

**Developing Young People's Fluency in Reading and  
Writing in Gaelic  
Teachers' Guide:**

**A**

**FLaT Funded Project**

**For**

**East Ayrshire Council**

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## **Exemplar:**

# **Oisean ann an Tir nan Og**

# **Martainn Mac an t-Soair**

### **NB:**

1. **All** of the following activities are underpinned by paired / group talking and listening opportunities with peer and teacher – led conferences built in.
2. The activities are grouped in relation to the typical reading comprehension difficulties encountered by inexperienced readers rather than chronologically by chapter.
3. Teachers should select from this range of activities depending on the pupils' interests and developmental needs.
4. Pupils should maintain a reading journal of their engagement with and responses to the activities: a suggested format is outlined on page 10.
5. As a means of facilitating discussion amongst teachers and improving the resource, it would be helpful if teachers could also maintain a brief log of their responses to teaching the activities. A suggested format is outlined on page 11.
6. Further reading on typical reading comprehension problems as outlined below can be found in, Wray, D (2004) *Teaching Literacy*, pp. 9-12, David Fulton Publishers

**READING & WRITING: WHAT ARE THE CHALLENGES?**

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<b>THE CHALLENGE</b>	<b>TALKING /READING</b>	<b>TALKING/ WRITING</b>
<b>CHALLENGE 1</b>	<b><u>Can</u> I say it? Decoding new vocabulary</b>	<b>Can I spell it? Using grapho-phonetic strategies</b>
<b>CHALLENGE 2</b>	<b>Can I understand it? Understanding new vocabulary &amp; expressions</b>	<b>Can I make it more interesting? Using new vocabulary &amp; expressions</b>
<b>CHALLENGE 3</b>	<b><u>How</u> will I say that? Using grammatical knowledge to aid comprehension</b>	<b>Can I build it? Using grammatical knowledge to sequence, punctuate &amp; convey register &amp; mood</b>
<b>CHALLENGE 4</b>	<b>What do I know? Bringing prior general knowledge to the text</b>	<b><u>What</u> can I write about? Using prior knowledge in writing</b>
<b>CHALLENGE 5</b>	<b>Do I know someone like that? Bringing prior knowledge of character types</b>	<b><u>Who</u> can I write about? Writing genre specific character types</b>
<b>CHALLENGE 6</b>	<b>What's that character going to do? Using knowledge of characteristic behaviours</b>	<b><u>How</u> can I bring the character alive? Constructing believable character traits</b>
<b>CHALLENGE 7</b>	<b>How does the plot thicken? Recognising the importance of new characters, settings and incidents</b>	<b>Where will my story go? Constructing contrasting characters &amp; developing conflicts in appropriate settings</b>
<b>CHALLENGE 8</b>	<b>Why does the author write about that? Recognising important objects</b>	<b>What can I use to create interest / intrigue?</b>
<b>CHALLENGE 9</b>	<b>What do I need to know? Filling gaps in personal knowledge</b>	<b>How will I record / use this new information?</b>
<b>CHALLENGE 10</b>	<b>What's the big idea? The message / moral</b>	<b>How will I show how the events have affected the main characters in my writing?</b>

<p align="center"><b>READING CHALLENGE 1</b>  <b>Can I say it?</b>  <b>Decoding new vocabulary</b></p>	<p align="center"><b>WRITING CHALLENGE 1</b>  <b>Can I spell it?</b>  <b>Using grapho-phonetic strategies</b></p>
<p><b>1. Phonological Awareness Activities:</b></p> <ul style="list-style-type: none"> <li>• Rhythmic and rhyming text and activities</li> <li>• Word families / spelling strings</li> </ul> <p><b>2. Analytic Phonics</b></p> <p><b>3. Synthetic phonics</b></p> <p><b>4. Word Attack Strategies:</b> Group Discussion Board; Text Attack Bookmark; Reading Detective</p> <p><b>5. Post-it!</b></p> <p><b>6. Cloze procedure:</b> linking phonics-grammar-meaning</p> <p><b>7. Word recognition games</b></p>	<p><b>Reading our Spelling</b></p> <ul style="list-style-type: none"> <li>• <u>Knowing</u> “I can spell”</li> <li>• Phonological strategies (analytic phonics): <ul style="list-style-type: none"> <li>✚ Rime strings</li> <li>✚ Elkonin boxes</li> </ul> </li> <li>• <b>Orthographic strategies:</b> <ul style="list-style-type: none"> <li>✚ What’s the “hard bit”?</li> </ul> </li> <li>• <b>Class Spelling Game:</b> <ul style="list-style-type: none"> <li>✚ Word / Sentence Doctor</li> <li>✚ Musical Spelling</li> </ul> </li> <li>• <b>Mixed Ability Spelling Game:</b> <ul style="list-style-type: none"> <li>✚ Spelling Wizard</li> </ul> </li> <li>• <b>Individual Spelling Activities:</b> <ul style="list-style-type: none"> <li>• Have-a-go boards</li> <li>✚ Friends and Enemies</li> </ul> </li> </ul>

<p align="center"><b>READING CHALLENGE 2</b>  <b>Can I understand it?</b>  <b>Understanding new vocabulary and expressions</b></p>	<p align="center"><b>WRITING CHALLENGE 2</b>  <b>Can I make it more interesting?</b>  <b>Using new vocabulary and expressions</b></p>
<ol style="list-style-type: none"> <li>1. <b>Word Attack Strategies</b></li> <li>2. <b>Group Discussion Board</b></li> <li>3. <b>Post-it!</b></li> <li>4. <b>Cloze procedure</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Word Work Out (WWW):</b> <ul style="list-style-type: none"> <li>• <b>Make sentences</b> (using new words)</li> <li>• <b>Change sentence</b> ( to replace word with a new word)</li> <li>• <b>Sentence Expansion</b> (Q &amp; A)</li> </ul> </li> <li>2. <b>Synonym / Antonym Boards</b></li> <li>3. <b>The Awfully Good, Terribly Nice and Gruesomely Bad</b>  <b>Conversation Cards</b></li> </ol>

<p align="center"><b>READING CHALLENGE 3</b>  <b>How will I say that?</b>  <b>Using grammatical knowledge to aid comprehension</b></p>	<p align="center"><b>WRITING CHALLENGE 3</b>  <b>Can I build it?</b>  <b>Using grammatical knowledge to sequence, punctuate &amp; convey register and mood</b></p>
<ol style="list-style-type: none"> <li>1. <b>Group Discussion Board</b></li> <li>2. <b>Choice Cuts</b></li> <li>3. <b>Cloze procedure:</b> focus on grammar</li> <li>4. <b>Punctuation activities</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Wonderful Words Display</b></li> <li>2. <b>Word Work Out:</b> <ul style="list-style-type: none"> <li>• name the noun</li> <li>• vapid verbs</li> <li>• agile adjectives</li> <li>• Mind Your Tone!</li> <li>• The Apos'Trophy</li> </ul> </li> </ol>

<p align="center"><b>READING CHALLENGE 4</b>  <b>What do I know?</b>  <b>Bringing prior general knowledge to the text</b></p>	<p align="center"><b>WRITING CHALLENGE 4</b>  <b>What can I write about?</b>  <b>Using prior knowledge in writing</b></p>
<ol style="list-style-type: none"> <li>1. <b>Reasons for Reading Bookmarks</b></li> <li>2. <b>Comprehension Constable:</b></li> <li>3. <b>Prediction Board:</b></li> <li>4. <b>Comparisons Chart</b> – From own point of view e.g., good and bad about living 300 years ago / now; being young / old</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Innovating Stories:</b> <ul style="list-style-type: none"> <li>• <b>Take bits out (summarise main ideas)</b></li> <li>• <b>Change Things (The day I met /saw (pop star; sports star etc...))</b></li> </ul> </li> <li>2. <b>WWO:</b> <ul style="list-style-type: none"> <li>• <b>Make Sentences:</b> give noun related to subject; children add adjective, then verb; then make sentence</li> </ul> </li> </ol>

<p style="text-align: center;"><b>READING CHALLENGE 5</b>  <b>Do I know someone like that?</b>  <b>Bringing prior knowledge of character types</b></p>	<p style="text-align: center;"><b>WRITING CHALLENGE 5</b>  <b>Who can I write about?</b>  <b>Writing genre specific character types</b></p>
<p>1. <b>T-Charts:</b> Heroes and heroines in traditional tales. Compare pre-reading T-chart to descriptions of Finn, Oisean &amp; Niamh</p> <p>2. <b>Expressions of Interest Writing Folders:</b> What <b>Expressions of Interest</b> could you use in your writing or story telling?</p>	<p>1. <b>Personal T-Charts</b></p> <p>2. <b>All About</b> (personal)</p> <p>3. <b>Character T-Charts:</b> Before reading relevant sections review background knowledge of Stereotypes. After reading, use the literal &amp; inferential clues in the text to add to your T-chart and, for each character, write a</p> <p>4. <b>Character Profile.</b> Use these to write an <i>evaluative</i> thumbnail of each character</p> <p>5. <b>Character Thumbnail / All About</b> (character)</p>

<p style="text-align: center;"><b>READING CHALLENGE 6</b>  <b>What's that character going to do?</b>  <b>Using knowledge of characteristic behaviours</b></p>	<p style="text-align: center;"><b>WRITING CHALLENGE 6</b>  <b>How can I bring the character alive?</b></p>
<ol style="list-style-type: none"> <li>1. <b>In My Experience Board:</b> comparing own experiences with the characters'.</li> <li>2. <b>Conflict Map: choosing between two friends</b> (Oiseann &amp; Niamh; Oiseann &amp; Feinn; Oisean &amp; the Feinn): what, why &amp; predicting resolution <b>OR</b></li> <li>3. <b>Character Hot-seating</b></li> <li>4. These questions and answers can be developed into <b>Readers' Theatre</b> or <b>Thought Tracker</b> activities</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Conflicts</b></li> <li>2. <b>Resolving a Conflict</b></li> <li>3. <b>Advertising: One Perfect Parent or Pal/ Champion Child</b></li> </ol>

<p style="text-align: center;"><b>READING CHALLENGE 7</b>  <b>How does the plot thicken?</b>  <b>Recognising the importance of new characters, settings and incidents</b></p>	<p style="text-align: center;"><b>WRITING CHALLENGE 7</b>  <b>Where will my story go?</b>  <b>Constructing contrasting characters and developing conflicts in appropriate settings</b></p>
<ol style="list-style-type: none"> <li>1. <b>Writer’s Blueprint:</b> plot the story so far until Oisean leaves for the Gaidhealtachd. What will happen next?</li> <li>2. <b>Comparisons:</b> Good and bad feelings about “change”.</li> <li>3. <b>Comprehension Constable</b> (Reflective activity) <ul style="list-style-type: none"> <li>• <b>What clues did the author give the reader that the story would be resolved this way? (Genre)</b></li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Follow That Plot!</b> Give pupils the opening and build up to a story – they are taken on a “mystery tour” and arrive in a strange environment</li> <li>2. <b>Look Around You!:</b> brainstorm settings for traditional stories. Use responses to develop <b>Settings Map</b> for their strange environment</li> <li>3. <b>I’m in Agony, Aunt</b></li> <li>4. Linking Character, plot and setting: Use the <b>Follow That Plot, Personal Thumbnails and Settings Map</b> to produce <b>A Day in the Life of</b> (pupil) in their new environment</li> <li>5. <b>Extension: Imaginative Writing</b></li> <li>6. <b>Try Walking in My Shoes OR</b></li> <li>7. <b>Character Heads and Tails</b> as precursor to <b>A Day in the Life of...an imaginary character.</b></li> </ol>

<p style="text-align: center;"><b>READING CHALLENGE 8</b>  <b>Why does the author write about that?</b>  <b>Recognising important objects</b></p>	<p style="text-align: center;"><b>WRITING CHALLENGE 8</b>  <b>What can I use to create interest intrigue?</b></p>
<ol style="list-style-type: none"> <li>1. <b>Connotations</b> (after writing / talking activity): land of the ever young; white horse <b>OR</b></li> <li>2. <b>Comprehension Constable:</b></li> <li>3. <b>Mind's Eye</b> activities</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Connotations Game</b></li> <li>2. <b>Follow That Plot!:</b> give pupils a "conflict". What (object from literature / film etc) would they borrow to help resolve this?</li> </ol>

<p align="center"><b>READING CHALLENGE 9</b>  <b>What do I need to know?</b>  <b>Filling gaps in personal knowledge</b></p>	<p align="center"><b>WRITING CHALLENGE 9</b>  <b>How will I record / use this information?</b></p>
<ol style="list-style-type: none"> <li>1. See Challenge 4: What do I Know?</li> <li>2. KWFL grids</li> <li>3. Question Directions</li> <li>4. Brainstorm Carousel</li> </ol>	<ol style="list-style-type: none"> <li>1. Before Reading Discussion / Research, e.g.:            What traditional stories do they know?            What are the themes of these stories?            Who was Oisean / Finn McCool?</li> </ol>

<p style="text-align: center;"><b>READING CHALLENGE 10</b>  <b>What's the big idea?</b>  <b>The message / moral</b></p>	<p style="text-align: center;"><b>WRITING CHALLENGE 10</b>  <b>How will I show how the events have affected the main characters in my writing?</b></p>
<p>Of particular importance <b>are talking activities</b> which look at changes to the characters' personalities / behaviours as a consequence of the resolution to the problem. This learning outcome has to be explicitly shared with the children.</p> <ol style="list-style-type: none"> <li>1. <b>Writer's Blueprint</b></li> <li>2. <b>Character hotseating</b> ( TV Interview) with: <ul style="list-style-type: none"> <li>• young men who asked for his help</li> <li>• Niamh</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Writer's Blueprint or Follow That Plot:</b></li> <li>2. Look at the <b>Story Endings:</b> use the answers to the questions to plan a <b>sequel</b> where we find out what happened to Finn</li> <li>3. <b>Reader's Theatre / Newspaper Reports:</b> <ul style="list-style-type: none"> <li>• Finn's disappearance from the Land of the Ever Young;</li> <li>• and appearance in the 21<sup>st</sup> Century</li> </ul> </li> </ol>



# Reading Journal



<b>Date Started</b>	<b>Activity</b>	<b>This was helpful because</b>	<b>This was difficult because</b>	<b>Date Achieved</b>
		<b>I will use this when</b>	<b>To get better I could</b>	
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# Teachers' Journal

<b>Date</b>	<b>Activity</b>	<b>What worked?</b>	<b>What proved difficult?</b>