



My Child's Learning Journey

A Guide for Parents



# Literacy

## Early Level



*Imagine with all your mind.  
Believe with all your heart.  
Achieve with all your might.*





## Literacy in the early level

The aim of this guide is to help you understand your child's learning journey through the primary school curriculum.

Your child is now in primary one, and at the beginning of their primary school learning journey. They are on their way to becoming accomplished readers, writers and mathematicians and throughout the course of the year they will learn skills and build knowledge to help them in this.

It should be noted, that this is a **guide**. Your child is at the very beginning of their school learning journey. These skills will be introduced over the course of the school year. Not all children will have mastered all of these skills by the end of primary one. Primary one is the end of the early level of the Curriculum for Excellence. Early level work started in nursery for most children. For some children, they will continue to work through early level in primary two or perhaps even three.

### **How we assess your child's progress through the level**

Throughout the year, your child will complete a range activities and assessments both formal and informal, along with the review of ongoing daily activities. These combined help your child's teacher to make professional judgements on your child's learning.

Your discussion with your child's teacher at parent's evening and throughout the course of the year will allow you to discuss in detail your child's progress, needs and next steps.

A summary of their progress will be given in their end of year report given home in June.

Should you have any questions about your child's learning then please contact the school for an appointment to discuss this.



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## Literacy in the early level.

Literacy covers reading, writing as well as talking and listening. These are taught within North Lanarkshire literacy programme and across the curriculum.

Reading	Writing	Talking and Listening
Your child is learning to:	Your child is learning to:	Your child is learning to:
<ul style="list-style-type: none"> <li>♦ use patterns / sounds in words through rhythm, repetition, onset and rhyme.</li> <li>♦ recognise the difference in genre.</li> <li>♦ discuss characters, events, likes and dislikes.</li> <li>♦ predict what is going to happen and give reasons.</li> <li>♦ read some words and sentences in books</li> <li>♦ know letter sounds and names.</li> <li>♦ match and object to a given initial sound.</li> <li>♦ know that texts and illustrations are related.</li> <li>♦ have an awareness of the purpose of capital letters, full stops and question marks in texts.</li> <li>♦ know the difference between a letter, word and numeral.</li> <li>♦ read from left to right and top to bottom.</li> <li>♦ read aloud familiar texts with attention to simple punctuation.</li> <li>♦ use context clues to support understanding of different texts</li> <li>♦ talk about the differences between fiction and non-fiction texts .</li> <li>♦ explain book words (title, page, cover, author, and illustrator).</li> <li>♦ find and use information from a variety of sources.</li> </ul>	<ul style="list-style-type: none"> <li>♦ identify sounds and where the sound is in a word.</li> <li>♦ write to convey meaning.</li> <li>♦ talk about their writing.</li> <li>♦ write daily for a range of purposes</li> <li>♦ use say, make/break, blend, read and write to help understanding of how words are made.</li> <li>♦ use the sounds / phonemes to spell.</li> <li>♦ use strategies (such as word shape, syllabification, tricky letters, and compound words) to remember how to recognise and spell common words.</li> <li>♦ space out words when writing.</li> <li>♦ start sentences using capital letters</li> <li>♦ finish sentences with a full stop</li> <li>♦ join simple sentences with simple connectives e.g. and, but, because</li> <li>♦ record knowledge, experiences and feelings in different ways.</li> <li>♦ use a pencil with increasing control and confidence.</li> <li>♦ write words from left to right.</li> </ul> <p><i>Imagine with all your mind. Believe with all your heart. Achieve with all your might.</i></p>	<ul style="list-style-type: none"> <li>♦ identify single sounds and blend them together to make words.</li> <li>♦ link patterns and sounds to reading and writing.</li> <li>♦ listen to and learn new words and use them in stories.</li> <li>♦ explore stories and other texts.</li> <li>♦ suggest an alternative ending to a familiar story.</li> <li>♦ understand some of the underlying themes in a story.</li> <li>♦ share ideas with a wider audience (group, class etc.)</li> <li>♦ say rhyming words and generate rhyme from a given word.</li> <li>♦ participate actively in songs, rhymes and stories.</li> <li>♦ choose a story or other texts for enjoyment, discuss the cover, title, author and/or illustrator</li> <li>♦ engage with and enjoy watching, reading or listening to different texts, including stories, songs and rhymes, and share their likes and dislikes.</li> <li>♦ engage with stories and texts in different ways, for example, re-telling/re-enacting stories and/or using puppets/props. t</li> <li>♦ take turns when listening and talking in conversations.</li> <li>♦ ask and answer questions about texts .</li> <li>♦ makes simple predictions about texts.</li> </ul>





## Literacy in the early level

Your child will continue to develop these skills as they move on to First level 1.

Some children will require support in learning and developing these skills through additional one to one teaching time, additional support through working at a different pace, different material and resources to support their learning or spending time out of the class working within small group to support learning. Children may also need additional support to challenge them to achieve their potential and this may involve working at a quicker pace, covering additional activities or working at a slightly higher level than would normally be expected.

Your child's class teacher will know the needs and abilities of your child and will prepare a range of activities to support their learning. For this purpose children work in groups within reading and writing. These groups are fluid and change throughout the course of the year as your child learns new skills, reinforces other skills or perhaps needs a little additional support or challenge. We would encourage this change in groups as it helps children to understand their own learner needs.

### **You can continue to support your child's learning by:**

Continuing to read to and with your child.

Discussing stories, characters and main ideas.

Discussing books - authors, titles, chapters etc.

Talking about the difference between text types, e.g. poems, stories and information.

Looking for sounds, letters and words in the environment - shops and street signs etc.

Encouraging a love of books and reading by making this a fun activity

Reminding your child to bring their book to school every day.



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