**Child Observational Assessment with Actions**

The related actions/experiences detailed below reflect differentiated levels of experience which will be unique to each child. Teachers should use their professional judgement to select the most appropriate action for each individual child. The actions for every skill are ranked in order of difficulty from top to bottom, with the top action in each section being the earliest level achievable and the bottom action in each section being the most difficult.

|  |  |
| --- | --- |
| **Child Observational Appraisal Questions** | **Related Actions/Experiences** |
| **Letter Naming**  **(I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn LIT 0-01a/LIT 0-11a/LIT 0-20a** |  |
| 1. When shown letters they have been previously taught, can the child say the correct sounds? | * I offer meaningful opportunities for children to explore, discuss and identify letters and print in a variety of formats. * I provide phonological activities linked to print to enable children to make connections between the spoken word and the written word. *For example, drawing children’s attention to letters in books and environmental print, working with a variety of tactile letters to look at shape sounds etc., alliteration games, lotto, printed nursery rhymes (encouraging children to add missing words), clapping syllables in words (see appendix 2).* |

|  |  |
| --- | --- |
| 1. When shown letters they have been previously taught can the child identify the correct letter sound and name? Can the child match lower and uppercase letters? | * I provide systematic phonics teaching using a multi-sensory (active) approach. Children are given the opportunity to identify letters, make words (blend) and break words into component sounds (segment). *For example, using a synthetic phonics approach children use magnetic letters and other concrete aids to make words and break words. Opportunities are given for children to identify these words in books and environmental print. (See phonics bingo and phonics jigsaw games in appendix 2)* * I reinforce during informal and formal settings that every letter has an upper case and lower case written form and corresponding sound. *For example, children have access to a personal alphabet a continuous strip with upper and lower case. Adults highlight capitals and lower case in printed names, signs, books.* |

|  |  |
| --- | --- |
| **Phonological Awareness**  **(I enjoy exploring and playing with the patterns and sounds of language and can use what I learn LIT 0-01a/LIT 0-11/LIT 0-20a. As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings LIT 0-10a).** |  |
| *Word level:*   1. Can the child accurately repeat unknown words? *“I am going to say some words that you may not have heard of. I will say each word and then I would like you to repeat it clearly. Look at me and* ***listen*** *very carefully when I say the word. ‘Bodach-rocais’ ’, now you say it”.* | * I expose children to a wide range of vocabulary and language in Gaelic. * I encourage children to use new words and phrases, including those that are phonologically challenging and I am aware that young learners will initially use both Gaelic and English together. *For example, activities may include nursery rhymes, songs and encouragement of repetition using naturally occurring learning experiences as a context for new language.* * I continue with the activities above, but focus more on the development of more complex and sophisticated vocabulary using a variety of stimulus e.g. books, topics. * I use talking and listening activities to enable pupils to practise using new words and phrases in a variety of contexts. |

|  |  |
| --- | --- |
| 1. Can the child put 2 sounds together to make spoken words in Gaelic? | * I support children to develop an awareness of sounds in words at phoneme, syllable and rhyme levels. * I encourage children to experiment with the sounds in words, at phoneme, syllable and rhyme levels, and to manipulate these sounds. * I encourage them to delete and substitute phonemes, rhymes and syllables in fun activities as their Gaelic language skills develop to the appropriate level. |
| 1. Can the child put 3 sounds together to make spoken words in Gaelic? | As above |
| **Phoneme Identification**  **(I enjoy exploring and playing with patterns and sounds of language and can use what I learn LIT 0-10a/LIT 0-11a/LIT 0-2-a).** |  |
| 1. Can the child identify the first sound in a spoken word? Show the child a picture, tell the child the name of the picture e.g. ‘ bòrd’, then say “*Can you say the first sound of this word?”* | * I engage the children in a variety of fun activities (such as [Factaraidh nam Fuaimean](https://fnf.lasadh.co.uk/) and [Lasadh](https://www.lasadh.co.uk/)) within naturally occurring contexts that encourage them to: * *identify* the individual sounds (phonemes) in the spoken words and to * *generate* others, using both words that start with the same sound (alliteration) and/or end with the same sounds (rhyme). *For example, adult models and encourages children to ‘speak like a robot’ to pronounce each phoneme in the word. (See appendix 2 for possible activities)* |
| 1. Can the child identify words that start with the same sound? | * I encourage children to play with individual sounds and explore how different sounds are made in their mouths. |

|  |  |
| --- | --- |
| **Blending Phonemes into Words**  **(I explore sounds, letters and words, discovering how they work together and I can use what I learn to help me as I read or write GAI 0-12a/LIT 0-13a-LIT 0-21a).** |  |
| 1. Can the child read a variety of consonant-vowel-consonant words correctly (e.g. cat) See [Lasadh](https://www.lasadh.co.uk/) | * I provide systematic phonics teaching using a multi-sensory approach. Children are given the opportunity to identify letters, make words (blend) and break words into component sounds (segment) *see also letter naming*. *For example use magnetic letters to make words and break words. Avoid a passive, decontextualized worksheet approach to phonic teaching.* |
| 1. Can the child read new short words with initial or final consonant blends? (e.g. glas, bròg ) | * I encourage children to use a range of strategies to read words through explicit teaching and modelling. * I provide opportunities for children to transfer the knowledge they are learning during phonics teaching into reading (at a work and text level) and to writing. *For example, introduce work attack strategies (look at the first letter) teacher models the use of word attack strategies when reading to children (see appendix 1).*   See also actions in the three minute assessments: letter naming and word recognition. |

|  |  |
| --- | --- |
| **Word Recognition**  **(I enjoy exploring and playing with patterns and sounds of language and can use what I learn LIT 0-10a/LIT 0-11a/LIT 0-2-a).** |  |
| 1. Can the child read aloud sight words? | * I engage children in meaningful, relevant and exciting opportunities to explore print e.g. when reading books with children, when looking at alphabet letters and when making good use of print in the nursery. * I encourage a curiosity about print by linking it to children’s areas of personal interest. |
| 1. Can the child demonstrate knowledge about books and texts (i.e. accurately, at a good pace). 2. Can the child read simple sentences? | Before expecting children to read aloud, I provide opportunities for children to learn that:   * Print has meaning i.e. represents spoken language, conveys a meaning or tells a story. * Print has a specific rule e.g. moves from top to bottom of the page, from left to right of the page. * Books are used in a specific way e.g. read from front to back. * Print includes letters, spaces, words and punctuation.   Provide opportunities to read independently, eg/reading book and other familiar contexts. |

|  |  |
| --- | --- |
| 1. Can the child understand the words and phrases used in the classroom? | * I use explanations and illustrations, and I model vocabulary in context and encourage children to do the same, to deepen children’s understanding of new and familiar vocabulary. * I encourage children to use a range of strategies to read words through explicit teaching and modelling (e.g. sounding out, reading on, using the context). * I provide opportunities for children to transfer the knowledge they are learning during phonics teaching to word and text reading. * I help children to develop strategies to read irregular words. * I develop children’s vocabulary knowledge and help them use this knowledge to read words. * I give children daily opportunities to interact with and talk about books. * I read widely to children to boost vocabulary in a variety of contexts to broaden vocabulary in Gaelic. * I use fiction and non-fiction books to promote vocabulary learning using, for example: * Unfamiliar words that are repeated in the story and have key significance. * Illustrations that help explain the meaning of new words. |

|  |  |
| --- | --- |
| **Language Comprehension**  **(I listen and watch for useful or interesting information and I use this to make choices or learn new things LIT 0-04a).** |  |
| 1. Can the child follow instructions of increasing complexity? | * I use tone, gesture, body language to support understanding of Gaelic language. * I use approaches, games and priming to encourage careful listening, especially to key words. * I use pictures/illustrations/role play to support comprehension. * I make sure children understand all the words and phrases. I model their use in a variety of contexts and encourage children to use them. * I show pupils how to create mental imagery while they are reading/listening to extend and monitor their comprehension. |
| 1. Can the child ask and answer questions about everyday experiences? | * I encourage children to respond appropriately to questions, instructions and directions given in Gaelic. I use a think aloud, modelling strategy to teach this. * I invite children to relate what is happening in a story/a topic being studied to their own experiences and knowledge, encouraging the use of learned Gaelic words and phrases. |

|  |  |
| --- | --- |
| **Writing**  **(As I play and learn, I enjoy exploring interesting materials from writing and different ways of recording my experiences and feelings, ideas and information LIT 0-21b. I explore sounds, letters and words, discovering how they work together and I can use what I learn to help me as I read or write GAI 0-12a/LIT 0-13a-LIT 0-21a).** |  |
| 1. Can the child make shapes (e.g. circles, triangles and squares) and forms resembling letters? | * I provide opportunities for the children to practise making meaningful marks/words with spaces in between (using pens, pencils, crayons, sand, paint (brush or finger) and chalk). * I ask them to read these ‘stories’ back to me or to dictate other stories to me and then ask them to illustrate their stories with a drawing, encouraging the use of learned Gaelic words and phrases. |
| 1. Can the child write his/her own name and recognise the names of peers? | * I provide opportunities for the children to write their own names (labels, lists of who is having what snack, lists of names beginning A, B etc.) and to recognise other children’s names (circle games with name tags). |

|  |  |
| --- | --- |
| 1. Can the children use phoneme knowledge to help them begin to write down simple words? | * Using pens, pencils, magnetic letters, doodlers and letter blocks, I provide the opportunities for children to learn about letters as they try to spell out simple C-V-C words (ultimately in their own handwriting). * I provide experiences for words with more complex graphemes (e.g. ‘ ua, ao, ) supported by pictures (e.g. aon, caol, suas, fuar).   I support children to write using a variety of strategies e.g.   * Encouraging children to write and use vocabulary (including common words) from their reading books in their simple sentences (*Vocabulary*). * Pointing out capital letters and full stops using, for example, a ‘Big Book’ and practical tasks (jumbled up words that have been laminated – one with a capital letter, several filler words and one with a full stop – and ask them to order them correctly. * Encouraging children to write their own simple sentences remembering capitals and full stops (*Punctuation*). |

|  |  |
| --- | --- |
| **Book availability**  **(I enjoy exploring and choosing stories and other texts to watch, read or listen to and I can share my likes and dislikes LIT 0-01b/LIT 0-11b).** |  |
| 1. Does the child engage with a good supply of fiction and non-fiction books of appropriate difficulty? | * I change and update books regularly so that children can choose from a range of familiarity – from old favourites to new ones and ensure links are made with their prior knowledge and interest wherever possible. * I choose books, both fiction and non-fiction, which match a range of their interests and in different formats, e.g. picture books, graphic novels, comics, audio books etc. * I have a book lending system where children can take books home to share with families. * I help each child make links between a variety of available texts and their own interests, experiences and knowledge in order to encourage their engagement in a range of books. * I encourage a range of adults to come in to read to children in Gaelic, either one-to-one or in groups. |

|  |  |
| --- | --- |
| **Motivation and persistence**  **(I enjoyed exploring and choosing stories and other texts to watch, read or listen to and I can share my likes and dislikes LIT 0-01b/LIT 0-11b).** |  |
| 1. Does the child show an independent, spontaneous interest in books and reading, asking to be read to and wanting to read themselves? | * I provide times in the day/week for the child to read in a small group allowing for more adult/child interaction. * I read books to children at least 3 times to gradually increase their understanding and use of language for thinking. * I select the ‘right’ book and read the ‘right’ way – the right book is developmentally appropriate, has interesting topic and appealing illustrations. I use props to help the child understand the story; change my voice and expression to convey tone and feeling of the story/characters. * I carefully observe the child’s level of involvement – focus on attention; interaction; I give responsibility for helping to hold the book; draw them in with questions/prompts. * I provide guidance to the child in choosing books at the ‘right’ level for them, recognising their developmental level and reading interests. I show a number of selection criteria to help, including looking at the book cover, the amount of text on the page, reading the reviews in the blurb or the back cover and reading sections of the book. |
| 1. When faced with reading a task, does the child persist and strive to succeed? | * I provide commentary and feedback as the child is reading which notices their efforts and thinking, rather than correctness:    + I name the use of reading cues and strategies: ‘*You’ve tried a word which makes sense*’, ‘*You noticed that doesn’t look right and you’ve corrected it*’.   + I give specific feedback on trying: ‘*I liked the way you worked that word out for yourself; you’ve stopped to think what makes sense here; you looked at the picture to see what word would go there*’. * I encourage cooperative reading/writing with another child to reduce competition. * I use think-out-loud comments to model the use of language for thinking and problem solving that require children to: explain; predict; pretend; recall experiences; evaluate. |

|  |  |
| --- | --- |
| **Computer-based Instruction**  **(I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes**  **LIT 0-01b/LIT 0-11b. I explore sounds, letters and word, discovering how they work together, and I can use what I learn to help me as I read and write GAI 0-12a/LIT 0-13a/LIT 0-21a).**   1. Does the child respond to compute based programmes regarding phonics or real books? | * I regularly provide opportunities for children to access play-based computer programmes which reinforce and extend their understanding of the core literacy items: letter names/sounds; work recognition and spelling; vocabulary; writing. Lasadh, Factoraidh nam Fuaimean, Clicker for example. * I encourage children to become familiar with computer-based programmes which allow them to write short simple stories; record their experiences etc. * I integrate the use of computer-based programmes eg beebots, probots, roamer, into my lesson planning for children which support their construction of knowledge and problem solving skills. This approach also supports grammatical knowledge such as positional language, following directions etc. |