



My Child's Learning Journey  
A Guide for Parents



**Literacy:**  
**Beginning Second Level**



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





## Literacy: Beginning Second Level

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

Your child is beginning the second level of learning in the Curriculum for Excellence. They are now well on their way to becoming independent readers, writers and mathematicians and developing skills and building firm foundations in their knowledge to help them in this. Your child will be very familiar with skills in self assessing their own work and supporting others in peer assessment activities, building on earlier experiences.

It should be noted, that this is a **guide**. Your child is still continuing to learn new skills and consolidate prior learning covered in early level and first level. Second level 1 will further develop their learning and mastery of skills which will take them to the end of primary seven and to the completion the second level. Not all children will have mastered all of these skills by the end of primary five. For some children, they will continue to work through first level experiences and outcomes in primary six, seven or perhaps in to first year at secondary school. Some children will already have experience of second level activities in one or two "threads" of their literacy work. Very few children, if any, will complete first level before the end of primary four. Each learning journey is unique and your discussion with your child's class teacher will help you understand your child's progress and next steps in learning. It is important that we allow children the time they need to master skills and understanding before building new learning.

### **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 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
In working towards second level your child is learning to:	In working towards second level your child is learning to:	In working towards second level your child is learning to:
<ul style="list-style-type: none"> <li>comment on the writer's style and choice of language</li> <li>select independently from a range of reading strategies to extract meaning: <i>decoding/sight vocabulary/context cues/pictures/ diagrams/dictionaries</i></li> <li>use contextual and grammatical cues to decode and infer meaning of new words from surrounding text</li> <li>read aloud with fluency, understanding and expression</li> <li>understand and use nouns, verbs, adjectives, conjunctions, pronouns, adverbs, proper nouns and plurals</li> <li>recognise and understand similes, metaphors and alliteration</li> <li>use new vocabulary in context</li> <li>answer inferential questions about a text</li> <li>summarise the main points of the text</li> <li>identify different genres of text</li> <li>use a range of resources, including accessing information from search engines, contents and indexes to create a text</li> <li>use key words and ideas to help understanding</li> <li>make judgements about reliable sources</li> <li>through discussion of structure, characterisation and setting, offer a critical response</li> <li>summarise a text in own words</li> </ul>	<ul style="list-style-type: none"> <li>make choices for planning and publishing including digital media</li> <li>be aware of their audience</li> <li>seek feedback</li> <li>challenge themselves to spell less familiar words</li> <li>use alliteration and simple similes</li> <li>use a dictionary and thesaurus effectively</li> <li>use commas for pauses</li> <li>vary sentence structures</li> <li>recognise key features and layout of a paragraph</li> <li>write in paragraphs</li> <li>use second person</li> <li>proof read for editing</li> <li>join all letters accurately</li> <li>make notes and summarise the most relevant information</li> <li>use captions, subtitles, headlined and slogans in a text</li> <li>create opening / introduction, ending / conclusion to texts</li> <li>offer a personal response to a range of texts</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>regularly choose a wide range of texts</li> <li>use a variety of sources to create a text</li> <li>listen to new information and take appropriate action</li> <li>respond to questions from others in group discussions e.g. giving further information, rephrasing for clarity</li> <li>show they value others' contributions by responding positively</li> <li>use non-verbal skills when engaging with others</li> <li>identify similarities and differences in texts</li> <li>make and organise notes under own choice of headings</li> <li>select relevant information appropriate to purpose and audience</li> <li>select and use vocabulary suitable for purpose and audience</li> <li>show understanding by summarising the main points</li> <li>recognise when others are trying to persuade or influence</li> <li>comment on the usefulness of a text</li> <li>make a number of relevant contributions</li> <li>share a number of pieces of information and experiences while listening and talking</li> <li>clarify points by asking questions</li> <li>explain some processes and ideas</li> </ul>





## Literacy: Beginning Second Level

Your child will continue to develop these skills as they move on to second Level 2 and continue to work through the second level.

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 books - authors, titles, chapters etc.

Sequencing or predicting events or discussing character reactions.

Reading news articles and retelling main events.

Beginning to talk to your child about the authors choice of word.

Talking about meaning that can be inferred in a text.

Encouraging your child to research information for homework.

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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