

# Busby Primary School

Curriculum for Excellence

*A Guide for Parents and Carers to Support Learning at Home*

## **WRITING FIRST LEVEL**



# Writing First Level

**This booklet outlines the skills pupils will develop in Writing within the First Level.**

This booklet links the Experiences and Outcomes to the skills pupils will develop in the First Level.

## Experiences and

### Outcomes

#### Enjoyment & Choice

I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.

#### Tools

I can spell the most commonly used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words.

#### Tools

I can write independently, use appropriate punctuation and order my sentences in a way that makes sense.

#### Tools

Throughout the writing process, I can check that my writing makes sense.

#### Tools

I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features.

## Encourage your child to....

- Select subject, purpose, format and resources to create a text and justify choice.
- Apply knowledge of phonics and spelling rules to spell most commonly used words accurately to communicate.
- Use memory strategies to spell tricky or unfamiliar words: analogy, mnemonics, base words, syllables.
- Check spelling using word banks, classroom displays and dictionary.
- Identify and use basic grammatical structures e.g. nouns, verbs, adjectives, verb tenses, articles, singular and plurals, contractions, conjunctions, homonyms, homophones.
- Form letters and space words correctly.
- Write fluently and legibly progressing to linked script.
- Use appropriate layout and conventions / format features e.g. headings, colour, diagram, lettering, graphics, bullet points to support purpose, organise ideas, illustrate meaning, indicate subject matter or attract the reader.
- Punctuate accurately using capital letters and full stops, progressing towards use of e.g. commas, question marks, exclamation marks, speech marks.
- Begin to write in paragraphs to organise ideas.



## Experiences and Outcomes

### Tools

I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features.

### Organising & Using Information

I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text.

## Encourage your child to....

- Proof read and self-correct using a variety of resources.
- Peer and self evaluate and use feedback to revise, edit and improve writing.
- Make notes with increasing level of detail:
  - in a variety of forms i.e. mind map, table, flow chart, bulleted list
  - under given headings
  - using own words and technical vocabulary.
  - Use notes to demonstrate understanding of information and ideas, explore problems, generate and develop ideas or create new texts.



## **Experiences and Outcomes**

### **Organising & Using Information**

By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and / or useful for others.

### **Creating Texts**

I can convey information, describe events or processes, share my opinions or persuade my reader in different ways.

### **Creating Texts**

I can describe and share my experiences and how they made me feel.

## **Encourage your child to....**

- Write short and extended functional, personal and imaginative text with increasing level of independence using:
  - words and phrases, sequential vocabulary to help the reader understand the purpose or personal response or storyline, character, setting
  - words, word order, rhyme, line length to create a word picture
  - relevant information, detail to support the main idea or response, sentiment or develop the storyline
  - organised details to support the reader's understanding
  - variety of sentence structure
  - language appropriate to the purpose and audience
  - logically sequenced sentences to describe beginning, middle and end
  - logically sequenced steps using imperative verbs or linking words
  - ideas to explain the writer's thoughts and feelings
  - narrative voice
  - appropriate tense
  - interesting and ambitious vocabulary for detail and emphasis
  - varied sentence openings
  - conjunctions correctly to join ideas.

## Experiences and Outcomes

### Creating Texts

Having explored the elements which writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and / or settings.

## Encourage your child to....

- Identify and apply in own writing the elements which writers use and the features of sub-genre e.g. letter, instructions, report, story, poem.
- Produce writing with increasing independence to:
  - convey information, describe events or processes, share opinions or persuade the reader
  - describe and share personal experiences and feelings
  - develop characters referring to the five points of characterisation i.e. speech, actions, interactions or reactions, manner, appearance, what others say about them
  - create setting by describing e.g. place, time of day, season, weather.

