</td><td>Do:<br>Apply knowledge of language patterns to decode and interpret unfamiliar words.<br><br>Deduce meaning of unfamiliar language using context and resources.</td><td>Know:<br>A range of reading strategies and how they support understanding, analysis and evaluation of texts.</td><td>Do:<br>Use reading strategies to analyse and evaluate texts.<br><br>Analyse how language, vocabulary and structure contribute to meaning and effect.<br><br>Evaluate ideas, viewpoints and messages within texts.</td></tr>
<tr><td colspan="2">Includes, but not limited to<br>Phonological patterns – broad and slender vowels and consonants, lenition, consonant clusters and vowel length.<br>Morphological patterns – compound and derived forms (‘ro-innleachd’, ‘ath-chuairteachadh’), abstract nouns (tuigsinn ⇒tuigse).<br>Etymological patterns – loanwords/adapted words and word families (fàs, fàsach, a’ fàs).<br><br>Notes<br>Reading aloud may support decoding of words, as appropriate to learner needs.</td><td colspan="2">Includes, but not limited to<br>A wide variety of Gaelic texts aligned with strengths and needs.<br>Pre-reading strategies - prior-knowledge, previewing text and identifying key vocabulary.<br>During reading - skimming, scanning, context clues and rereading.<br>Post-reading - summarising, responding to questions and small group/class discussion.<br>Analytical strategies - author viewpoint and bias, use of language and techniques.<br>Evaluation - theme, impact, message and comparison.<br><br>Notes<br>See definition of a text.</td></tr>
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<tr><td rowspan="3">Fourth Level</td><td colspan="2">Understand:<br>Written Gaelic uses conventions and stylistic choices to achieve purpose and impact.</td><td colspan="2">Understand:<br>Reviewing and editing improve how effectively ideas and information are communicated in writing.</td></tr>
<tr><td>Know:<br>How genres, conventions and purposes of written texts influence style and language choices.</td><td>Do:<br>Create texts for a range of purposes using appropriate conventions and structures.<br><br>Organise and synthesise ideas logically using a coherent structure.<br><br>Deepen ideas using description, explanation or exemplification.<br><br>Adapt language and stylistic features to suit genre, purpose and audience.</td><td>Know:<br>Processes that ensure clarity and coherence in written Gaelic.</td><td>Do:<br>Use planning strategies to structure and develop writing.<br><br>Select and use vocabulary, idiom and grammatical structures to communicate ideas clearly.<br><br>Apply spelling patterns and grammatical structures accurately to support clarity.<br><br>Use reference tools and feedback to review and improve writing.<br><br>Consider feedback and adapt writing to improve clarity and effect on the reader.</td></tr>
<tr><td colspan="2">Includes, but not limited to<br>Genres and forms – fiction, nonfiction, poetry, report, short story and articles.<br>Use of language and stylistic features such as simile, metaphor, punctuation, tone, including poetic forms such as rhyme and meter.<br><br>Notes<br>A range of stimuli to support writing, for example adult modelling and written or spoken model texts.<br>See definition of a text.<br>Gaelic Orthographic Conventions provide clarification on spelling.</td><td colspan="2">Includes, but not limited to<br>Planning strategies including structural planning, language planning, graphic organisers and model texts.<br>Effective use of reference tools - dictionaries and grammar resources.<br>Feedback strategies/models, such as correction codes/marking schemes, class discussion and feedback.<br><br>Notes<br>New Stòrlann Gaelic Grammar Framework<br>New Stòrlann Gaelic Language Framework</td></tr>
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<table>
<tr><td>Strand</td><td colspan="4">Conaltradh agus Leasachadh Beurla/Communication and English Language Development</td></tr>
<tr><td rowspan="4">First Level</td><td colspan="2">Understand:<br>Speech is used for communication and expression with a range of audiences.</td><td colspan="2">Understand:<br>Engaging with and exploring a range of English texts promotes enjoyment and supports the development of reading fluency.</td></tr>
<tr><td>Know:<br>A range of English phrases for responding, questioning, giving instructions or engaging with different audiences.</td><td>Do:<br>Respond to questions and express relevant thoughts, ideas and feelings in English.<br><br>Ask relevant questions in English to find information or clarify understanding.</td><td>Know:<br>English literature includes stories, poems and informational texts.</td><td>Do:<br>Choose and engage with English texts.<br><br>Begin to explain preferences regarding English texts.<br><br>Read own and other written texts aloud in English.<br><br>*Begin to find information from English resources/sources.</td></tr>
<tr><td colspan="2">Includes, but not limited to<br>Respectful participation.<br>Assemblies and other events.<br>Opportunities to apply and develop digital skills.<br><br>Notes<br>Advice on Gaelic Education – section eight.</td><td colspan="2">Includes, but not limited to<br>Reading area/library with English texts.<br>Reading for different purposes.<br>Opportunities to apply and develop digital skills.<br>*Appropriate resources selected by adults.<br><br>Notes<br>Advice on Gaelic Education – section eight.<br>See definition of a text.</td></tr>
<tr><td colspan="2" rowspan="2"></td><td>Know:<br>Accuracy, pace, expression and attention to punctuation are features of proficient reading in English.</td><td>Do:<br>Read in English with increasing accuracy, pace and expression.<br><br>Demonstrate the effect of punctuation on English texts when reading.</td></tr>
<tr><td colspan="2">Includes, but not limited to<br>English texts aligned with strengths and needs.<br>Regular reading opportunities in small groups.<br>Opportunities to apply and develop digital skills.<br><br>Notes<br>Advice on Gaelic Education – section eight.</td></tr>
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<tr><td rowspan="5">First Level</td><td colspan="2">Understand:<br>Letters and sounds combine to create and read English words and sentences.</td><td colspan="2">Understand:<br>Using prior knowledge and contextual clues deepens reading comprehension.</td></tr>
<tr><td>Know:<br>Letters and digraphs correspond to specific sounds.</td><td>Do:<br>Hear, recognise and apply phonological awareness with growing independence.</td><td>Know:<br>A growing range of skills and strategies to comprehend written English texts.</td><td>Do:<br>Make predictions about English texts.<br><br>Identify facts or information from English texts.<br><br>Understand and explain the purpose of English texts.</td></tr>
<tr><td colspan="2">Includes, but not limited to<br>English alphabet.<br>Vowel and consonant.<br>Digraphs – two letters making a single sound.<br>Syllabification.<br>Phoneme isolation - beginning, middle, end.<br>Recognising common and CVC words.<br>Elkonin boxes.<br>Sound mats.<br>Magnetic letters.<br><br>Notes<br>Advice on Gaelic Education – section eight.<br>Consolidate letter sounds and blends specific to English that are not already covered through Gaelic phonics.</td><td colspan="2">Includes, but not limited to<br>Retrieval, sequencing, prediction, inference and identifying purpose (picture and text).<br>Fiction and non-fiction texts.<br>Purpose of text for example recipe, instructions and play/script.<br><br>Notes<br>Advice on Gaelic Education – section eight.<br>See definition of a text.</td></tr>
<tr><td>Know:<br>Different combinations of letters, sounds and patterns are used to make English words.</td><td>Do:<br>Begin to encode an increasing range of English words.<br><br>Use appropriate spelling strategies to consolidate English spelling rules.<br><br>Begin to use a basic English dictionary to spell independently.</td><td colspan="2" rowspan="2"></td></tr>
<tr><td colspan="2">Includes, but not limited to<br>English words aligned with strengths and needs.<br>Phonemic awareness - sounds to letters.<br>Phonology.<br>Active learning approaches.<br>English alphabet.<br>Basic spelling strategies such as ‘look, cover, write, check’, rainbow writing and pyramid writing.<br><br>Notes<br>Advice on Gaelic Education – section eight.</td></tr>
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<tr><td rowspan="3">First Level</td><td colspan="4">Understand:<br>English texts are written and created for a range of purposes.</td></tr>
<tr><td>Know:<br>English texts have different purposes.</td><td>Do:<br>Write freely to practise creating English texts.<br><br>Begin to use vocabulary specific to the context, theme or genre when creating English texts.<br><br>Begin to select and organise information for a range of purposes.</td><td>Know:<br>English writing follows conventions related to handwriting, sequencing and punctuation.</td><td>Do:<br>Form all letters accurately and independently.<br><br>Use digital technologies to create and explore English texts.</td></tr>
<tr><td colspan="2">Includes, but not limited to<br>Writing expectations aligned with strengths and needs.<br>Different contexts and genres, such as real-life or imaginary.<br>Different audiences.<br>Writing frames.<br>Word banks.<br>Opportunities to apply and develop digital skills.<br>Dictionaries/spell checker.<br><br>Notes<br>Advice on Gaelic Education – section eight.<br>See definition of a text.</td><td colspan="2">Includes, but not limited to<br>English alphabet.<br>Paragraphs should indicate beginning, middle and end.<br>English name for capital letter, finger space, full stop, question mark, comma, exclamation mark and speech marks.<br>Writing expectations aligned with strengths and needs.<br>Feedback from self, peer and teacher.<br>Opportunities to apply and develop digital skills.<br><br>Notes<br>Advice on Gaelic Education – section eight.</td></tr>
<tr><td rowspan="4">Second Level</td><td colspan="4">Understand:<br>Clear speech, accurate pronunciation and appropriate intonation support successful communication.</td></tr>
<tr><td rowspan="3">Know:<br>A variety of English phrases for asking or responding to questions, giving instructions or directions.</td><td>Do:<br>Respond accurately to different types of questions.<br><br>Ask different types of questions.<br><br>Give relevant and accurate oral instructions.</td><td rowspan="3">Know:<br>English is used in both formal and informal ways with a variety of audiences.</td><td>Do:<br>Use English in context during interactions with others.<br><br>Plan and deliver oral presentations in English.</td></tr>
<tr><td>Respond accurately to different types of challenging questions.<br><br>Ask different types of questions with increasing consistency.<br><br>Give relevant and accurate oral instructions consistently.</td><td>Use English in context during interactions with others.<br><br>Plan and deliver oral presentations in English and use feedback to make improvements.</td></tr>
<tr><td>Use English in context during interactions with others.</td></tr>
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<tr><td rowspan="5">Second Level</td><td></td><td>Respond accurately to different types of increasingly complex questions.<br><br>Ask different types of questions independently.<br><br>Give relevant and accurate oral instructions independently.</td><td></td><td>Plan and deliver oral presentations in English, invite and respond to questions.</td></tr>
<tr><td colspan="2">Includes, but not limited to<br>Individually and collaboratively.<br>Respectful participation.<br>Opportunities to apply and develop digital skills.<br><br>Notes<br>Advice on Gaelic Education – section eight.</td><td colspan="2">Includes, but not limited to<br>Individual and collaborative opportunities.<br>Different purposes of speech, such as debates, group/class discussion, assemblies and social events.<br>Conventions of speech, such as register, clarity, rhythm, stress, intonation, emphasis, pace and tone.<br>Opportunities to apply and develop digital skills.<br><br>Notes<br>Advice on Gaelic Education – section eight.</td></tr>
<tr><td>Know:<br>Curiosity, focus, concentration, empathy and respect are features of attentive listening.</td><td>Do:<br>Listen attentively to follow instructions and/or use information in English.<br><br>Listen attentively in a variety of contexts to follow instructions and/or use information in English.<br><br>Listen attentively in a wide variety of contexts to follow instructions and/or use information in English.</td><td colspan="2" rowspan="2"></td></tr>
<tr><td colspan="2">Includes, but not limited to<br>Positive attitudes to listening, such as participation, understanding, mindset and deferring judgement.<br>Multi-step listening in a sequence of 2 or more actions, supported with visuals if necessary.<br>Opportunities to apply and develop digital skills.<br><br>Notes<br>Advice on Gaelic Education – section eight.</td></tr>
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<tr><td rowspan="4">Second Level</td><td colspan="2">Understand:<br>Independently exploring and reading English texts deepens appreciation and enjoyment.</td><td colspan="2">Understand:<br>English spelling patterns and rules support accuracy and enhance engagement with texts.</td></tr>
<tr><td rowspan="3">Know:<br>English literature exists in different forms and genres.</td><td>Do:<br>Choose and engage with a range of English texts.<br><br>Describe preferences regarding English texts.<br><br>Identify English resources for specific purposes.</td><td rowspan="3">Know:<br>English spelling is based on patterns and rules.</td><td>Do:<br>Encode or decode an increasing range of English words.<br><br>Apply different spelling strategies to spell English words.<br><br>Use an English dictionary or spell checker with increasing confidence.</td></tr>
<tr><td>Choose and engage with a range of increasingly challenging English texts.<br><br>Describe preferences regarding English texts with some supporting detail.<br><br>Select English resources for a range purposes.</td><td>Encode or decode an increasing range of English words.<br><br>Select and apply spelling strategies to spell English words with increasing accuracy.<br><br>Use an English dictionary or spell checker consistently.</td></tr>
<tr><td>Select and read challenging English texts independently.<br><br>Describe preferences and connections with English texts, using supporting detail independently.<br><br>Select English resources for a range of purposes independently.</td><td>Encode or decode an increasing range of English words.<br><br>Select and apply spelling strategies to spell English words with increasing independence.<br><br>Use an English dictionary or spell checker independently.</td></tr>
<tr><td colspan="2">Includes, but not limited to<br>English texts aligned with strengths and needs.<br>Fiction and nonfiction.<br>Read widely for different purposes.<br>Basic referencing and citation.<br>Opportunities to apply and develop digital skills.<br><br>Notes<br>Advice on Gaelic Education – section eight.<br>See definition of a text.</td><td colspan="2">Includes, but not limited to<br>English words aligned with strengths and needs.<br>Complexity should increase across the level.<br>Spelling strategies.<br>English word mats, dictionaries or spell checker.<br>Opportunities to apply and develop digital skills.<br><br>Notes<br>Advice on Gaelic Education – section eight.</td></tr>
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<tr><td rowspan="4">Second Level</td><td colspan="2">Understand:<br>Exploring and applying reading strategies to English texts improves comprehension and fluency.</td><td colspan="2">Understand:<br>Writing clearly and logically in English for different genres and purposes develops critical thinking.</td></tr>
<tr><td rowspan="3">Know:<br>Different reading strategies to help engage with English texts.</td><td>Do:<br>Begin to apply some reading strategies to English texts.</td><td rowspan="3">Know:<br>Different forms of English writing are used for a range of audiences.</td><td>Do:<br>Write freely to create English texts for different purposes.<br><br>Write regularly across genres and audiences in English.<br><br>Use genre specific vocabulary.<br><br>Select and organise information to achieve purpose and effect.</td></tr>
<tr><td>Select and apply most reading strategies to English texts consistently.</td><td>Write freely to create English texts for different purposes.<br><br>Write regularly across genres and audiences in English.<br><br>Use genre specific vocabulary consistently.<br><br>Write freely to create English texts for different purposes.</td></tr>
<tr><td>Select and apply reading strategies to English texts independently.</td><td>Write freely to create English texts for different purposes.<br><br>Write regularly across genres and audiences in English.<br><br>Use genre specific vocabulary independently.<br><br>Select and organise information in a variety of ways to achieve purpose and effect.</td></tr>
<tr><td colspan="2">Includes, but not limited to<br>Activating prior knowledge of reading strategies.<br>Reading comprehension, close reading and skimming/scanning, note-taking.<br>Analytical reading, such as structure, main arguments and purpose.<br>Visualising, sequencing and summarising.<br>Narrative elements, such as characterisation, setting, punctuation, sentence structure, theme, style and form.<br>Literary techniques, such as word choice, emotive language, rhetorical questions, repetition and imagery.<br>Criticality could include fact, opinion and bias.<br><br>Notes<br>Advice on Gaelic Education – section eight.</td><td colspan="2">Includes, but not limited to<br>Writing expectations aligned with strengths and needs.<br>Different purposes such as inform, respond, argue, evaluate and persuade.<br>Genre, for example structure and language features.<br>Style, for example sentence variation, word choice and tone.<br>Imagery could include simile and metaphor.<br>Idiom such as ‘under the weather’ or ‘break the ice’.<br>Sound and rhythm could include alliteration and onomatopoeia.<br>Opportunities to apply and develop digital skills.<br><br>Notes<br>Advice on Gaelic Education – section eight.</td></tr>
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| | | **Know:**<br>Accuracy and structure are key features of English writing. | **Do:**<br>Write in English with increasing independence for a range of purposes.<br><br>Use a variety of punctuation, with increasing accuracy - capital letter, full stop, comma, speech marks, exclamation mark, question mark and English apostrophe. |
| | | | Write independently in English for a range of purposes.<br><br>Use a variety of punctuation accurately - capital letter, full stop, comma, speech marks, exclamation mark, question mark, English apostrophe, hyphen and semicolon. |
| | | | Write independently in English for a range of purposes.<br><br>Use a variety of punctuation accurately - capital letter, full stop, comma, speech marks, exclamation mark, question mark, English apostrophe, hyphen, semicolon, colon and ellipses. |
| | | **Includes, but not limited to**<br>Reinforce English name for punctuation - capital letter, full stop, comma, speech marks, exclamation mark, question mark, English apostrophe, hyphen, semicolon, colon and ellipses.<br>Apostrophes and contractions such as I am = I'm, cannot = can't, and the difference between it's and its, you're and your, and they're and their.<br><br>**Notes**<br>Advice on Gaelic Education – section eight. | |

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<tr><th>Strand</th><th colspan="4">Compàirteachas agus Buintealas/Participation and Connecting with Others</th></tr>
<tr><td rowspan="4">Early Level</td><td colspan="4">Understand:<br>Location influences Gaelic identities in Scotland.</td></tr>
<tr><td colspan="2">Know:<br>People in Scotland use Gaelic in different places.</td><td colspan="2">Do:<br>Explore and learn about Gaelic identity.<br><br>Begin to talk about or show, where people use Gaelic in Scotland.</td></tr>
<tr><td colspan="4">Includes, but not limited to<br>Distinct and overlapping Gaelic identities - mainland, island, urban/city and rural.<br>Local customs and traditions.<br>Opportunities to explore Gaelic language growth through Learning for Sustainability.</td></tr>
<tr><td colspan="2">Know:<br>People use Gaelic in different ways.</td><td colspan="2">Do:<br>Meet people who use Gaelic in their life, learning and work.</td></tr>
<tr><td colspan="4">Includes, but not limited to<br>Community, for example people who help us.<br>Online opportunities such as e-Sgoil and linking with another nursery/school.<br>Opportunities to explore Gaelic language growth through Learning for Sustainability.</td></tr>
<tr><td rowspan="3">First Level</td><td colspan="2">Understand:<br>There are different Gaelic identities linked to where people live and learn.</td><td colspan="2">Understand:<br>Gaelic is used by people in Scotland throughout their lives.</td></tr>
<tr><td>Know:<br>Factors that influence identity in Scotland, including place, language and community.</td><td>Do:<br>Explore and describe Gaelic identities to find similarities and differences.<br><br>Talk about or show, where people use Gaelic in Scotland.</td><td>Know:<br>Gaelic is used by people in their everyday lives.</td><td>Do:<br>Meet and visit people who use Gaelic in their life, learning and work.</td></tr>
<tr><td colspan="2">Includes, but not limited to<br>Distinct and overlapping Gaelic identities - mainland, island, urban/city, rural.<br>Opportunities offered through digital communities such as e-Sgoil.<br>Opportunities offered by partner agencies such as Fèisean nan Gàidheal.<br>United Nations Convention on the Rights of the Child (UNCRC) and Global Goals.</td><td colspan="2">Includes, but not limited to<br>Community links - intergenerational.<br>Opportunities offered through digital communities such as e-Sgoil or BBCAlbaClann.<br>Gaelic events such as Seachdain na Gàidhlig.<br>Opportunities to explore Gaelic language growth through Learning for Sustainability.</td></tr>
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<tr><td rowspan="3">Second Level</td><td colspan="2">Understand:<br>Gaelic identity strengthens social connections and fosters a sense of belonging.</td><td colspan="2">Understand:<br>Gaelic is a living language that connects people and communities.</td></tr>
<tr><td>Know:<br>People identify with Gaelic culture in different ways.</td><td>Do:<br>Connect with others to share and learn more about Gaelic identity.<br><br>Recognise and describe the rich diversity of Gaelic identities and communities across Scotland and beyond.</td><td>Know:<br>Communities and contexts in which Gaelic is used.</td><td>Do:<br>Use Gaelic outwith main learning setting.<br><br>Identify and meet people who use Gaelic in their lives.<br><br>Compile and use questions to find out how Gaelic is used for different purposes.</td></tr>
<tr><td colspan="2">Includes, but not limited to<br>Gaelic identities - mainland, island, urban/city and rural.<br>Range of contexts – intergenerational, across cultures, globally, in person or online.<br>Ethos, life and culture of Scotland’s learning communities.<br>UNCRC and Global Goals.<br>Opportunities to apply and develop digital skills.<br>Opportunities to explore Gaelic language growth through Learning for Sustainability.</td><td colspan="2">Includes, but not limited to<br>Careers and Pathways such as careers fairs and conducting interviews.<br>Community links and partnership working.<br>Social enterprise.<br>Outdoor learning.<br>Opportunities to apply and develop digital skills.<br>Opportunities to explore Gaelic language growth through Learning for Sustainability.</td></tr>
<tr><td rowspan="3">Third Level</td><td colspan="2">Understand:<br>Engagement with Gaelic culture shapes and deepens individual and collective identities.</td><td colspan="2">Understand:<br>Using Gaelic across a range of contexts strengthens connections, creates opportunities and broadens experiences.</td></tr>
<tr><td>Know:<br>Gaelic cultural forms and expressions and how they communicate identity and strengthen communities.</td><td>Do:<br>Describe personal experiences of Gaelic culture.<br><br>Engage with a range of Gaelic cultural forms and explain how they contribute to identity and communities.<br><br>Create texts that communicate personal identity and cultural understanding.</td><td>Know:<br>Contexts in which Gaelic is used and how these provide opportunities for communication, learning and participation.</td><td>Do:<br>Participate in Gaelic activities across cultural, social and digital contexts.<br><br>Use Gaelic to communicate and interact in different settings beyond the main learning setting.<br><br>Apply Gaelic in new contexts to share experiences and connect with others.</td></tr>
<tr><td colspan="2">Includes, but not limited to<br>Cultural forms and expressions, such as music, literature, drama, media and sport.<br>Recognition that Gaelic identities are not uniform, for example mixed heritage, Highland, Island, urban and diaspora communities.<br>Links to wider Celtic identities (Irish, Manx, Welsh) and shared cultural traits.<br><br>Notes<br>Texts might include written or spoken texts - reflective, creative or personal.</td><td colspan="2">Includes, but not limited to<br>Contexts, such as cultural, social, educational, digital and community settings.<br>Activities, such as literature, sport, media, Mòd, Fèis and online events.<br>Gaelic communities, locally and globally, including digital platforms.<br>Explore education, careers and pathways linked to Gaelic.<br>Opportunities to explore Gaelic language growth through Learning for Sustainability.</td></tr>
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<tr><td rowspan="3">Fourth Level</td><td colspan="2">Understand:<br>Gaelic identities are diverse and are shaped by cultural, linguistic and social influences across local and global contexts.</td><td colspan="2">Understand:<br>Using Gaelic across a wide range of contexts develops confidence and supports meaningful connections.</td></tr>
<tr><td>Know:<br>Features of Gaelic identities across local, national and international contexts and how language, culture and community shape identity.</td><td>Do:<br>Analyse and evaluate themes relating to identity and diversity within Gaelic and other cultural contexts.<br><br>Compare and explain connections between Gaelic identities and other linguistic or cultural communities.<br><br>Create texts that explore personal identity and connections to Gaelic and wider cultures.</td><td>Know:<br>Authentic contexts and opportunities in which Gaelic can be used, including social, cultural, educational and professional settings.</td><td>Do:<br>Use Gaelic to contribute to projects, performances and collaborative activities.<br><br>Communicate using Gaelic in a range of settings beyond the main learning environment.<br><br>Participate in local and national experiences that involve the use of Gaelic.</td></tr>
<tr><td colspan="2">Includes, but not limited to<br>Activities such as literature, drama, media, sport or online events.<br>Contexts - cultural, social, educational and digital (both physical and online).<br>Gaelic communities, locally and globally, including digital platforms.<br>Explore education, career, and pathways linked to Gaelic, where available.<br><br>Notes<br>Texts might include spoken or written texts - reflective, creative or personal.</td><td colspan="2">Includes, but not limited to<br>Events, visits, debates, podcasts, short films in or beyond immediate learning setting.<br>Contexts and settings – interviews, digital media, community interactions, careers fairs, Comunn na Gàidhlig, Spòrs Gàidhlig, Fèisean nan Gàidheal or An Comann Gàidhealach.</td></tr>
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<tr><th>Strand</th><th colspan="2">Dualchas Cultarach agus Coimhearsnachd/Gaelic Cultural Heritage and Community</th></tr>
<tr><td rowspan="3">Early Level</td><td colspan="2">Understand:<br>The Gaelic language is linked with culture and special events.</td></tr>
<tr><td>Know:<br>Gaelic festivals and other events celebrate Gaelic culture.</td><td>Do:<br>Begin to learn about Gaelic culture.<br><br>Join in with cultural activities and traditions.<br><br>Take part in planned events to showcase growing Gaelic skills.</td></tr>
<tr><td colspan="2">Includes, but not limited to:<br>Cultural activities and traditions, such as festivals, celebrations, Royal National Mòd, Fèisean nan Gàidheal and/or Seachdain na Gàidhlig.<br>A focus on values, appreciation and respect through assemblies and other school events.</td></tr>
<tr><td rowspan="3">First Level</td><td colspan="2">Understand:<br>The Gaelic language is linked with culture, traditions and specific events.</td></tr>
<tr><td>Know:<br>Examples of Gaelic cultural traditions and events.</td><td>Do:<br>Take part in and learn about Gaelic cultural traditions and events in local and national contexts.<br><br>Participate in planned events to showcase growing Gaelic skills.</td></tr>
<tr><td colspan="2">Includes, but not limited to:<br>Music, sport, festivals and nationally recognised celebrations.<br>Partner agencies such as Fèisean nan Gàidheal.<br>Annual events such as local and national Mòds and participation in Seachdain na Gàidhlig events.<br>Participation in Gaelic traditions, festivals and celebrations – including within the wider community.</td></tr>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understand:<br>Gaelic is recognised globally as culturally significant.</td></tr>
<tr><td>Know:<br>Ways in which Gaelic language and cultural traditions are recognised and shared locally, nationally and globally.</td><td>Do:<br>Participate in activities that share Gaelic language and culture with others.<br><br>Collaborate with others to plan and participate in events that showcase Gaelic.</td></tr>
<tr><td colspan="2">Includes, but not limited to<br>Music, sport, festivals and nationally recognised celebrations.<br>Participation in Gaelic traditions, festivals and celebrations – including within the wider community.<br>Annual events such as local and national Mòds and participation in Seachdain na Gàidhlig events.<br>Partner agencies such as Fèisean nan Gàidheal or Comunn na Gàidhlig.<br>Opportunities to explore Gaelic language growth through Learning for Sustainability.<br>Opportunities to apply and develop digital skills.</td></tr>
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<table>
<tr><td rowspan="3">Third Level</td><td colspan="2">Understand:<br>Gaelic cultural heritage is shaped by the relationship between people, place and community.</td></tr>
<tr><td>Know:<br>Features of Gaelic cultural heritage and how these reflect relationships.</td><td>Do:<br>Use Gaelic to participate in cultural traditions and practices with others.<br><br>Investigate and describe features of Gaelic heritage and connections to people and place.</td></tr>
<tr><td colspan="2">Includes, but not limited to<br>Features of Gaelic cultural heritage - music, literature, festivals and local/national events.<br>Local heritage - place names, landscapes, stories and landmarks, where appropriate.<br>Alternatively, focus on national culturally significant aspects of Gaelic heritage.</td></tr>
<tr><td rowspan="3">Fourth Level</td><td colspan="2">Understand:<br>Cultural heritage reflects and strengthens the relationships between communities, language and place.</td></tr>
<tr><td>Know:<br>Features of Gaelic cultural heritage and how these reflect relationships across contexts.</td><td>Do:<br>Investigate and analyse features of Gaelic cultural heritage, including local and wider contexts.<br><br>Evaluate how heritage connects language, community and place, using relevant examples.</td></tr>
<tr><td colspan="2">Includes, but not limited to<br>Features of Gaelic cultural heritage - music, literature, festivals and local/national events.<br>Exploration of heritage through place names, landscapes, stories and landmarks.<br>Local heritage, such as place names, landscapes, stories and landmarks, where appropriate.<br>Alternatively, focus on national culturally significant aspects of Gaelic heritage.</td></tr>
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<tr><th>Strand</th><th colspan="4">Luachadh agus Tagrachd/Appreciation and Advocacy</th></tr>
<tr><td rowspan="4">Early Level</td><td colspan="2">Understand:<br>All children have rights that protect them.</td><td colspan="2">Understand:<br>Gaelic is a living language used in different places.</td></tr>
<tr><td>Know:<br>Children have rights that help keep them safe.</td><td>Do:<br>Find out about some UNCRC rights.</td><td>Know:<br>Children can use Gaelic in different places.</td><td>Do:<br>Use Gaelic regularly outwith main learning spaces.</td></tr>
<tr><td colspan="2">Includes, but not limited to<br>UNCRC – articles 31, 12, 29 and 30.<br>Opportunities to explore Gaelic language growth through Learning for Sustainability.</td><td colspan="2">Includes, but not limited to<br>Outdoor learning.<br>Partner agencies, such as Leugh is Seinn le Linda, FilmG or Fèisean nan Gàidheal.<br>Community links, such as Book Bug events.<br>Seachdain na Gàidhlig.<br>Online communities, such as e-Sgoil and BBCAlbaClann.<br>Opportunities to explore Gaelic language growth through Learning for Sustainability.</td></tr>
<tr><td rowspan="4">First Level</td><td colspan="2">Understand:<br>All children have rights that support their safety, development and fair treatment in society.</td><td colspan="2">Understand:<br>Gaelic is used in different places and for different purposes.</td></tr>
<tr><td>Know:<br>The UNCRC rights that protect children and the language they speak.</td><td>Do:<br>Recognise children’s language rights.<br><br>Describe how language rights help Gaelic speakers.</td><td>Know:<br>Different contexts and purposes in which children use Gaelic, such as, in community, outdoor and leisure activities.</td><td>Do:<br>Use Gaelic regularly, in different contexts beyond the main<br>learning setting.</td></tr>
<tr><td colspan="2">Includes, but not limited to<br>UNCRC - language rights articles – 30, 2, 29 and 8.<br>Opportunities to explore Gaelic language growth through Learning for Sustainability.</td><td colspan="2">Includes, but not limited to<br>Outdoor learning.<br>Community links such as Book Bug events.<br>Sport and other leisure activities.<br>Participation in Gaelic events, such as FILMG, Seachdain na Gàidhlig, local/national Mòds.<br>Partner agencies, such as Leugh is Seinn le Linda, FilmG, Comunn na Gàidhlig or Fèisean nan Gàidheal.<br>Online communities, such as e-Sgoil and BBCAlbaClann.<br>Opportunities to explore Gaelic language growth through Learning for Sustainability.</td></tr>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understand:<br>Gaelic speakers, as a minority language group, have rights that protect their language.</td><td colspan="2">Understand:<br>Using Gaelic strengthens communities and supports the future of the language.</td></tr>
<tr><td>Know:<br>UNCRC rights that apply to minority language speakers, including rights related to language, identity and equality.</td><td>Do:<br>Find out about the rights of minority language speakers.<br><br>Talk about and share information about minority language rights with others.</td><td>Know:<br>The role of an ambassador for Gaelic, includes promoting Gaelic and supporting its use by others.</td><td>Do:<br>Contribute to roles and activities that promote the use of Gaelic.<br><br>Encourage others to use Gaelic in and beyond main learning setting.</td></tr>
<tr><td colspan="2">Includes, but not limited to<br>UNCRC articles relating to language, identity and equality – article 30, 2, 29 and 8.<br>Opportunities to explore Gaelic language growth through Learning for Sustainability.</td><td colspan="2">Includes, but not limited to<br>School committees, leadership roles, ‘buddying’ and school representation at external events.<br>Opportunities to explore Gaelic language growth through Learning for Sustainability.</td></tr>
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<tr><td rowspan="3">Third Level</td><td colspan="2">Understanding:<br>The rights of Gaelic speakers are protected through policy to support equality, identity and access to language and education.</td><td colspan="2">Understand:<br>Being an advocate for Gaelic strengthens its status and sustainability in Scotland and beyond.</td></tr>
<tr><td>Know:<br>Ways in which Gaelic has been marginalised in Scotland and how these impact on the language today.<br><br>Key language rights and how they support the use and development of Gaelic.</td><td>Do:<br>Identify and explain key Gaelic language rights within national and international policy.<br><br>Analyse how these rights apply in school and community contexts.<br><br>Communicate information about Gaelic language rights to others.</td><td>Know:<br>Ways in which individuals can promote Gaelic through creative projects, community events and initiatives.</td><td>Do:<br>Use Gaelic to promote language and culture through participation in creative projects.<br><br>Communicate in Gaelic in and beyond main learning setting to engage with others.<br><br>Contribute to events and initiatives that support Gaelic and its community.</td></tr>
<tr><td colspan="2">Includes, but not limited to<br>Examples of marginalisation as a result of legislation, social attitudes, economic factors, policies and practices provide an important context for framing contemporary developments.<br>UNCRC - articles 2, 28, 29, 30.<br>Scottish Languages Act - rights to education, provision of resources and educational standards.<br>Opportunities to explore Gaelic language growth through Learning for Sustainability.</td><td colspan="2">Includes, but not limited to<br>Local, national and online events.<br>Social Enterprise Academy and Youth Philanthropists Initiative opportunities where available.</td></tr>
<tr><td rowspan="3">Fourth Level</td><td colspan="2">Understand:<br>Language rights protect access, representation and equity, supporting the development of Gaelic across society.</td><td colspan="2">Understand:<br>The future vitality and visibility of Gaelic depend on active advocacy by individuals and communities.</td></tr>
<tr><td>Know:<br>Ways in which Gaelic and other minority languages have been marginalised and how these impact on languages in the present day.<br><br>Key language rights within national and international policy, and how these support equality, education and cultural representation.</td><td>Do:<br>Analyse how language rights are applied by communities, organisations and institutions to support Gaelic.<br><br>Evaluate the effectiveness of national and international policies in supporting and promoting Gaelic.<br><br>Communicate findings about how language rights are protected and applied in different contexts.</td><td>Know:<br>Ways in which Gaelic can be promoted and the role of individuals and groups in advocating for Gaelic language and culture.</td><td>Do:<br>Advocate for language and culture through discussion, presentations and projects.<br><br>Contribute to and support community or school initiatives that promote Gaelic.<br><br>Participate in activities that support the status and development of Gaelic.</td></tr>
<tr><td colspan="2">Includes, but not limited to<br>Examples of legislation, social attitudes, economic factors, policies and practices related to Gaelic, to provide an important context for framing contemporary developments.<br>UNCRC and Scottish Languages Act, European Charter for Regional or Minority Languages, Local Authority and public body plans and development.<br>Relevant development groups, connections with external speakers/groups.<br>Opportunities to explore Gaelic language growth through Learning for Sustainability.</td><td colspan="2">Includes, but not limited to<br>Promotion opportunities - creative projects, community initiatives, local and national events and digital platforms.<br>Careers and Pathways, Social Enterprise Academy and Youth Philanthropists Initiative opportunities, where available.<br>Involvement in creative activities, including drama and other performances.</td></tr>
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## Declaration

The content of this document was written by the author, exercising full professional judgement. Education Scotland approved AI tools were used to support review, clarity and quality assurance. Education Scotland staff retain full responsibility and have reviewed and approved all content.

## Version History

| Version | Date | Detail |
|---|---|---|
| Version 1.0 | 4 November 2026 | First released |