

# Our Book Recommendations!

Brilliant books to read together over and over again...

\* \* \*  
 'The Box of Delights' \*  
 by John Masefield \*

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 'Muddle Earth' \*  
 by Chris Riddell, Paul Stewart \*

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 'The Lion The Witch And The Wardrobe'  
 by C S Lewis

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 'Wolf Brother'  
 By Michelle Paver \*

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 'The Wee Free Men'  
 by Terry Pratchett

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 'The Granny Project'  
 by Anne Fine \*

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 'Alex Rider: Stormbreaker'  
 by David Almond

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 'Then Again. Maybe I Won't'  
 by Judy Blume \*

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 'Private Peaceful'  
 by Michael Morpurgo

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 'Timmy Failure: Mistakes Were Made'  
 by Stephan Pastis



## Literacy and English Reading at the Second Level

### Information for Parents

| Level  | Stage  |
|--------|--|
| Early  | The pre-school years and P1, or later for some.  |
| First  | To the end of P4, but earlier or later for some. |
| Second | To the end of P7, but earlier or later for some. |

Second Level – Primary 5, 6 and 7

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|--|---|
| <i>In Primary 5, 6 and 7, children will explore the following in reading with progressively more challenging texts:</i>  |   |
| <b>Enjoyment and choice</b><br>– within a motivating and challenging environment, developing an awareness of the relevance of texts in my life   | 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.   |
| <b>Tools for reading</b><br>– to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning   | Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.<br><br>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.  |
| <b>Finding and using information</b><br>– when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary   | 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.<br><br>I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate.  |
| <b>Understanding, analysing and evaluating</b><br>– investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes | To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.<br><br>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.<br><br>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.<br><br>I can: <ul style="list-style-type: none"> <li>• discuss structure, characterisation and/or setting</li> <li>• recognise the relevance of the writer’s theme and how this relates to my own and others’ experiences</li> <li>• discuss the writer’s style and other features appropriate to genre.</li> </ul> |

## FAMILY SUPPORT

### Second Level- Supporting Your Child at Home

- Continue reading aloud to your child. This type of shared reading opens the door for conversation about reading and life.
- Provide time for your child to read (30–40 minutes per day) on a regular basis. Research shows a direct correlation between how much a pupils reads during the day and reading achievement and success in school.
- Provide a quiet place for homework, writing, and reading.
- Listen to books on tape in the car, especially on long trips.
- Visit the public library regularly to borrow books and tapes and to find information.
- Help your child find books. Keep up with new children's books by talking to teachers, friends, librarians, and bookstore staff.
- Encourage your child to try new genres and types of books.
- Read book reviews in newspapers, magazines and on the Internet, then look for those books in the library.
- Talk about the books and materials you read and how you find new books.
- Help your child find information in books, in articles, and on the Internet.
- Look up the meaning of an interesting word together. Talk about the interesting words you find as you read.
- Ask your child to read aloud a favourite book, poem or story and record it. Send it to a younger child far away as a gift.
- Encourage your child to participate in community programs that include reading and writing, such as writing contests, summer reading programs, or reading to younger children at the library.
- Point out what your child does well as a reader and celebrate successes.
- Talk about the strategies you use as a reader when you're looking for a book, when you come across a word you don't know, or want to learn more about something.