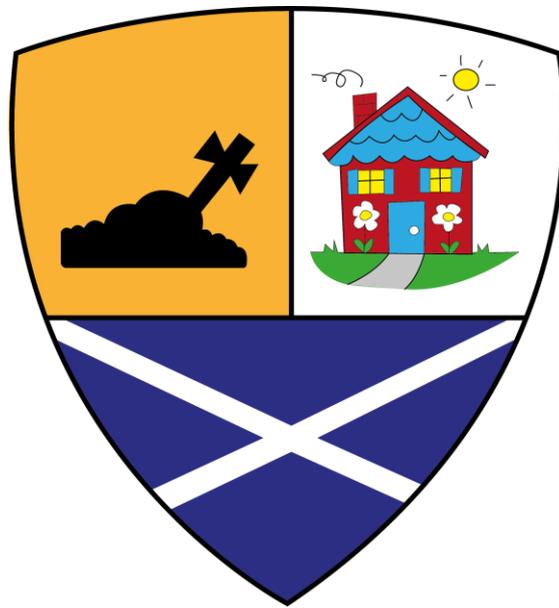


# Neilston Learning Campus

Madras Family Centre: Neilston Primary School



A Curriculum for Excellence

## **LITERACY** **First Level**

A Guide for Parents and Carers to Support Learning at Home

# Literacy First Level -Reading

## **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**

I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression.

### **Tools**

I am learning to select and use strategies and resources, before I read, and as I read, to help make the meaning of texts clear.



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

- Read for pleasure
- Read for information
- Explain why they like/dislike a story or author
- Read appropriate words (topic words, tricky words etc)
- Use taught strategies to read unknown words eg read to the end of the sentence
- Know the alphabet and be able to put words in alphabetical order using the first letter
- Use a contents page and index
- Use a dictionary, thesaurus, encyclopaedia
- Use their phonic skills and sight vocabulary
- Use taught grammar rules (nouns, verbs, adjectives)
- Use taught punctuation rules (full stops, commas, speech marks)

# Literacy First Level -Reading

## Experiences and Outcomes

### Tools

I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression.

### Tools

I am learning to select and use strategies and resources, before I read, and as I read, to help make the meaning of texts clear.

## Encourage your child to....

- Read new texts confidently
- Identify the main idea, the title, illustrations, blurb
- Predict what might happen and to explain their answer
- Read quickly to gain a general understanding of the text
- Scan to locate specific information (dates, names, places etc)
- Sequence the text
- Compare characters or settings
- To be able to fully understand the text and to be able to talk about it and offer judgement eg I think what happened to the main character was fair/unfair because...



# Literacy First Level -Reading

## Experiences and Outcomes

### Tools

I am learning to select and use strategies and resources, before I read, and as I read, to help make the meaning of texts clear.

### Finding & Using Information

Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.

### Finding & Using Information

I am learning to make notes under given headings and use these to understand information, explore ideas and problems and create new texts.

### 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.

## Encourage your child to....

- Understand features of a Fiction Text (horror, science fiction etc)
- Understand the features of a Non Fiction Text(report,letter etc)
- Know if the text is to inform, make you laugh, describe etc
- Be able to answer Who? What? Why? Where? When?
- To be able to give a logical summary of the text
- Find the correct information eg read a timetable for the departure time of a train
- Make notes in different ways eg lists, bullet points, headings, mind maps etc
- Understand technical vocabulary



# Literacy First Level -Reading

## **Experiences and Outcomes**

### **Understanding, Analysing & Evaluating**

To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own.

### **Understanding, Analysing & Evaluating**

To help me develop an informed view, I can recognise the difference between fact and opinion.

### **Understanding, Analysing & Evaluating**

I can share my thoughts about structure, characters and / or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features.

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

- Understand that some questions are literal, inferential and evaluative
- Answer questions to recall the order of the story
- Answer questions to recall the main idea of the text
- Compare different texts
- Begin to make up their own questions about the text for themselves and others
- Understand the terms fact and opinion
- Discuss texts with others eg characters, setting, purpose, the writer's use of language (formal/informal/persuasive etc)
- Link what they are reading to their own experiences
- 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



# Literacy First Level – Writing

## 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

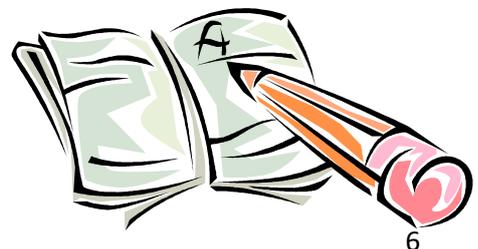
Throughout the writing process, I can check that my writing makes sense.

### 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.



# Literacy First Level - Writing

<b>Experiences and Outcomes</b>	<b>Encourage your child to....</b>
<p data-bbox="231 425 319 459"><b>Tools</b></p> <p data-bbox="231 492 678 627">I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features.</p> <p data-bbox="231 716 534 795"><b>Organising &amp; Using Information</b></p> <p data-bbox="231 828 678 985">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.</p>	<ul data-bbox="702 425 1436 1052" style="list-style-type: none"><li>● Proof read and self-correct using a variety of resources.</li><li>● Peer and self evaluate and use feedback to revise, edit and improve writing.</li><li>● Make notes with increasing level of detail:<ul data-bbox="758 638 1388 1052" style="list-style-type: none"><li>○ in a variety of forms i.e. mind map, table, flow chart, bulleted list</li><li>○ under given headings</li><li>○ using own words and technical vocabulary.</li><li>○ Use notes to demonstrate understanding of information and ideas, explore problems, generate and develop ideas or create new texts.</li></ul></li></ul>



# Literacy First Level - Writing

## **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.

# Literacy First Level - Writing

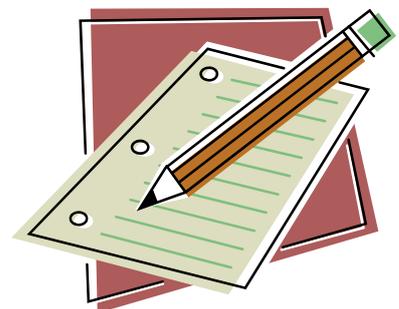
## Experiences and Outcomes

### 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.



# Literacy First Level – Talking and Listening

<b>Experiences and Outcomes</b>	<b>Encourage your child to....</b>
<p><b>Enjoyment &amp; Choice</b></p> <p>I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources.</p> <p>I regularly select subject, purpose, format and resources to create texts of my choice.</p> <p><b>Tools</b></p> <p>When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect.</p>	<ul style="list-style-type: none"><li>● Select texts, state preferences and justify choice of texts to listen to, watch or create.</li><li>● Demonstrate good listening habits e.g. head nodding, eye contact, facial expression, affirmations.</li><li>● Make appropriate responses when engaging with others and be aware of verbal and non-verbal cues.</li><li>● Recognise appropriate opportunities to ask and respond to questions.</li><li>● Respond to others using appropriate language and constructive comments.</li><li>● Begin to investigate and understand the features of effective talking and oral presentation e.g.<ul style="list-style-type: none"><li>○ use of voice, addressing audience</li><li>○ pace, gesture, fluency, expression, emphasis</li><li>○ choice of words</li><li>○ props and resources.</li></ul></li></ul>
<p><b>Tools</b></p> <p>I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others and I can use what I learn.</p>	<ul style="list-style-type: none"><li>● Talk with increased clarity and expression and respond clearly and audibly.</li><li>● Demonstrate effective talking and listening in a variety of groupings and contexts e.g. oral presentation and group discussion.</li><li>● Begin to demonstrate effective group discussion practice e.g.<ul style="list-style-type: none"><li>○ contributing, turn taking, responding</li><li>○ questioning, collaborating, co-operating</li><li>○ negotiating, undertaking roles.</li></ul></li><li>● Self and peer evaluate using the features of talking, oral presentation and listening skills.</li></ul>



# Literacy First Level – Talking and Listening

<b>Experiences and Outcomes</b>	<b>Encourage your child to....</b>
<b>Finding &amp; Using Information</b>  As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose.	<ul style="list-style-type: none"><li>● Identify and explain the differences and features of different types of texts listened to, watched or read.</li><li>● Identify and discuss the main ideas, vocabulary and purpose of a text seen or heard and be able to reflect, respond, ask questions and demonstrate understanding.</li></ul>
<b>Finding &amp; Using Information</b>  As I listen or watch, I am learning to make notes under given headings and use these to understand what I have listened to or watched and create new texts.	<ul style="list-style-type: none"><li>● Make notes with increasing level of detail:<ul style="list-style-type: none"><li>○ in a variety of forms i.e. mind map, table, flow chart, bulleted list</li><li>○ under given headings</li><li>○ using own words and technical vocabulary.</li></ul></li><li>● Use notes to demonstrate understanding of what listened to or watched and to create a variety of texts.</li></ul>
<b>Finding &amp; Using Information</b>  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.	<ul style="list-style-type: none"><li>● Select relevant information, order in a logical sequence and choose relevant and engaging vocabulary to demonstrate awareness of purpose and audience.</li><li>● Demonstrate awareness of and identify different question types: literal, inferential and evaluative.</li></ul>
<b>Understanding, Analysing &amp; Evaluating</b>  I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.	<ul style="list-style-type: none"><li>● Answer different question types to:<ul style="list-style-type: none"><li>○ recall in detail and in sequence</li><li>○ recognise main idea</li><li>○ recognise hidden meaning</li><li>○ make comparisons</li><li>○ recognise cause and effect.</li></ul></li><li>● Formulate different questions types for self and others to answer.</li></ul>

# Literacy First Level – Talking and Listening

## **Experiences and Outcomes**

### **Understanding, Analysing & Evaluating**

To help me develop an informed view, I am learning to recognise the difference between fact and opinion.

### **Creating Texts**

When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more.

### **Creating Texts**

I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required.

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

- Understand and explain the difference between fact and opinion in order to develop an informed view i.e. fact is something that can be proven and an opinion is something that can be questioned or disproved.
- Make predictions, develop reasoning and make judgements.
- Exchange information, share personal experiences, feelings and opinions and explain ideas when listening to and talking with others.
- Use questioning to elicit more information and clarify understanding.
- Communicate using appropriate resources in a variety of settings.

