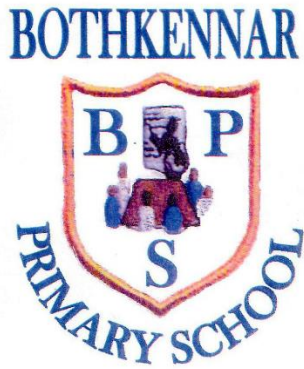




Beancross and Bothkennar Primary Schools

Reading and Writing A Guide for Parents

Dear Parents,

Reading and Writing

We have put together a short guide to our Reading and Writing programme for your information. We have explained the terminology that is used in class and provided some examples to illustrate these.

I hope that the information contained is helpful and I look forward to welcoming you at one of our Literacy Workshops in the coming weeks.

Thank you for your support of our schools.

Yours sincerely,

A handwritten signature in black ink that reads 'Andrew Watson'.

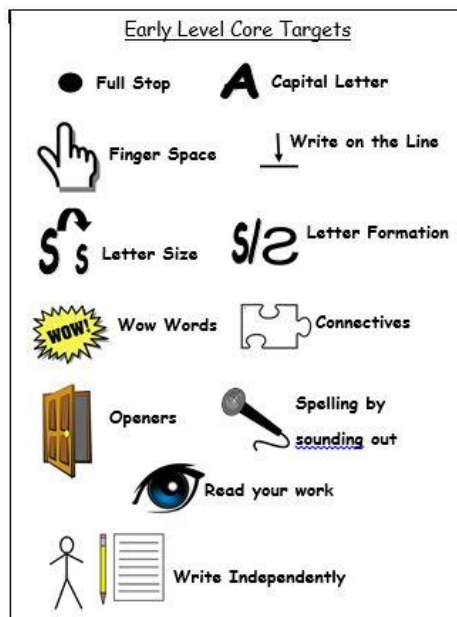
Andrew Watson
Headteacher



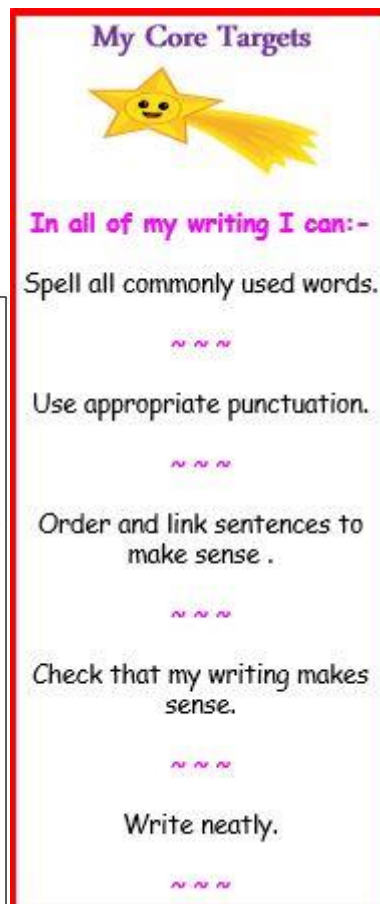
Writing

What are Core Targets?

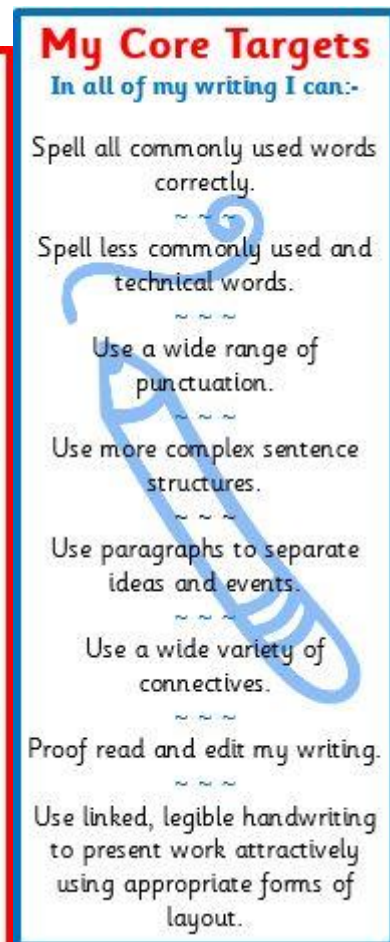
Core Targets are technical skills required to write accurately. These include spelling, grammar, punctuation, presentation and layout. As your child progresses through the levels of Curriculum for Excellence at primary school, the depth and number of targets increases.



Early Level (Nursery/P1)



First Level (P2-P4)



Second Level (P5-P7)

Core Writing targets are transferrable to all written work that takes place in school and at home. It is expected that once a child has been taught to use paragraphs for example, they will use paragraphs in every piece of written work as required.

Jotters

In class, your child has three literacy jotters. They are as follows:-

Taught Writing Jotter	Used to record the teaching of different writing genres.
Daily Writing Jotter	Used to record the teaching of active literacy, spelling, grammar, punctuation, novel studies and other daily writing tasks.
Writing Across the Curriculum (WAC)	Used for the children to consolidate their skills for writing through different contexts such as topic work, RME etc.

Taught Writing Genres

There are seven writing genres taught in our school. They are:-

1. Narrative
2. Information
3. Persuasive
4. Explanation
5. Instructional
6. Recount

Narrative

A narrative text is a piece of writing completed by the children that is either a fictional story or a personal experience. Writing is progressive and below is a copy of our Early Level Genre Targets and the final stages of Second Level Targets for Narrative.

The teacher will generally focus on one or two Genre Writing Targets in a taught writing lesson.

The children are expected to demonstrate evidence in their writing of the genre writing targets taught.

Genre Feature (NARRATIVE EARLY BRONZE)
My opening is interesting.
I have included a character.
I have included a thought or feeling.
The events are sequenced.
I have written an ending.

Genre Feature (NARRATIVE SECOND GOLD)
I understand the purpose of this text and who my audience is.
I have included a detailed opening that has impact, catches my reader's interest and make them want to read further.
In detail I have described the atmosphere and setting.
I have created convincing characters and described them in detail.
My main actions / events include characters' actions, reactions, consequences of their actions, thoughts, feelings, views and opinions using effective dialogue. My main events are sequenced.
I have included subsequent events.
I have included a twist or turning point in the story and described how the characters reacted.
I have written a conclusion that provides the reader with an effective, exciting or dramatic ending to the story.

Information

As it sounds, an information text provides the reader with information about a particular subject – a reader should be more informed after reading the text. The text created by the children may be in the style of a report.

This is an example of the Genre Writing Targets for the beginning stages of First Level.

Genre Feature (INFORMATION FIRST BRONZE)	Teacher	Peer	Self
I understand the purpose of my text.			
I know who I am writing for. (Audience)			
I have written an interesting title.			
I have written a sentence that introduces the subject of my text.			
I have included some facts in my text.			
I have written in my own words. I haven't included any personal language. (I/We)			
I have written an ending to conclude my text.			
I have included a picture or diagram that gives the reader more information.			

Persuasive

The ultimate aim of a persuasive text is to persuade the reader to agree with the view of the author. The children are taught a variety of persuasive phrases and the text could take the form of a letter, poster, leaflet etc.

This is an example of the Genre Writing Targets for Persuasive Writing at the final stages of First Level.

Genre Feature (Persuasion FIRST GOLD)	Teacher	Peer	Self
I know why I am writing and who I am writing for. (Purpose and audience)			
My title captures the reader's attention.			
My opening paragraph tells my reason for writing and states my point of view.			
My opening paragraph tries to get the reader on my side.			
I have written two or more paragraphs that focus on my main point of view.			
I have given examples that back up my point of view.			
I have used connectives. (however, yet, as a result of)			
I have used powerful persuasive language that uses strong, convincing words and phrases.			
A concluding section that brings together the main points and summarises my point of view.			
I have included appropriate photos / illustrations / graphics that reinforce my point of view.			

Explanation

The aim of an explanation text is for the author to explain to the reader a process. This could be something like, explaining the process of electricity from production to supply or explaining how to make a journey.

This is an example of the Genre Writing Targets at the start of Second Level.

Genre Feature (Explanation SECOND BRONZE)	Teacher	Peer	Self
I understand the purpose and the audience of my text.			
I have a good title that describes how something works or why something happens.			
I have written an opening paragraph in which the subject to be explained is introduced.			
I have written in paragraphs or sections and included subheadings or bullet points explaining how or why something works/happens.			
I have used complex connectives to join sentences. (e.g. The reason that this happens.)			
I have a final paragraph that sums up what the explanation has been about.			
I have added a final comment to round off my explanation.			
I have written in the present tense.			

Instructional

An instructional text describes the steps for creating something. It could be a set of instructions on how to make a cake for example.

This is an example of the Genre Writing Targets for Instructional Writing. These targets are for children in the middle of First Level.

Genre Feature (Instructional / Procedural FIRST SILVER)	Teacher	Peer	Self
I understand why I am writing. (Purpose)			
I understand who I am writing for. (Audience)			
I have written a title linked to my instructions/procedures.			
I have written a list of what is needed. (Materials/equipment)			
I have written a series of numbered steps in time order.			
Each of my steps begins with precise instructional verbs, e.g. insert, press, seal, etc.			
I have used one subheading to organise my instructions.			
I have included a picture / diagram / photo to help the reader.			

Recount

A recount re-tells an event which has already taken place. An example of this may be the author writing about events, which took place on their holiday or re-telling a pantomime which they watched.

This is an example of the Genre Writing Targets used towards the end of Second Level.

Genre Feature (Recount SECOND GOLD)	Teacher	Peer	Self
I understand the purpose and audience.			
My title attracts the reader's attention and tells what the recount is about.			
I have written an opening paragraph that includes a detailed summary of the main events.			
I have selected important main events and organised these in a chronological order.			
I have organised my main events into paragraphs.			
I have included subheadings.			
I have written in detail allowing my reader to visualise the experience.			
I have used direct speech (if appropriate and relevant)			
I have written a paragraph with concluding statements and an evaluative comment or summary.			
I have included appropriate graphics / photos / labelled diagram / illustrations to engage the reader and provide more information.			

Reading

There are six reading comprehension strategies taught in all of our classes. These are:-

1. Prior Knowledge
2. Metalinguistics
3. Visualisation
4. Inferencing
5. Main Ideas
6. Summarisation

Prior Knowledge

Children are taught to identify knowledge which they already have before they read and as they read a new text. For example, when reading *Carrie's War*, the majority of children can identify the word 'war' and have some knowledge of what a war is. The children then use the knowledge they have of a war to make sense of the text they are reading. As the children progress through their novel, the teacher will ask them to refer back to the prior knowledge that they have gained from previous chapters to help them make sense of the next chapter.

Metalinguistics

Metalinguistics is a fancy term for 'tricky words.' As children read, they are bound to come across a word which they have not heard before. The children are taught to read back before the word and read on after the word to see if the text provides more information for them to work out the meaning of the unfamiliar word.

This is the four step approach to Metalinguistics

1. Read Back
2. Read Forward
3. If you cant work out the meaning, use your dictionary
4. If the meaning is still not clear, ask someone (peer, parent or teacher)

Visualisation

The children are taught to visualise a character or event in their story. This could be achieved by creating a mind map with the character name in the centre and then words and phrases to describe the character written around the name. The children are also taught to identify the page, line number and specific word or phrase which led them to this thinking.

An example taken from a character's description:-

Child writes "They are criminals..."

The child proves their statement by identifying the specific phrase that led them to this thought "...Sam who had taken the day off from horse stealing..." The child would then write the page and line number that this has come from.

Inferencing

The children are taught to identify what an author implies (infers) but does not say. The children are taught to read closely and tasks are set for them to complete which focus in on identifying hidden messages or ideas. This skill is developed further as 'close reading' in high school.

Main Ideas

The children are taught to identify the main theme within a chapter, text or novel. This is not the main events which take place but instead focuses on what the author has intended the underlying theme or the texts purpose to be.

Summarisation

The children are taught to identify the main events within the chapter, text, novel etc. From their list of notes, they are then taught to identify events that are the most important for their reader to know in order to understand the part of the story being summarised. The children produce regular summaries and with practice these become more specific and condensed to the most relevant main events.

At all stages in our school, the children have access to group/class texts. The children also read a variety of non-fiction texts through their themed topics and blocks are planned into the school year to teach specific skills in using non-fiction texts.

Reading Homework

Children have a text home every night and they are expected to read the pages / chapters as set by their class teacher. The texts sent home are used in class and it is therefore essential that the books are brought to school every day.