



My Child's Learning Journey
A Guide for Parents



Continuing your journey
to achieving second level

Literacy: Continuing Second Level



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





Literacy: Continuing 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 now working through the second level of learning in the Curriculum for Excellence. They are now well on their way to becoming independent and competent readers, writers and mathematicians and developing skills and building firm foundations in their knowledge to help them in this. Your child should 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 2 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 six. For some children, they will continue to work through first level experiences and outcomes in primary seven or perhaps in to first year at secondary school. Very few children, if any, will complete second level before the end of primary seven. 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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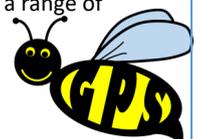




Literacy : Continuing Second Level

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

Reading In working towards second level your child is learning to:	Writing In working towards second level your child is learning to:	Talking and Listening In working towards second level your child is learning to:
<ul style="list-style-type: none"> ◆ select and read more complex material ◆ use a dictionary/thesaurus to find meaning ◆ recognise, understand and use similes, metaphors and alliteration ◆ in a variety of texts, identify and discuss the use of a range of punctuation ◆ answer and create inferential questions about a text ◆ use the skills of skimming, scanning and text marking to identify information use new vocabulary in context ◆ discuss the style, detail and structure of a text ◆ use synonyms and/or antonyms ◆ use evidence from the text to support a point of view ◆ discuss how authors present fact or opinion ◆ identify when and how they are being influenced or persuaded ◆ suggest how the author has created themes, mood and feeling ◆ summarise the main events and important detail in own words 	<ul style="list-style-type: none"> ◆ identify and discuss the impact of choices for planning and publishing ◆ select techniques and resources appropriate to the audience ◆ improve writing based on feedback ◆ use direct and indirect speech ◆ use onomatopoeia, complex similes and simple metaphors ◆ use connectives to compare contrast and sequence ◆ check and edit work for meaning punctuation and spelling ◆ understand the convention of adding prefixes ◆ use direct speech use headings, sub-headings and key words to organise notes ◆ gather notes from more than one source ◆ acknowledge sources by recording title and author of texts used ◆ explain personal response to text ◆ develop characters through actions and dialogue ◆ create atmosphere using a variety of sentence structures <p style="text-align: center;"><i>Imagine with all your mind. Believe with all your heart. Achieve with all your might.</i></p>	<ul style="list-style-type: none"> ◆ use information from text make informed decisions ◆ confidently explain preferences ◆ choose appropriate formats and resources for creating text ◆ listen actively almost all the time when others are talking ◆ respond in ways appropriate to role (e.g. interview, debate, meeting) ◆ show they value others' contributions by responding positively and developing ideas ◆ use a range of verbal and non-verbal skills when engaging with others ◆ identify effective techniques and strategies speakers use make connections across main idea within texts ◆ make and organise notes under appropriate headings ◆ organise selected information in a logical sequence ◆ show understanding by asking and responding to a variety of questions (literal, inferential, extension, prediction, analytical, and evaluative) ◆ recognise and comment on persuasive and how it influences them ◆ question the reliability of sources some of the time ◆ offer opinions and make contributions or share a number of ideas and experiences giving some supporting detail ◆ select and organise a range of resources





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Your child will continue to develop these skills as they move on to primary 7 and complete work on 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:

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.

Discussing alternative endings, or themes within 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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