

# 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

## Encourage your child to....

### 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.

- 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.

