

Second Level Literacy

Week Beginning 22nd February

SKILLS for writing - Punctuation

Practise selecting and using punctuation correctly before publishing your writing.

Copy out the sentences on page 3 and put in the correct punctuation.

You can email your sentences and get them marked to make sure you are accurate!

SKILLS for writing - Connectives

I don't like apples, **however** they are good for my health.

Practise using these connectives in quality sentences and then use these connectives in your writing:

unless	as soon as	rather than
instead of	although	while
meanwhile	consequently	

SKILLS for writing - Cursive handwriting

At second level you should be using joined writing in every piece of writing.

Cursive Handwriting skills sheets can be found on the blog.

Call and collect if you need a set printed out.

It's a writing week in P 5-7!

Read over the Second Level writing checklist on page 2 before you get started. It is important to include as many of the criteria in your writing as you can.

You need to show these skills over the entire piece of writing—this is why you are asked to write between 250—350 words.

Choose one of the pieces this week and email it to me or drop it in the school post box. I'll give you feedback for improvement.

Write a recount.

A **recount** is the retelling or **recounting** of an event or a experience. Often based on the direct experience of the writer, the purpose is to tell what happened.

Choose to either tell us about (recount) the best holidays you have ever been on or recount your family lockdown stories.

Title: **Home or Away**

Write a persuasive letter.

Laying it out formally write a persuasive letter to a famous or influential person of your choice.

Invite them to open the school gala day or take part in another school event.

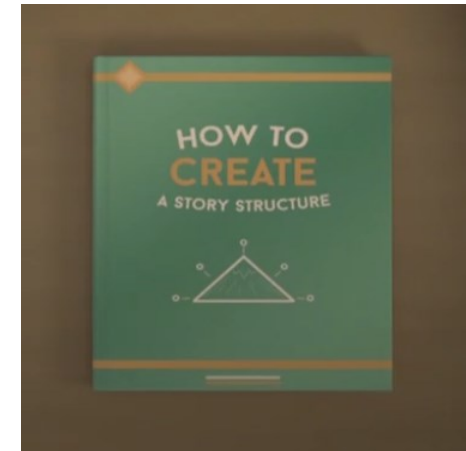
What information will you tell them about our school?

How will you persuade them to come for the visit?

SKILLS for writing - SPELLING WORKOUT

Reading and EPIC! - look at how other writers use language and build sentences; how they add detail to stories.

Write a creative story. Watch the film:



<https://clickv.ie/w/EK0p>

<https://online.clickview.co.uk/libraries/videos/37712326/writing-story-structures>

You have the opportunity to write a story of your choice.

You should try to be original.

Create a new character to write about or put your family in a new setting with a new problem or dilemma.

Use the mountain planner on page 4 to firm up your story structure.

Using these criteria will support you to produce a high quality piece of writing.

We've been working on interesting vocabulary in our home learning—look back and use some of the examples you worked on.

A good way to remember when to use paragraphs

is **TiP ToP**

Time - change paragraph when the time changes in your writing. You are writing about breakfast. New paragraph when you are writing about lunch.

Place - change paragraph when you change place in your writing. You are writing about being in school. Change paragraph when you move to being at home.

Topic - change paragraph when you change topic in your writing. You are writing about bees. Change paragraph when you are writing about butterflies.

Person - change paragraph when you are writing about different people. You are writing about the teacher. Change paragraph when you are writing about police officer.

Mix it Up! Sentences are everything. Make some short. Start them differently. Connect them in the middle **in order to** make them longer. Use good punctuation.

No punctuation = no sentence

My piece of writing should be at least about 250 – 350 words.

1. I can use interesting and ambitious words or phrases to continue and develop ideas. I must use at least 4 examples.
2. I can attempt to use a range of connectives (e.g. although, however, nevertheless, since, in order to, contrary to, ...).
3. I can attempt to use a range of openers (e.g. words ending in “ing”, “ed”, “ly” and **connectives as openers**. (e.g. “Thoughtfully, I watched the stars...”, “Smiling, she embraced me...”))
4. I can use **full stops, commas and question marks** accurately and I experiment with other punctuation for effect, (e.g. exclamation marks, inverted commas, ellipsis, dashes, brackets and apostrophes).
5. I can spell all common words correctly.
6. I can spell all familiar words accurately.
7. I can link and relate events/points in my writing so that my writing makes sense. (e.g. afterwards, before, also, after a while, eventually, moreover, furthermore, in addition to this...)
8. I can consistently use the appropriate form to suit the purpose of the task. (e.g. formal and informal letter, report, diary, dialogue, narrative)
9. I can deliberately choose adjectives and/or adverbs for detail and description (e.g. The bad child. The despicable child.)
10. I can write in a lively and clear way and I can make my sentences different lengths.
11. I can use paragraphs to organise my writing.
13. I can use language to express feelings or emotions.
14. I can attempt to give opinion, interest or humour through detail.
15. I can use correct grammatical structures. Seen, saw did, done etc.
16. I can organise ideas appropriately for both purpose and reader, e.g. captions, headings, bullet points, fonts, chapters, letter formats, paragraphs, logically sequenced events, contextual and background information ...).
17. I can use general words for style (e.g. sometimes, never, always, often, even, in addition...).
18. My handwriting is accurate, consistent and linked.

Punctuate these sentences correctly!

mum cried your room looks like dogs dinner please should tidy it up

sisters are annoying when they copy what you say mess up your room take your stuff without asking and tell on you for nothing

the drone flew into the tree and exploded

stop nagging nagged my dad

haud yer tongue griped maw I dinnae ken how yer teachers handle ye at schul.

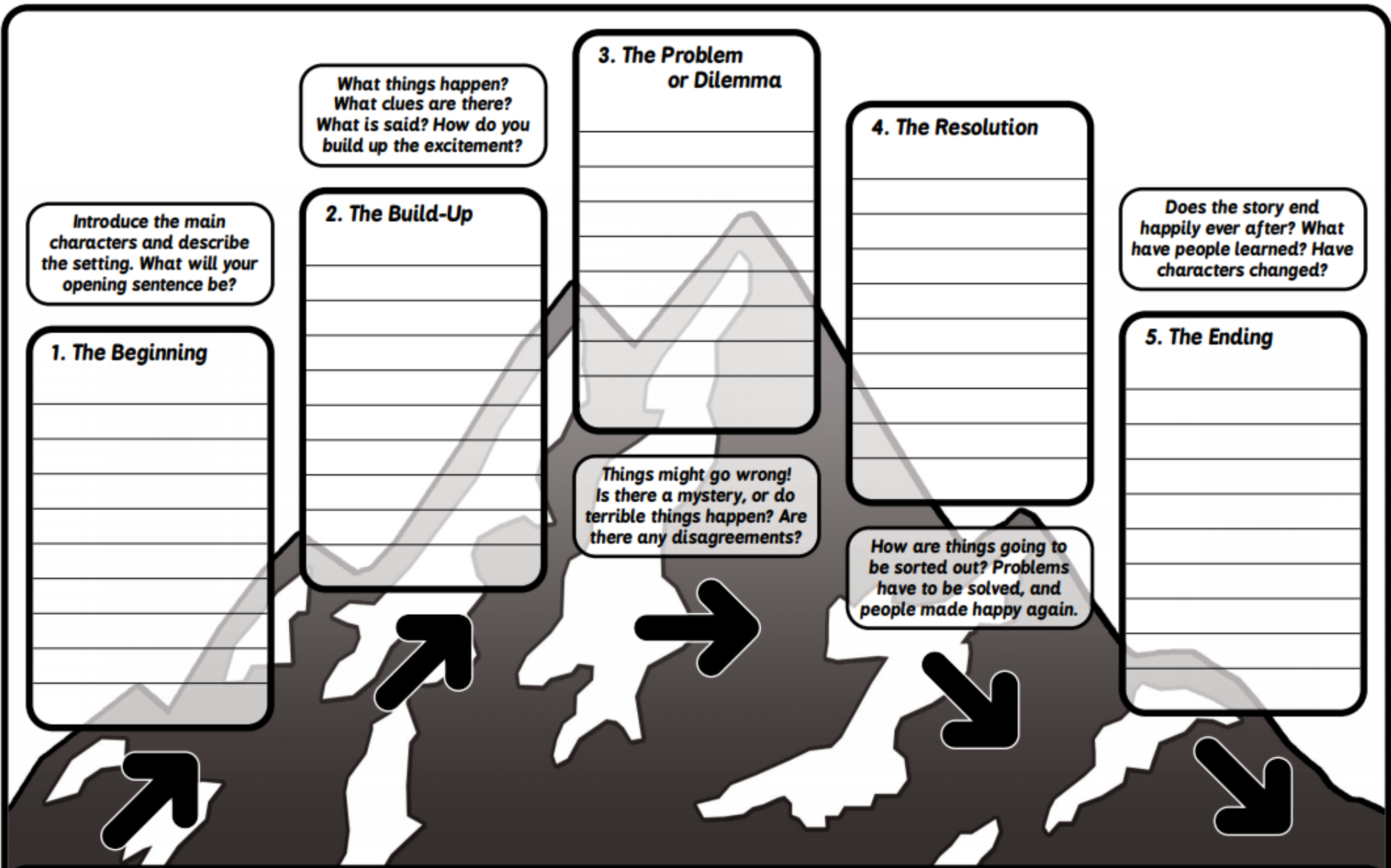
why are all teachers skilled at nagging

can you pass me the glossy magazine the one with the shoes on the front cover so that I can use it to swot this fly

it is useful to have the correct equipment for writing a sharp pencil a fluid pen plenty of paper or a computer with a built in spellchecker

dogs run in circles

the bees honey tasted delicious when spread on toast although it tasted even better on my brothers toast



THE STORY MOUNTAIN PLANNER

Name Date