

Busby Primary School

Curriculum for Excellence

A Guide for Parents and Carers to Support Learning at Home

READING SECOND LEVEL



Reading Second Level

This booklet outlines the skills pupils will develop in Reading within the Second Level.

Experiences and Outcomes

Enjoyment & Choice

I regularly select and read listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors.

Tools

Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.

Tools

I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection.



Encourage your child to....

- Read for enjoyment
- Read for information
- Explain why they like/dislike a story or author
- Use taught strategies to read unknown words eg read to the end of the sentence, re-read, picture clues
- Sort alphabetically using 1st, 2nd, 3rd letters
- Use a dictionary, thesaurus, encyclopaedia
- Locate information using contents, guide words, headings etc
- Self correct confidently using story clues, personal experiences
- Use knowledge about sentence structures/grammar appropriately
- Continue to read familiar and new texts confidently with understanding
- Make/change predictions about characters, plot, outcomes and give evidence from the story

Experiences and Outcomes

Tools

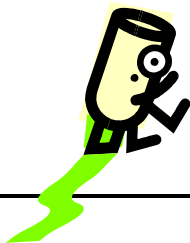
I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection.

Finding & Using Information

Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes.

Encourage your child to....

- Read texts quickly to get a general understanding
- Scan for key words or key information
- Sequence information by chronological order
- Compare and contrast texts e.g. the same news reported in different newspapers
- Make inferences about the text giving reasoned evidence
- Identify the main idea and the details which support this
- Know the purpose of the text e.g. to persuade
- Identify cause and effect e.g.
The **cause** makes the **effect** happen.
The tornado caused the roof to fly off the building
- Summarise what has been read orally
- Summarise by making relevant written notes in own words
- Mark text to select key words e.g. using highlighters
- Find, select and organise information in many different ways depending on the purpose e.g. bullet points, table, poster, paragraph...



Experiences and Outcomes

Finding & Using Information

I can make notes, organise these under suitable headings and use these to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate.

Understanding, Analysing & Evaluating

To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of my text and use supporting detail.

Understanding, Analysing & Evaluating

To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own.

Understanding, Analysing & Evaluating

To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced and have assessed how useful and believable my sources are.

Encourage your child to....

- Make notes with confidence using format of choice: mind map, table, lists, chart ...
- Organise information in a logical order
- Organise information in a sequential order
- Organise information in a structured order
- To use headings appropriately
- Use own words and technical words correctly
- Use notes to show understanding of text read and to show deeper thinking about texts e.g. cross referencing skills
- Create new texts from notes
- Identify the different question types (Bloom's Taxonomy – Parent Literacy Workshop presentations on school web site)
- Make their own questions using the above reference
- Know fact and opinion
- Realise the power of persuasive text e.g. exaggeration/emotive language
- Question and compare how reliable and truthful sources of evidence may be e.g. compare a biography and an autobiography of the same person



Experiences and Outcomes

Understanding, Analysing & Evaluating

I can:

- discuss structure, characterisation and / or setting
- recognise the relevance of the writer's theme and how this relates to my own and others' experiences
- Discuss the writer's style and other features appropriate to genre.



Encourage your child to....

- Discuss and comment on texts referring to
 - Setting
 - Plot
 - Structure
 - Layout
 - Genre features
- Discuss characterisation
 - How Character speaks and what he/she says
 - How Character thinks
 - How Character behaves
 - Character in his/her surroundings
 - Others' reactions toward the Character
- Discuss their feelings about the text and link to real life situations
- Discuss the writer's use of language
- Assess their understanding of the text and give suggestions on how they can improve their reading
- Assess their peers' understanding of the text and give suggestions on how they can improve their reading