



### Reading Second Level

We are asking you to



*Please encourage your child to read more at home*



As a parent, you are your child's first and most important teacher. Through reading a variety of reading material your child will develop their general knowledge, learn about people, places and events outside of their own experiences. Your child will learn new words as they read, subconsciously absorbing information and extending their vocabulary.

Why?

*Reading is an essential life skill that can be improved through practice*

Your child will need to read for many different reasons, for pleasure and interest, for all subject areas in school, to obtain information that will help them make choices and decisions, to understand directions, to learn about the world and to keep in touch with family and friends. All of these can be achieved by your child through lots of practice, developing and using the reading skills required.

### **Predict Discuss Question Connect Infer Visualise Retell/Summarise**

Children and young people not only need to be able to read for information: they also need to be able to work out what trust they should place on the information and to identify when and how people are aiming to persuade or influence them.

Children will demonstrate their progress in *reading* through their growing fluency and understanding, and their increasing confidence in reading to learn as well as learning to read.

### *The Second Level Reading Curriculum*

In the Scottish Curriculum for Excellence Reading is organised into four sections.

- 1 Reading for **enjoyment and choice** to develop an awareness of the relevance of different text within their lives
2. The **tools for reading**, including vocabulary, punctuation and grammar to help them use texts with increasingly complex ideas and structure.
3. Reading to **find and use information** in both fiction and non-fiction texts.
4. **Understanding, analysing and evaluating** fiction and non-fiction texts to help them investigate and appreciate texts for different purposes.

Within these sections there are Experiences and Outcome statements which help to create an understanding of what children should be learning.



<p><b>Experiences and Outcomes</b>  <b>Enjoyment &amp; Choice</b>                  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><b>Tools for Reading</b>                  Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.</p> <p><b>Tools for Reading</b>                  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><b>Encourage your child to....</b></p> <ul style="list-style-type: none"> <li>• Read for enjoyment</li> <li>• Read for information</li> <li>• Explain why they like/dislike a story or author</li> <li>• Use taught strategies to read unknown words e.g. read to the end of the sentence, re-read, picture clues, try sounding out the letters.</li> <li>• Sort alphabetically using 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> letters</li> <li>• Use a dictionary, thesaurus, encyclopaedia</li> <li>• Self-correct using story clues, personal experiences</li> <li>• Continue to read familiar and new texts regularly with understanding</li> </ul>
<p><b>Finding &amp; Using Information</b>                  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>	<ul style="list-style-type: none"> <li>• Read texts quickly to get a general understanding</li> <li>• Scan for key words or key information</li> <li>• Sequence information by chronological order</li> <li>• Compare and contrast texts e.g. the same news reported in different newspapers</li> <li>• Identify the main idea and the details which support this</li> <li>• Know the purpose of the text e.g. to persuade</li> <li>• Identify cause and effect e.g. The <b>cause</b> makes the <b>effect</b> happen. The tornado caused the roof to fly off the building</li> <li>• Summarise what has been read orally</li> </ul>
<p><b>Finding &amp; Using Information</b>                  I can make notes, organise these under suitable headings and use these to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate.</p> <p><b>Understanding, Analysing &amp; Evaluating</b>                  To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of my text and use supporting detail.</p> <p><b>Understanding, Analysing &amp; Evaluating</b>                  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>	<ul style="list-style-type: none"> <li>• Organise information in a logical order</li> <li>• Organise information in a sequential order</li> <li>• Organise information in a structured order</li> <li>• Use notes to show understanding of text read and to show deeper thinking about texts.</li> <li>• Ask their own questions</li> <li>• Understand the difference between fact and opinion</li> <li>• Realise the power of persuasive text e.g. exaggeration/emotive language</li> <li>• Question and compare how reliable and truthful sources of evidence may be.</li> </ul>

<p><b>Understanding, Analysing &amp; Evaluating</b>          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><b>Understanding, Analysing &amp; Evaluating</b>          I can:</p> <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 experiences.</li> <li>• Discuss the writer's style and other features appropriate to genre.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and comment on texts referring to ...              Setting, Plot, Structure, Layout, Genre features</li> <li>• Discuss characterisation              How Character speaks and what he/she says.              How character thinks              How character behaves              Character in his/her surroundings              Others' reactions towards the Character.</li> <li>• Discuss their feelings about the text and link it to real life situations.</li> <li>• Discuss the writers' use of language</li> <li>• Assess their understanding of the text and give suggestions on how they can improve their reading.</li> </ul>

