



Collin Primary School
Literacy and English at
Second Level





Introduction—Second Level

Here at Collin Primary we recognise that Literacy and English skills are important to a child's success—both at school and in everyday life. Being confident in all aspect of reading, writing, listening and talking is important for every child's personal development. This booklet is to give you an understanding of what we do at this school to help develop your child's skills, and the methods and resources we use to do so. It is not exhaustive, and as we know, things change over time, but hopefully this booklet will also help you as a parent and help you understand how literacy and English is taught.



Useful Website, including those we use in school

www.bbc.co.uk/bitesize/ks2/english
www.topmarks.com
www.primarygamesarena.com
www.doorwayonline.org.uk
<http://www.storylineonline.net>
www.crickweb.co.uk/ks2literacy.html
<http://www.activelearnprimary.co.uk>
(Bug Club)

If you go onto these websites and the levels are based on the English curriculum—the equivalent of Second Level in Scotland is **KS2 (Key Stage 2)**



What I am learning in School?

These are the skills I'm developing in 2nd level for **LISTENING & TALKING...**

- I select spoken texts regularly for enjoyment or to find information for a specific purpose.
- I contribute a number of relevant ideas, information and opinions when engaging with others.
- I show respect for the views of others and offer my own viewpoint.
- I ask or answer questions, clarify points or support others' opinions or ideas.
- I apply verbal and non-verbal techniques in oral presentations and interactions, for example, vocabulary, eye contact, body language, emphasis, pace and/or tone.
- I recognise some techniques used to engage or influence the listener, for example, vocabulary, emphasis, tone and/or rhetorical questions.
- I identify the purpose of spoken texts with suitable explanation.
- I identify the main ideas of spoken texts, with supporting detail, and use the information gathered for a specific purpose.
- I make relevant notes using own words, for the most part, and use these to create new texts for a range of purposes.
- I ask and respond to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of spoken texts.
- I identify the difference between fact and opinion with suitable explanation.
- I communicate clearly, audibly and with expression in different contexts.
- I plan and deliver an organised presentation/talk with relevant content and appropriate structure.
- I use suitable vocabulary for purpose and audience.
- I select and use resources to support communication.

What I am learning in School?

These are the skills I'm developing in 2nd level for **READING...**

- I select texts regularly for enjoyment or to find information for a specific purpose.
- I explain preferences for particular texts, authors or sources with supporting detail.
- I read with fluency, understanding and expression using appropriate pace and tone.
- I use knowledge of context clues, punctuation, grammar and layout to read unfamiliar texts with understanding.
- I apply a range of reading skills and strategies to read and understand texts, for example, skimming, scanning, predicting, clarifying and/or summarising.
- I skim texts to identify purpose and main ideas.
- I scan texts to find key information.
- I find, select and sort relevant information from a range of sources.
- I make and organise notes using own words, for the most part.
- I use notes to create new texts that show understanding of the topic or issue.
- I identify the purpose of a text with suitable explanation.
- I identify the main ideas of a text with appropriate detail.
- I make relevant comments about features of language, for example, vocabulary, sentence structure and punctuation.
- I respond to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of texts.
- I create different types of questions to show understanding of texts.
- I distinguish between fact and opinion with appropriate explanation.
- I recognises techniques used to influence the reader, for example, word choice, emotive language, rhetorical questions and/or repetition.
- I identify which sources are most useful/reliable.
- I make relevant comments about structure, characterisation and/or setting with reference to the text.
- I relate the writer's theme to own and/or others' experiences.
- I make relevant comments about aspects of the writer's style, use of language and other features appropriate to genre, with reference to the text.

Helpful Hints and Tips for Developing my Spelling

Ocean: Only Cats' Eyes Are Narrow

Rhythm: Rhythm Helps Your Two Hips Move

Necessary: Never Eat Chips Eat Salad Sandwiches
And Raspberry Yoghurt

IN THE PALM OF YOUR HANDS!

If your child is a kinesthetic learner (in other words they learn best through doing), ask them to write each letter of the word into the palm of their hand or onto their leg with their finger. With enough repetitions, they'll remember how the word felt to write (this is known as muscle memory).

SING THE WORD!

This is reportedly one of the most popular methods used by contestants at Spelling Bees. Simply learn the word by saying or singing the letters out loud, developing a melody.

This melody should then imprint in your child's memory; if they forget a spelling they will still remember how the word's rhythm and sound, which will serve as a prompt.

Helpful Hints and Tips for Developing my Spelling

CREATE PICTURES IN YOUR MIND!

It's a well-researched memory trick: if you can conjure up a visual image, what you're trying to remember (in this case spellings!) may come more readily.

For example, if your child is learning 'bank' but writing 'banc', help them remember it's a 'kicking K' by saying, "I kicked my legs into the bank". If they're writing 'cat' as 'kat' remind them it's a 'curly c' by saying, "The cat likes to curl up and go to sleep". Encourage your child to invent their own ways of remembering words; if they have thought up the image themselves, it will be a more powerful tool.

MAKE IT AN ACROSTIC!

Sometimes, visualising a difficult word in a different way can suddenly make it stick. Create a phrase from each letter of a word and turn it into an acrostic, which can be easier to remember than the word itself. Try these, or have your child make up their own!

Because:

Big
Elephants
Can
Always
Understand
Small
Elephants

What I am learning in School?

These are the skills I'm developing in 2nd level for **WRITING...**

- I create texts regularly for a range of purposes and audiences selecting appropriate genre, form, structure and style.
- I apply knowledge of spelling patterns, rules and strategies to spell most words correctly.
- I use a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes.
- I write most sentences in a grammatically accurate way.
- I use sentences of different lengths and types and vary sentence openings.
- I link sentences using a range of conjunctions.
- I use paragraphs to separate thoughts and ideas.
- I write in a fluent and legible way.
- I review and correct writing to ensure it makes sense, is technically accurate and meets its purpose.
- I make appropriate choices about layout and presentation, including in digital texts, to engage the reader, for example, headings, bullet points, fonts, graphics and/or captions.
- I use notes and/or other sources to develop thinking and create new texts.
- I acknowledges sources making clear where the information came from.
- I organise information in a logical way.
- I select relevant ideas and information.
- I use appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience.
- I create a range of short and extended texts regularly for different purposes.
- I attempt to engage and/or influence the reader through vocabulary and/or use of language as appropriate to genre.

What I am learning in School?

These are the skills I'm developing in 2nd level for **WRITING...**

When writing to convey information, describe events, explain processes or combine ideas in different ways:

- I use an appropriate style and format to convey information applying key features of the chosen genre.
- I include relevant ideas, knowledge and information.
- I organise and present information in a logical way.
- I use tone and vocabulary appropriate to purpose.

When writing to persuade, evaluate, explore issues or express an opinion:

- I present relevant ideas and information, including supporting detail, to convey a view point.
- I organise ideas in a logical way.
- I include an introduction that makes the topic clear and a conclusion that rounds off the writing.
- I attempt to use language to influence or persuade the reader, for example, word choice, punctuation, repetition, rhetorical questions and/or emotive language.

When writing to describe and share experiences:

- I describes personal experiences, making context and events clear.
- I describe thoughts and feelings about the experience.
- I attempt to engage and/or influence the reader through vocabulary and/or use of language

When writing imaginatively and creatively:

- I apply a few features of the chosen genre.
- I create interesting characters through, for example, their feelings and actions, physical description and/or dialogue.
- I create setting/context with some descriptive detail.
- I attempt to use figurative language (imagery) to engage the reader, for example, simile, metaphor, alliteration and onomatopoeia.
- I create plots with clear structures, for example, suitable opening, turning point, climax and/or satisfactory ending.

Helpful Hints and Tips for developing my Spelling

BREAK IT DOWN!

Try breaking down polysyllabic words to make each syllable easier to remember. Even young children may be doing this at school – they might call syllables ‘beats’. Help them decipher how many ‘beats’ or syllables there are in a word by clapping the word together, one clap per syllable.

So, for two-syllable words...

Danger	Dan / ger
Windmill	Wind / mill
Option	Op / tion

And for three-syllable words...

Relation	Re / la / tion
Beautiful	Beau / ti / ful

COPY IT, COPY IT, COPY IT!

What What What

After your child has copied the word twice, fold the paper over so they can't see what they've written and ask them to have a go at writing the word unaided. They should be able to recall the spelling without looking.

Another classic technique is known as Look, cover, Write and Check.

So, they look at the word...
Cover the word...
Write the word...
And finally check it.

Helpful Hints and Tips for developing my Spelling

HIGHLIGHT THE HARD BIT!

Frequently, there will be one part of a word that trips up your child each time. Look at the word together and highlight the part that they find particularly tricky. For example:

Night Separate Was Receive Weird
What Two Friend Said Cheap

Or there may be two parts that need attention, for instance...

Accommodate Address Necessary

Once you've done the highlighting together, get them to write out the word again without looking. This time they'll be more focused on getting that tricky bit right, and will be able to remember how it looks.

MAKE THE SPELLING STICK!

If one or two parts of a particular word just don't seem to 'sink in' by simply highlighting them, try to think of other ways to help them stick.

For example:

- With weird, people often get the i and e confused. Help by saying we are weird, so your child remembers that we is the first part of the word.
- For the double s in dessert: desserts are both sweet and sugary.
- For a word with two 'tricky' parts, like necessary, think Cats Eat Salty Sardines to remember the c and the double s.

What Methods & Resources are used?

Children learn about literacy best through activities that encourage them to -

- Explore ways that work for them.
- Understand and use language to express their ideas, thoughts and feelings.
- Communicate with others.
- Use problem solving approaches and thinking skills.
- Ask questions and seek answers, find information, form opinions, evaluate sources and make decisions.

Here at Collin we use a host of resources to help achieve the above:-

- Practical activities using hands-on materials
- Outdoor activities—we regularly take our literacy outdoors using the 'real world' to highlight the world of words and meanings all around us.
- Various Literacy games and teacher-made resources.
- Various Literacy websites
- Text books and white boards to support learning
- Oxford Reading Tree as our reading scheme as well as

Top Tips for my family to help me enjoy Literacy and English

- Let me know that everyone can learn about literacy
- Let me know that you think literacy is important and fun
- Point out ways in which different family members use talking, listening, reading and writing in their jobs.
- Be positive about your own literacy abilities. Try to avoid saying "I was never good with spelling" or "I never liked reading or writing"
- Encourage me to be persistent if a text seems difficult
- Praise me when I make an effort, and share in the excitement when I solve a problem or understand something for the first time.



Helpful Hints and Tips for developing my Reading

- **Different strokes for different folks**

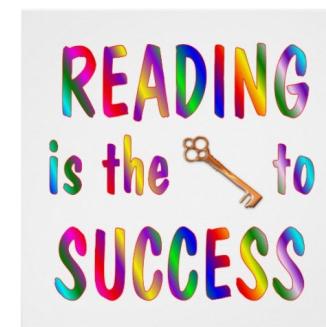
Read different types of books to expose me to different types of writing. Some children, especially boys, prefer nonfiction books.

- **Teach your child some "mind tricks"**

Show me how to summarise a story in a few sentences or how to make predictions about what might happen next. Both strategies help me comprehend and remember.

- **"Are we there yet?"**

Use the time spent in the car for wordplay. Talk about how jam means something you put on toast as well as cars stuck in traffic. How many other homonyms can we think of? When children are highly familiar with the meaning of a word, they have less difficulty reading it.



Helpful Hints and Tips for developing my Reading

- **Make books special**

Turn reading into something special. Take me to the library, help me get my own library card, read with me, and buy me books as gifts. Have a favourite place for books in our home or, even better, put books everywhere.

- **Get me to read another one**

Find ways to encourage me to pick up another book. Introduce me to a series like Diary of a Wimpy Kid or Harry Potter or to a second book by a favourite author, or ask the librarian for additional suggestions.

- **Crack open the dictionary**

Let me see you use a dictionary. Say, "Hmm, I'm not sure what that word means... I think I'll look it up."

- **Talk about what you see and do**

Talk about everyday activities to build my background knowledge, which is crucial to listening and reading comprehension. Keep up a running patter, for example, while cooking together, visiting somewhere new, or after watching a TV show.

- **First drafts are rough**

Encourage me when writing. Remind me that writing involves several steps. No one does it perfectly the first time.

Fun Ideas to Encourage Good Reading Habits

- Visit the library regularly. Let your child choose their own book from the relevant section and use their own library card.
- Pick books that are at the level your child is able to read, and use newly learned words in interesting sentences.
- Show your child how much you enjoy reading (even if it's a newspaper) and let them see you use a dictionary.
- Read different types of books to let your child experience different kinds of language.
- Talk about the story, using the pictures. Include the characters, the setting and the plot (books don't need to have words in order to tell a story).
- Talk about words that are the same but have different meanings (jam goes on your toast, as well as meaning cars stuck in traffic)
- Give your child time (10 seconds) to sound out words they don't recognise straight away.
- When you talk to your child, use some interesting words and talk about what they mean. Try changing the first letter in a word to make a new word.
- Ask your child to help you write the shopping list and match it to items in the shop.
- Use personal experiences as opportunities for you and your child to notice words in your environment (for example—shops, street names)
- Play fun games with cards (Top Trumps, Pairs, Snap) and encourage your child to read out the rules for favourite games.
- Take turns to read aloud at story time and be an enthusiastic listener when your child reads aloud to you.
- Have a special place to keep your books at home and a special time to read them.
- Take a book everywhere you go and make up stories as you travel, with each of you adding a new line.