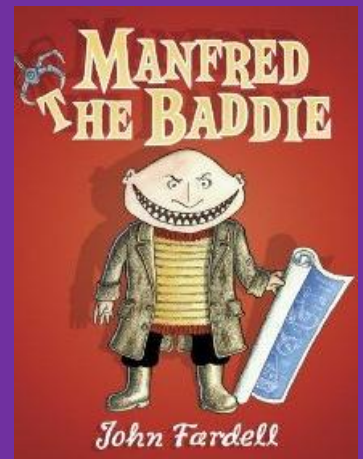
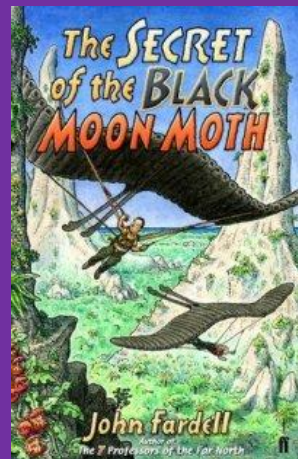
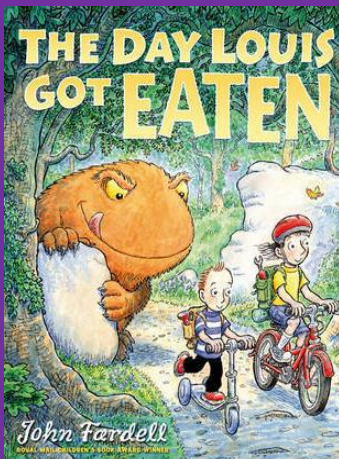
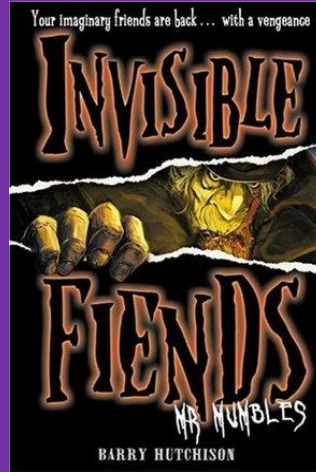
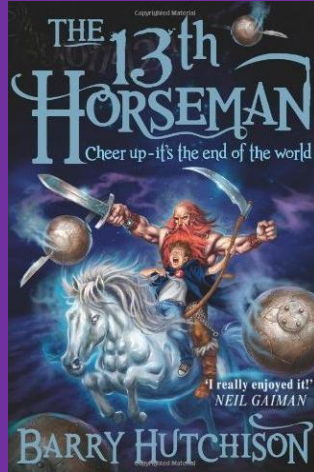
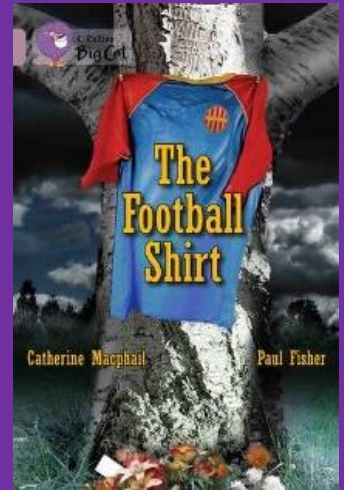
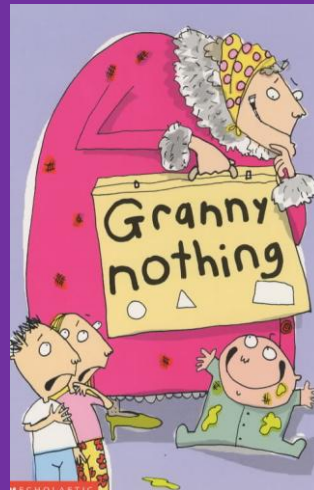
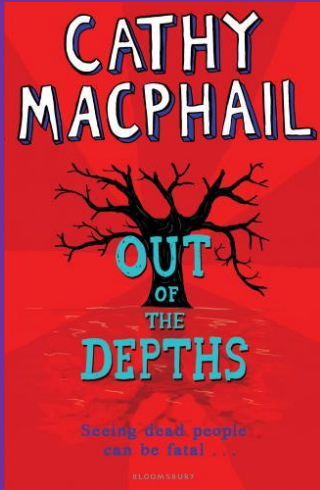


CRACKIN' CRITS!



CRACKIN' CRITS! Project

Primary 4-7

Pack Contents:

- Project Overview
- Information and Guidance for teachers
- Crit Template, *Tell us your thoughts and feelings*
- Author Information Sheet
- Ideas & activities for the classroom
- Permission to film/Photographic consent form
- Teacher Evaluation
- Curriculum for Excellence: Experiences and Outcomes

Project Overview:

October/November 2012

Aimed at P4-7 pupils

Two x 1 hour sessions in local library for each class that takes part
5 school places available.



Each primary school who takes part will be allocated two sessions with an author/illustrator. These sessions will take place in public libraries during the autumn term 2012 and will be directed at primary 4-7 school children.

The author/illustrator will work with the pupils for two sessions on separate dates within a two week period.

Delivered by: Learning Development Team, Libraries & Cultural Services

Aim: To develop pupils' information literacy skills and their knowledge and interest in books, reading, writing and drawing by giving them the opportunity to meet, research and interview an author/illustrator.

Objectives:

- Introduce pupils to new authors/illustrators
- Enable pupils to engage with authors and illustrators
- Promote reading and writing as an enjoyable activity
- Give pupils the opportunity to learn about the craft of being an author/illustrator
- Develop pupils information literacy skills
- Increase pupils confidence at speaking in public
- Develop pupils literacy skills

Activities: Author/illustrator readings. Research, reading, writing, drawing, interviewing, filming. Glow resources online.

Outcomes:

- Pupils will have improved research skills
- Pupils will have experience of interviewing an author/illustrator
- Pupils will develop their enthusiasm for reading, writing and/or drawing.
- Pupils will develop their enjoyment of reading
- Pupils will be introduced to new authors/genres
- Pupils will have the opportunity to join their local library
- Pupils will feel more confident in asking questions in front of their peers
- Pupils will have a greater understanding of the author/illustrators craft

For more information please contact:

Aly McCulloch

E: Alison.mcculloch@west-dunbarton.gov.uk

T: 01389 772 137



Curriculum Areas Covered

Literacy & English

Technologies

Health & Wellbeing

Information & guidance for teachers



We are extremely pleased that your class has been selected to take part in this Curriculum for Excellence project. To ensure your pupils get the most out of the project please read the following information and guidance closely.

Pre visit

- Pupils should discuss the roles of writers and illustrators using their existing knowledge and experience of Literacy and English.
- Explain to pupils that they will be meeting an author/illustrator in the first session and interviewing them in the second session and so they should be encouraged to think about the types of relevant information they will be listening for (and remembering).
- Ask children if they know of author's work – discuss how they could find out more. E.g. use internet to search WDC Library catalogue for texts by author/illustrator
- West Dunbartonshire Libraries & Cultural Services will lend you with copies of the author's books to use with the class. These can be used in the classroom or lent out to the pupils.
- Please ensure parents/carers fill out the permission to film form and bring them with you to the first session.

Session 1

Date:

Time:

Venue:



In the first session the author will talk to the children about their books, their method of writing/illustrating, how the book is created etc. Pupils should listen and can take notes if you feel this will help them. There may be time at the end for questions but these will be kept to a minimum as the children will be asking questions at the next session.

Post visit

- Discuss the author visit with the pupils and encourage them to talk about what they have learnt about the author, what it's like to be an author, what types of books the author writes, how they are published etc.
- Use the websites on the *author information sheet* (in the pack) as a starting point to research the author/illustrator online to find out more information about the author/illustrator and their books.
- Discuss the author/illustrator's books. You could read passages from their books, and lend the books to the pupils to read in class or take home.
- Get each pupil to think of a question to ask the author/illustrator for the next session (please ensure each pupil has a different question). Please type out or clearly write the pupils questions on a piece of paper so that they can read them out at the second session.

Session 2

Session 2

Date:

Time:

Venue:



The second session involves the class returning to the library and interviewing the author with the questions prepared in the intervening week by the teacher and pupils. The class will have spent time using the internet to find out information about the author/illustrator as well as looking at the author/illustrator's books. The author/illustrator will choose pupils to come to ask their question. Please keep an eye out to ensure all your pupils get a chance to ask their question so no one is missed. The interview will be videoed and a copy of the DVD provided to the school.

Post visit

Back in the classroom discuss how the session went. Ask the children what they've learnt and what part of the project they enjoyed most.

After discussion and while the project is still fresh in the pupils minds get the children to write up a short critique which can be in the form of a short paragraph and illustrative comment. This could be about the author's/illustrator's work, their books, visiting the library, discovering facts about the author/illustrator or interviewing them. The pupils are also encouraged to illustrate the critique or add a photo of the author/illustrator and picture/s of the authors/illustrators book covers. A template for the children to write there critique entitled, *Tell Us Your Thoughts and Feelings*, is enclosed for your use.

Please also fill out the teacher evaluation form as fully as possible so we can improve any future projects.

Return the critiques, completed evaluation and the library books to your local library or post them to:

Learning Development Team, Libraries and Cultural Services, 19 Poplar Road, Broadmeadow Industrial Estate, Dumbarton, G82 2RJ.

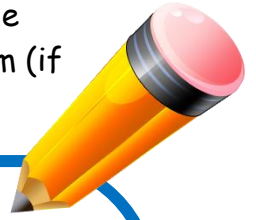
We will put the author visit and interview onto a DVD and send a copy to your school.

Crackin' Crits

Name of Author/Illustrator:

Tell us your thoughts and feelings...

This could be about the author's/illustrator's work, their books, visiting the library, discovering facts about the author/illustrator or interviewing them (if you're feeling artistic you could add an illustration)...



A large, empty rectangular area with rounded corners, outlined in blue, intended for writing a response to the prompts above.

Crit Template: copy and use with pupils to write about their experience of the project.

Author Information



JOHN FARDELL

John Fardell lives in Edinburgh with his wife and two sons. He was brought up in the countryside near Bristol with his two sisters and brother where they spent many hours in their dad's workshop, learning to make model planes and boats... "I always enjoyed drawing inventions, and making up comic strips. I also have great childhood memories of travelling to various islands off the west coast of Scotland for big family holidays".

Before he became a writer and illustrator he tried an assortment of jobs including potato picker, toilet cleaner, care worker, film extra, door-to-door salesman, pierrot, barman, viola player...

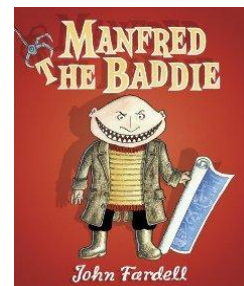
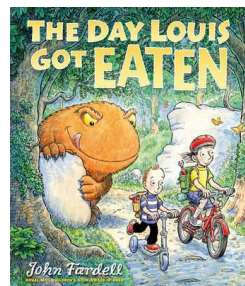
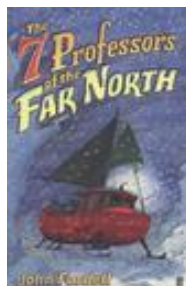
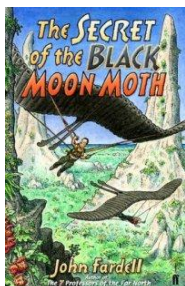
John's main career has been as a freelance cartoonist and illustrator. His comic strips and cartoons have appeared in a wide variety of UK publications including Viz, the List, the Independent and the Herald. As an author he likes to write action-packed adventure stories full of eccentric characters, outlandish inventions, amazing locations and inventive plots. John's first picture book, *Manfred the Baddie*, won the prestigious 2009 Royal Mail Children's Book Awards.

Novels: *The Flight of the Silver Turtle*, *The Secret of the Black Moon Moth*, *The Seven Professors of the Far North*

Picture Books: *The Day Louis Got Eaten*, *Jeremiah Jellyfish Flies High!*, *Manfred The Baddie*

Awards: John has been nominated for Scottish Children's Book Awards 2012 for *The day Louis Got Eaten*. *Manfred the Baddie* won 0-7 age category of the Royal Mail Awards for Scottish Children's Books in 2010.

Website: <http://www.scottishbooktrust.com/contacts/john-fardell>



Author Information:



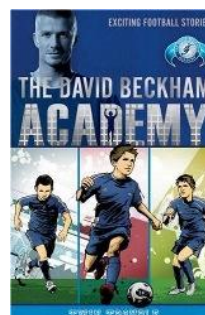
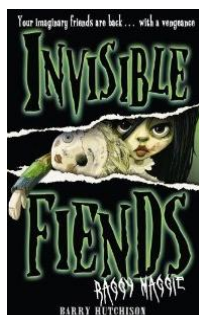
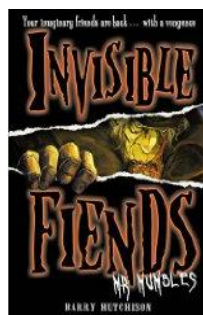
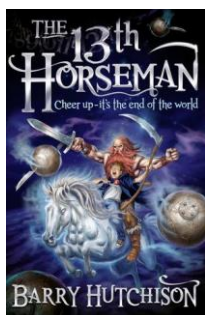
BARRY HUTCHISON

Barry Hutchison Grew up in the Highlands of Scotland and now lives in Fort William with his partner and two children. Barry has written screenplays, magazine articles and radio plays and began writing fiction for children after his first child began to read. Barry began by writing novels for the popular Ben 10 and Ben 10 Alien Force series, and the Beastly series. He has now written several books in his new 'Invisible Fiends' series. "a fantastically original, darkly funny and shiver inducing horror series", described as "Harry Potter meets Nightmare on Elm Street." Barry is keen to encourage reluctant children (especially boys) to read and has therefore become involved in founding the trapped by monsters website (www.trappedbymonsters.com) to share stories and involve children in reading and writing. Barry has been nominated for this year's Scottish Children's Book Awards older readers category for *The 13th Horseman*.

Novels: Invisible Fiends Series: Invisible Fiends: Raggy Maggie; Invisible Fiends: Mr Mumbles; Invisible Fiends; The Crowmaster; Doc Mortis; The Beast.

Other Novels: The 13th Horseman; All That Glitters: & Max Out (Ben 10 Alien Force); And Then There were 10: & Kevin 11 (Ben 10); Galactic Enforcers and the Ultimate Weapon (Ben 10); Paradox; & Plumbers' Helpers (Ben 10 Alien Force); Truth and Framed (Ben 10); Spider Swat (Beastly!); Tiger Terror (Beastly!); Twin Trouble (David Beckham Academy).

Website: <http://www.barryhutchison.com/>
<http://www.scottishbooktrust.com/contacts/barry-john-hutchison>



Author Information:



CATHY MACPHAIL

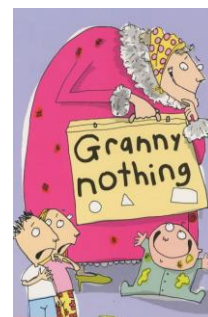
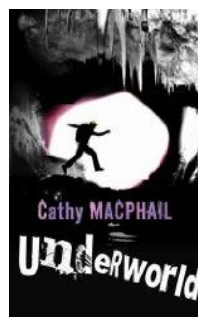
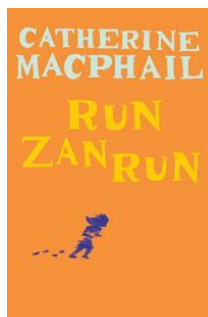
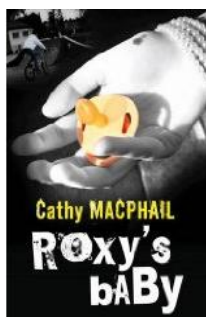
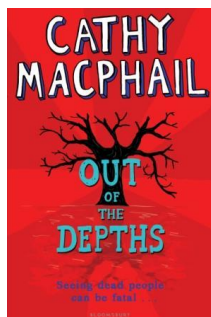
Cathy Macphail was born and lives in Greenoch, although she has always loved travelling. Although Cathy has been writing all her life it wasn't until after she was married and had children that she joined a local writers group and gained the confidence to send her work to publishers. She has tried every kind of writing from articles, to romantic novels, to short stories. Cathy has always loved comedy, and had two comedy series on radio as well as comedy plays. Cathy enjoys writing about real life themes, relationships between characters and how young people deal with real situations. In 1994 she began writing a book called Run Zan Run, and this changed her life. Cathy's has been nominated for this year's Scottish Children's Book Awards Younger Readers category for *Out of the Depths*.

Novels include: Out of Depths; Missing; Dark Waters; Tribes; Underworld; Catch Us if You Can; Roxy's Baby;

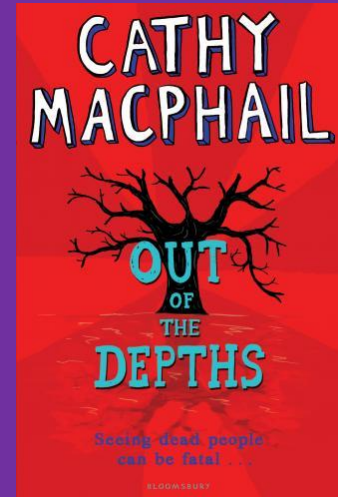
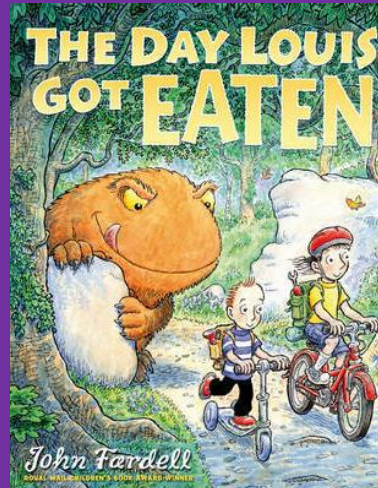
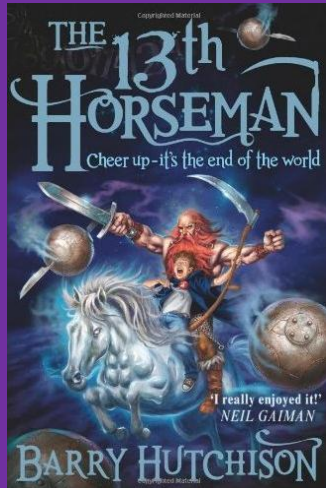
Awards: Run Zan Run won the Kathleen Fidler Award in 1994, and the Vergheretto Award in 1997. Since then Cathy has won and been nominated for several awards. Most recently Cathy has been nominated for the young readers category of the Scottish Children's Book Awards 2012 for *Out of Depths*.

Website: www.scottishbooktrust.com/contacts/catherine-macphail

www.macphailbooks.com



Classroom Ideas & Activities



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Resources

These resources have been chosen from reliable online resources to compliment the Crackin' Crits project and are designed to help teachers further explore the authors/illustrators works in the classroom.

Introductory Activities

- Find out more about the author/illustrator. Read the information about them in their books, research on website etc.
- Think about what you would like to know about the author/illustrator, their books and being a writer/illustrator. Devise questions.
- Look at the front and back cover of the novels. What can you tell about:
 - the genre- type of story
 - the plot
 - the main character
 - other characters in the story
 - the settingHow can you tell? Discuss.
- Look at the title of the book/s. Discuss the illustrations on the front cover. What type of character do you think he is? How can you tell? Can you predict what the story might be about? What helps you do this?
- Who is this book for? Audience? How can you tell?
- Read the blurb/s. What do you find interesting?
 - Does it remind you of any other books you have read? Why? How?
 - How does it make you feel?
 - Does it make you want to read the book? Why?
 - Would you choose to read this novel if you picked it up in a library or book shop? Why / Why not?
- Read the reviews inside the book/on the back cover or online.
 - Discuss them. Why do you think they are there?
 - Are they effective?
 - How does it make you feel?

CfE

Listening and Talking: LIT 1-3 (02a), LIT 1-3 (04a)

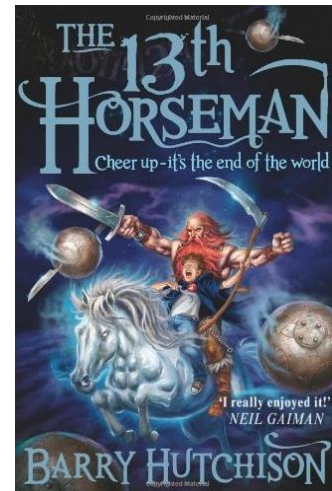
Reading: LIT 1-3(16a), ENG 1-3 (19a)

Art & Design: EXA 1-3 (07a)

Classroom Activities for *The 13th Horseman* by Barry Hutchison

Introduction

In *the 13th Horseman*, our unlikely young hero, Drake Finn, discovers three of the Four Horsemen of the Apocalypse living in the shed at the bottom of his garden. Barry Hutchison's irreverent re-imagining of the Horsemen as a slightly dysfunctional group will delight readers, and Drake makes for a hugely likeable hero as it falls to him to prevent the end of the world.



Activity 1: Travelling in Time

Lit 2-14a, Lit 2-15a, Lit 2-05a, Lit 2-06a, Eng 2-31a
Lit 3-14a, Lit 3-15a, Lit 3-05a, Lit 3-06a, Eng 3-31a

Many modern books and films do what Barry Hutchison does in the novel, taking characters from myths and legends or periods of history and putting them in a present day setting. This is often done to comic effect. There are some examples below:

Addams Family Values film: <http://www.imdb.com/title/tt0106220/>

Thor movie: <http://www.imdb.com/title/tt0800369/>

Dark Shadows movie: <http://www.imdb.com/title/tt1077368/>

Ask your pupils to write a story where a historical, fictional or mythical figure has to come and live in the present day. Some good examples might include:

- William Wallace
- Robin Hood
- Christopher Columbus
- Cleopatra
- Iconic characters from children's fiction (e.g., *Lord of the Rings*, *Peter Pan*)

Activity 2: Fan Fiction

Eng 2-31a, Lit 2-16a, Eng 2-19a
Eng 3-31a, Lit 3-16a, Eng 3-19a

Barry Hutchison has written a short story featuring the three Horsemen characters from the novel, and it's available on his website at the following

address: <http://www.barryhutchison.com/wp-content/uploads/2012/04/The-Missing-Remote-of-the-Apocalypse1.pdf>

Your pupils could write 'fan fiction', where they take the characters from the novel and place them in a new situation.

Authors often say that an effective way to get a story plot is to think of what the characters want, need and are frightened of, and to construct a plot around these things. Ask your pupils to come up with ideas about what the Horsemen want, etc., and then think of problems that could stop them getting it! This could be as trivial as Famine being unable to get his hands on chocolate, or as major a problem as the three Horsemen being unable to summon their horses!

Activity 3: Character profiles

Lit 2-04a, Eng 2-19a, Lit 2-09a

Lit 3-04a, Eng 3-19a, Lit 3-09a

Ask your pupils to imagine that Barry Hutchison has asked them to write a description of each of the Horsemen as part of a marketing campaign for the book. You could expand this idea and ask pupils to make a digital presentation of the character, with images, key quotes and the pupils' own descriptions of the character.

These could even form the basis of a booktrailer (see [Booktrailer tasks section](#) for more information on booktrailers).

Activity 4: The character of War

Lit 2-14a, Eng 2-19a

Lit 3-14a, Eng 3-19a

War is a formidable Scotsman with a penchant for confrontation of any kind! Ask your pupils where you think Barry Hutchison might have got the idea for the character, and who War might be based on. You could then do research on Scotland's finest military leaders: William Wallace, Robert the Bruce, Bonnie Prince Charlie, etc.

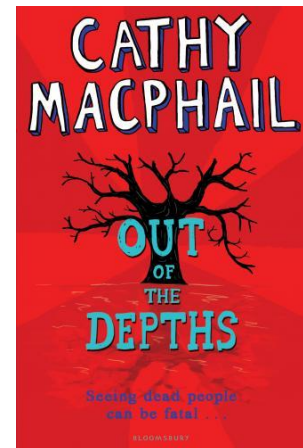
Activities from Scottish Book Trust: For more ideas and activities go to:

<http://www.scottishbooktrust.com/scba/resources>

Classroom Activities for *Out of the Depths* by Cathy MacPhail

Introduction

Out of the Depths is a chilling ghost story, inspired by surely the best first line of any children's book this year! The Victorian building that provides the setting, with its array of gargoyles and statues, is sure to fire your pupils' imaginations.



Activity 1: Make your own scary school

Exa 2-05a, Eng 2-19a

You could ask your pupils to draw a picture of a scary school, complete with 'alcoves and nooks and crannies' and any other features guaranteed to put the shivers up an unsuspecting newcomer. This activity could incorporate discussion about genre markers, as your class establishes the kind of things they expect to see in the setting of a ghost story/murder mystery.

Or...make your own school scary!

Exa 2-05a, Eng 2-27a

In a twist on the above task, pupils could think of ways to make their own school more like St. Anthony's college. Perhaps they could draw spooky portraits in Art, commemorate grisly murders with plaques dotted in various locations around the school building.

Activity 2: Spot the difference

Lit 2-14a

Tyler is a unique character who sees things that others don't. You could ask your pupils to draw side by side images of what Tyler sees compared to what others see – this activity will require pupils to select key scenes, unless you wish to do this for them.

Activity 3: Research famous Scottish ghost stories

Lit 2-14a, Lit 2-25a

Your pupils could compile a factfile on different Scottish ghosts. Here are a few websites to get you started:

Scottish Castle Ghosts: http://www.scotland-welcomes-you.com/scottish_castle_ghosts.html

Activity 4: Research a listed building Lit 2-14a, Lit 2-25a

St. Anthony's is a listed building, meaning it can't be knocked down. Get your pupils to research different kinds of listed building: they might be surprised by the different types of structures that are listed! You can get them to choose one building and produce a piece of informative writing – a tour guide, for example. This project could fuse into Art and Design, with pupils producing paintings of their chosen building. You could also get them to make a presentation about their building to the class.

Activity 5: Drawing the reader in Lit 2-28a, Eng 2-19a

Cathy MacPhail ensures the reader becomes quickly drawn in to Tyler by giving her an intriguing back story about the vision of her dead teacher. You can get your pupils to write Tyler's old headmaster's report of her expulsion from the school, perhaps imagining incidents in the school where things came to a head.

Activity 6: Future possibilities Eng 2-19a, Lit 2-09a

Because of Tyler's gift for seeing the dead, there are lots of possibilities for follow up books (indeed Cathy has written one called *Secret of the Shadows!*). Ask your pupils to imagine that Cathy has asked them for ideas for the next book featuring Tyler. You can get them to write their ideas down, or pitch them in a Dragon's Den-style presentation!

Activity 7: Writing a great synopsis Lit 2-16a, Eng 2-27a

The synopsis on the back of the book raises a lot of questions in the reader's mind. Discuss with your pupils the different questions they have after reading the synopsis. After this, you can build on the previous task by asking them to write a synopsis for the book ideas they came up with for Cathy – these could even be part of the presentation.

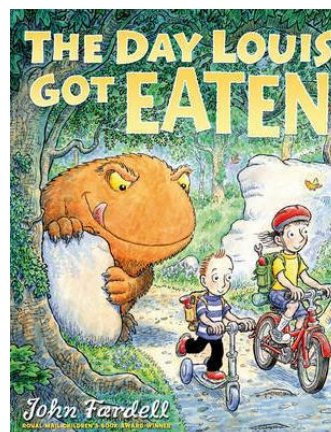
Activity 8: Create a marketing campaign Lit 2-28a, Exa 3-06a

Activities from Scottish Book Trust: For more ideas and activities go to:
<http://www.scottishbooktrust.com/scba/resources>

Classroom Activities for *The Day Louis Got Eaten* by John Fardell

Activity 1: Stop Louis from getting eaten SCN 1-01a, HWB 1-30a, HWB 2-30a

The creatures in the book all live in very different environments. Discuss the different landscapes and the different things that they might find to eat – besides each other and Louis. Plan a healthy menu for the creatures. Plan a healthy menu for Sarah and Louis.



Activity 2: Explore the food chain SCN 1-01a, SCN 1-02a

Explore real life food chains.

Visit: <http://www.bbc.co.uk/learning/> for a short video introduction to food chains.

<http://primaryhomeworkhelp.co.uk/foodchains.htm>

Activity 3: Exploration of size and shape MTH 1-16a

In the book, Louis is eaten by the Gulper who gets eaten by the Grabular, who then gets eaten by an Undersnatch, who is eaten by a Spiney-back Guzzler who is gobbled up by a Sabre-toothed Yumper.

Make a collection of things that fit inside each other using different recycled objects.

Activity 4: Travelling contraptions SOC 2-09

Sarah is very inventive. She re-invents her bike so she can travel and chase after Louis.

Look at what makes things go. Explore different ways to travel. You can also link this to how the children travel to school.

Activity 5: Walk in the woods SOC 1-13, LIT 1-25a

The adventure started when Louis and Sarah were out in the woods. Go for a walk in the woods, local park or anywhere in your area. Watch out for different animals, people or things. Collect items on your journey. When you get back, write your own story as a class about what you saw. Use your objects to help shape your story.

Activity 6: Act it out! EXA 1-12a, EXA 2-12a, EXA 2-14a,

Follow this simple guide for adapting picture books into drama. Work together as a class to perform the book for parents and other pupils in your school. <http://www.scottishbooktrust.com/learning/cpd/toolkits/picture-book-drama>

Activities from Scottish Book Trust: For more ideas and activities go to:
<http://www.scottishbooktrust.com/scba/resources>

Other Ideas & Activities

1. Write a letter to the main character and the character's reply.
2. Write a different ending for the book.
3. Pretend you are a talk show host and interview the main character.
4. Create a travel brochure for the setting of the story or scrapbook pages about key characters.
5. Create a book jacket, including illustrations, an enticing synopsis, author bio, and favourable reviews.
6. Summarise the book into a comic or story aimed for younger students or your classmates.
7. Write a news article about an important event from the book.
8. Write about the decisions you would make if you were the main character in the book.
9. Dramatise a scene from the story with other students or using puppets.
10. Chose two characters from the story and write a conversation they might have.
11. Write a letter or email to a close friend recommending the book you have just read.
12. Make a list of new, unusual, or interesting words or phrases found in your book.
13. Prepare a television commercial about your book. Act out the commercial for your classmates.
14. Write ten chat room-style questions that could be used to start an online discussion about the book. Or, write ten questions that test other students' understanding of the story. (Make sure you provide a list of answers.)
15. Explain why you think this book will or will not be read 100 years from now. Support your opinion by stating specific events in the story.
16. Discuss one particular episode in the story that you remember most. Describe why you think it remains so clear to you.
17. Write a ballad or song about the characters and events in your story. Set the words to the music of a popular song and sing it to the class.

18. Give a dramatic reading of a scene in the book to your classmates.
19. Describe in detail three characters from the story. List reasons why you would or wouldn't want to get to know these people.
20. Design a poster or new book cover depicting the climax of the story.
21. Write an acrostic poem about the book using the letters in the title of the book or the name of a character or author.
22. Draw a classroom mural depicting a major scene(s) from the book.

Activities ideas from Scholastic: For more ideas and activities go to:
<http://www.scholastic.com/teachers/article/classroom-activities-25-book-report-alternatives>

WEST DUNBARTONSHIRE LIBRARIES & CULTURAL PHOTOGRAPHIC AND FILM/AUDIO RECORDING CONSENT FORM

Date taken: Event: Author event	Location:
Service: Libraries & Cultural Services	Contact: Sophie Hawkey-Edwards

Declaration: I agree to the use of my child's photographic image and/or video/audio recordings in West Dunbartonshire Council and/or Glow publications/publicity/website for a period of five years.

Signature: School:
(Parent Guardian)

Pupil's Name: : School Contact no:
(Print)

Pupil's D.O.B: / / School E-mail:

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Pupil's Name: : School Contact no:
(Print)

Pupil's D.O.B: / / School E-mail:

CRACKIN' CRITS EVALUATION

Thank you for participating in West Dunbartonshire Libraries & Cultural services
Crackin' Crits project.

Please help us to improve the project by completing this form.

Thank you for your cooperation.

School Name:

Pr level :

Class Teacher:

Date of visit:

Author event you attended:

Did you find the format of the learning pack useful?

Yes/No

Please suggest improvements:

Did you find the resources section useful?

Yes/No

Please comment

Was the amount of information provided prior to your visit sufficient?

Yes/No

If no, please expand

Where the activities and information in the Crackin' Crits pack useful?

Yes/No

Further comment

Did you feel that the author/performer communicated well with the pupils?

Yes/No

Further comment

Did the content meet the intended experiences and outcomes?

Yes/No

Which areas? *Please tick relevant boxes*

- Literacy & English
- Writing
- Listening and talking
- Reading
- Social Wellbeing
- Technologies

Were the facilities during your visit adequate?

Yes/No

If you have circled **no**, please indicate below

- Toilets
- Room
- Signage
- Disabled Access
- Equipment

Would you attend a similar event?

Yes/No

Are there any authors/illustrators/poets/performers or types of sessions (i.e. poetry or illustration workshops/storytelling) that you would like to see included in future schools programmes?

Is there anything that you think would improve the visit?

Overall how would you rate the quality of your visit? *Please circle one*

- Poor
- Fair
- Good
- Very Good
- Excellent

Please rate your whole experience for us (from 1 = poor to 5 = excellent)

Overall Score

Thank you for taking the time to complete this questionnaire. Please return this form to Sophie Hawkey-Edwards. Email: sophie.edwards@west-dunbarton.gov.uk. Address: 19 Poplar Road, Broadmeadow Ind. Est, Dumbarton, G82 2RJ.

We will be repeating Crackin' Crits as part of our Booked! festival in May and will contact schools nearer the time to book places.

My experiences and outcomes

Outcome statement	Curriculum area
<p>I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn.</p> <p>ENG 1-03a</p>	<p>Languages > Literacy and English > Listening and talking > Tools for listening and talking</p>
<p>I can describe and share my experiences and how they made me feel.</p> <p>ENG 1-30a</p>	<p>Languages > Literacy and English > Writing > Creating texts</p>
<p>I can recognise how the features of spoken language can help in communication and I can use what I learn.</p> <p>I can recognise different features of my own and others spoken language.</p> <p>ENG 2-03a</p>	<p>Languages > Literacy and English > Listening and talking > Tools for listening and talking</p>
<p>As I write for different purposes and readers, I can describe and share my experiences, expressing what they made me think about and how they made me feel.</p> <p>ENG 2-30a</p>	<p>Languages > Literacy and English > Writing > Creating texts</p>
<p>I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.</p> <p>HWB 1-11a * Responsibility of all</p>	<p>Health and wellbeing across learning > Mental, emotional, social and physical wellbeing > Social wellbeing</p>
<p>Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.</p> <p>HWB 1-12a * Responsibility of all</p>	<p>Health and wellbeing across learning > Mental, emotional, social and physical wellbeing > Social wellbeing</p>
<p>I value the opportunities I am given to make friends and be part of a group in a range of situations.</p> <p>HWB 1-14a * Responsibility of all</p>	<p>Health and wellbeing across learning > Mental, emotional, social and physical wellbeing > Social wellbeing</p>
<p>I know and can demonstrate how to travel safely.</p>	<p>Health and wellbeing across learning > Mental, emotional, social and physical</p>

<p>HWB 1-18a * Responsibility of all</p>	<p>wellbeing > Physical wellbeing</p>
<p>I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.</p> <p>HWB 2-11a * Responsibility of all</p>	<p>Health and wellbeing across learning > Mental, emotional, social and physical wellbeing > Social wellbeing</p>
<p>Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.</p> <p>HWB 2-12a * Responsibility of all</p>	<p>Health and wellbeing across learning > Mental, emotional, social and physical wellbeing > Social wellbeing</p>
<p>I value the opportunities I am given to make friends and be part of a group in a range of situations.</p> <p>HWB 2-14a * Responsibility of all</p>	<p>Health and wellbeing across learning > Mental, emotional, social and physical wellbeing > Social wellbeing</p>
<p>I know and can demonstrate how to travel safely.</p> <p>HWB 2-18a * Responsibility of all</p>	<p>Health and wellbeing across learning > Mental, emotional, social and physical wellbeing > Physical wellbeing</p>
<p>I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required.</p> <p>LIT 1-10a * Responsibility of all</p>	<p>Literacy > Listening and talking > Creating texts</p>
<p>I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words.</p> <p>LIT 1-21a * Responsibility of all</p>	<p>Literacy > Writing > Tools for writing</p>
<p>Throughout the writing process, I can check that my writing makes sense.</p> <p>LIT 1-23a * Responsibility of all</p>	<p>Literacy > Writing > Tools for writing</p>
<p>I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features.</p>	<p>Literacy > Writing > Tools for writing</p>

LIT 1-24a * Responsibility of all	
I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text. LIT 1-25a * Responsibility of all	Literacy > Writing > Organising and using information
I can convey information, describe events or processes, share my opinions or persuade my reader in different ways. LIT 1-28a/LIT 1-29a * Responsibility of all	Literacy > Writing > Creating texts
I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources. regularly select subject, purpose, format and resources to create texts of my choice. LIT 2-01a * Responsibility of all	Literacy > Listening and talking > Enjoyment and choice
When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. LIT 2-02a * Responsibility of all	Literacy > Listening and talking > Tools for listening and talking
I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-06a * Responsibility of all	Literacy > Listening and talking > Finding and using information
I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. LIT 2-07a * Responsibility of all	Literacy > Listening and talking > Understanding, analysing and evaluating
When listening and talking with others for different purposes, I can: <ul style="list-style-type: none"> • share information, experiences and opinions • explain processes and ideas • identify issues raised and summarise main points 	Literacy > Listening and talking > Creating texts

<p>or findings</p> <ul style="list-style-type: none"> clarify points by asking questions or by asking others to say more. <p>LIT 2-09a * Responsibility of all</p>	
<p>I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.</p> <p>LIT 2-10a * Responsibility of all</p>	Literacy > Listening and talking > Creating texts
<p>I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources.</p> <p>LIT 2-21a * Responsibility of all</p>	Literacy > Writing > Tools for writing
<p>Throughout the writing process, I can check that my writing makes sense and meets its purpose.</p> <p>LIT 2-23a * Responsibility of all</p>	Literacy > Writing > Tools for writing
<p>I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.</p> <p>LIT 2-24a * Responsibility of all</p>	Literacy > Writing > Tools for writing
<p>I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text. recognise the need to acknowledge my sources and can do this appropriately.</p> <p>LIT 2-25a * Responsibility of all</p>	Literacy > Writing > Organising and using information
<p>I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence.</p> <p>LIT 2-29a * Responsibility of all</p>	Literacy > Writing > Creating texts
<p>I regularly select and listen to or watch texts for enjoyment and interest, and I can express how well</p>	Literacy > Listening and talking > Enjoyment and choice

<p>they meet my needs and expectations, and I can give reasons, with evidence, for my personal response. can regularly select subject, purpose, format and resources to create texts of my choice, and am developing my own style.</p> <p>LIT 3-01a * Responsibility of all</p>	
<p>When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.</p> <p>LIT 3-02a * Responsibility of all</p>	<p>Literacy > Listening and talking > Tools for listening and talking</p>
<p>I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience.</p> <p>LIT 3-06a * Responsibility of all</p>	<p>Literacy > Listening and talking > Finding and using information</p>
<p>I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts.</p> <p>LIT 3-07a * Responsibility of all</p>	<p>Literacy > Listening and talking > Understanding, analysing and evaluating</p>
<p>When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none"> • communicate information, ideas or opinions • explain processes, concepts or ideas • identify issues raised, summarise findings or draw conclusions. <p>LIT 3-09a * Responsibility of all</p>	<p>Literacy > Listening and talking > Creating texts</p>
<p>I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.</p> <p>LIT 3-10a * Responsibility of all</p>	<p>Literacy > Listening and talking > Creating texts</p>

<p>I regularly select and read, listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations and give reasons, with evidence, for my personal response. can identify sources to develop the range of my reading.</p> <p>LIT 3-11a * Responsibility of all</p>	<p>Literacy > Reading > Enjoyment and choice</p>
<p>I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience.</p> <p>LIT 3-20a * Responsibility of all</p>	<p>Literacy > Writing > Enjoyment and choice</p>
<p>Throughout the writing process, I can review and edit my writing to ensure that it meets its purpose and communicates meaning at first reading.</p> <p>LIT 3-23a * Responsibility of all</p>	<p>Literacy > Writing > Tools for writing</p>
<p>I can consider the impact that layout and presentation will have on my reader, selecting and using a variety of features appropriate to purpose and audience.</p> <p>LIT 3-24a * Responsibility of all</p>	<p>Literacy > Writing > Tools for writing</p>
<p>I regularly select and listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations, and I can give reasons, with evidence, for my personal response. can regularly select subject, purpose, format and resources to create texts of my choice, and am developing my own style.</p> <p>LIT 4-01a * Responsibility of all</p>	<p>Literacy > Listening and talking > Enjoyment and choice</p>
<p>When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions. can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking.</p> <p>LIT 4-02a * Responsibility of all</p>	<p>Literacy > Listening and talking > Tools for listening and talking</p>

<p>I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience.</p> <p>LIT 4-06a * Responsibility of all</p>	<p>Literacy > Listening and talking > Finding and using information</p>
<p>I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, about the content and form of short and extended texts.</p> <p>LIT 4-07a * Responsibility of all</p>	<p>Literacy > Listening and talking > Understanding, analysing and evaluating</p>
<p>When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none"> • communicate detailed information, ideas or opinions • explain processes, concepts or ideas with some relevant supporting detail • sum up ideas, issues, findings or conclusions. <p>LIT 4-09a * Responsibility of all</p>	<p>Literacy > Listening and talking > Creating texts</p>
<p>I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required.</p> <p>LIT 4-10a * Responsibility of all</p>	<p>Literacy > Listening and talking > Creating texts</p>
<p>I regularly select and read, listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations and give reasons, with evidence, for my personal response. I can independently identify sources to develop the range of my reading.</p> <p>LIT 4-11a * Responsibility of all</p>	<p>Literacy > Reading > Enjoyment and choice</p>
<p>I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience.</p> <p>LIT 4-20a * Responsibility of all</p>	<p>Literacy > Writing > Enjoyment and choice</p>

<p>Throughout the writing process, I can review and edit my writing independently to ensure that it meets its purpose and communicates meaning clearly at first reading.</p> <p>LIT 4-23a * Responsibility of all</p>	Literacy > Writing > Tools for writing
<p>I can justify my choice and use of layout and presentation in terms of the intended impact on my reader.</p> <p>LIT 4-24a * Responsibility of all</p>	Literacy > Writing > Tools for writing
<p>As I extend and enhance my knowledge of features of various types of software, including those which help find, organise, manage and access information, I can apply what I learn in different situations.</p> <p>TCH 1-03a</p>	Technologies > ICT to enhance learning
<p>I can access, retrieve and use information from electronic sources to support, enrich or extend learning in different contexts.</p> <p>TCH 1-03b</p>	Technologies > ICT to enhance learning
<p>I explore and experiment with the features and functions of computer technology and I can use what I learn to support and enhance my learning in different contexts.</p> <p>TCH 1-04a</p>	Technologies > ICT to enhance learning
<p>As I extend and enhance my knowledge of features of various types of software, including those which help find, organise, manage and access information, I can apply what I learn in different situations.</p> <p>TCH 2-03a</p>	Technologies > ICT to enhance learning
<p>Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace.</p> <p>TCH 2-03b</p>	Technologies > ICT to enhance learning
<p>I explore and experiment with the features and functions of computer technology and I can use what I learn to support and enhance my learning in different contexts.</p> <p>TCH 2-04a</p>	Technologies > ICT to enhance learning