

Our Book Recommendations!

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

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

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

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

* * *
 'Wolf Brother'
 By Michelle Paver *

* * *
 'The Wee Free Men'
 by Terry Pratchett

* * *
 'The Granny Project'
 by Anne Fine *

* * *
 'Alex Rider: Stormbreaker'

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

* * *
 'Private Peaceful'
 by Michael Morpurgo

* * *
 '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

In Primary 5, 6 and 7, children will explore the following in reading with progressively more challenging texts:

<p>Enjoyment and choice – within a motivating and challenging environment, developing an awareness of the relevance of texts in my life</p>	<p>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.</p>
<p>Tools for reading – to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning</p>	<p>Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.</p> <p>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.</p>
<p>Finding and using information – when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary</p>	<p>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.</p> <p>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.</p>
<p>Understanding, analysing and evaluating – investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>I can:</p> <ul style="list-style-type: none"> • discuss structure, characterisation and/or setting • recognise the relevance of the writer’s theme and how this relates to my own and others’ experiences • discuss the writer’s style and other features appropriate to genre.

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.