

Busby Primary School

Curriculum for Excellence

A Guide for Parents and Carers to Support Learning at Home

WRITING SECOND LEVEL





Writing Second Level



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

This booklet links the Experiences and Outcomes to the skills pupils will develop in the Second 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 most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources.

Tools

In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader.

Tools

Throughout the writing process, I can check that my writing makes sense and meets its purpose.

Encourage your child to....

- Select subject, purpose, format and resource to create a text and justify choice.
- Apply knowledge of spelling rules to spell most words accurately.
- Understand, use and spell specialist vocabulary with increasing accuracy.
- Use memory strategies to spell unfamiliar words.
- Self-correct spelling using word banks, classroom displays, dictionary, thesaurus, glossary, spell checker and a variety of texts.
- Punctuate accurately progressing towards use of e.g. dash, parenthesis, ellipsis, inverted commas, colon, semi-colon, apostrophe.
- Identify and use grammatical structures e.g. adverbs, comparative language, conjunctions, abbreviations, similes, metaphors, alliteration, onomatopoeia, personification.
- Use paragraphs effectively to organise ideas, indicate a change or development of a character, setting, time or plot.
- Proof read and self-correct using a variety of resources with increasing independence.
- Peer and self evaluate and use feedback to revise, edit and improve writing and ensure it meets its purpose.



Experiences and Outcomes

Tools

I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.

Organising & Using Information

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

I recognise the need to acknowledge my sources and can do this appropriately.

Organising & Using Information

By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.

Encourage your child to....

- Present work appropriately using legible and fluent handwriting and / or ICT incorporating the features of layout and presentation to engage the reader.
- Select and apply appropriate layout and conventions / format features e.g. heading, sub-titles, lettering, bullet points, numbering, columns, graphics, diagrams, fonts to organise ideas, emphasise clarity, illustrate meaning and engage the reader.
- Make notes by summarising essential details and important ideas or themes:
 - using preferred format; mind map, table, flow chart, bulleted list
 - organise in a logical, sequential and structured manner
 - under suitable headings
 - using own and technical vocabulary.
- Use notes to demonstrate understanding of information and ideas, explore problems, make decisions, generate and develop ideas or create new text.
- Identify and record sources of information using the Harvard referencing system accurately.
- Identify the purpose and audience, select and adapt the format using suitable content, style and vocabulary.



Experiences and Outcomes

Creating Texts

I am learning to use language and style in a way which engages and / or influences my reader.

Creating Texts

I can convey information, describe events, explain processes or combine ideas in different ways.

Creating Texts

I can persuade, argue, explore issues or express an opinion using relevant supporting detail and / or evidence.



Encourage your child to....

- Write short and extended functional, personal and imaginative text which engages and influences the reader using:
 - context specific words and phrases to communicate
 - language and style to fit purpose and audience e.g. tone, formal or informal language and word choice
 - language to describe setting, location, atmosphere, time or place appropriate to the characters and events
 - emotive and descriptive language to engage the reader's emotion and interest
 - details to support the reader's understanding of the writer's feelings and thoughts
 - variety of sentence lengths and types e.g. command, exclamation, rhetorical question
 - variety of structure e.g. punctuation, word order, repetition, line length and sections to support fluency and create impact
 - relevant supporting detail and / or evidence to support the line of argument, point of view or event
 - poetic techniques e.g. rhyme, line length, alliteration, similes
 - logically organised steps, ideas, information
 - a coherent line of thought or storyline to its conclusion
 - a suitable structure including an opening paragraph, introduction and conclusion
 - narrative voice and appropriate tenses
 - a variety of conjunctions confidently to link ideas and develop fluency.

Experiences and Outcomes

Creating Texts

As I write for different purposes and readers, I can describe and share my experiences, expressing what they made me think about and how they made me feel.

Creating Texts

Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and / or settings which come to life.

Encourage your child to....

- Identify and apply the elements which writers use and the features of sub-genre e.g. account, report, letter, story, poem, news article, instructions.
- Produce writing independently:
 - to convey information, describe events, explain processes
 - to persuade, argue, explore issues or express an opinion using relevant supporting detail and / evidence
 - to describe and share experiences, expressing thoughts and feelings
 - using interesting and appropriate structure, the five points of characterisation and / or setting which come to life.

