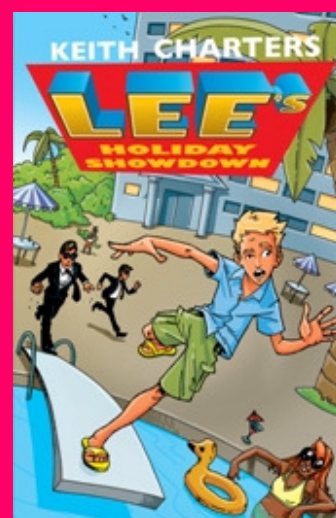
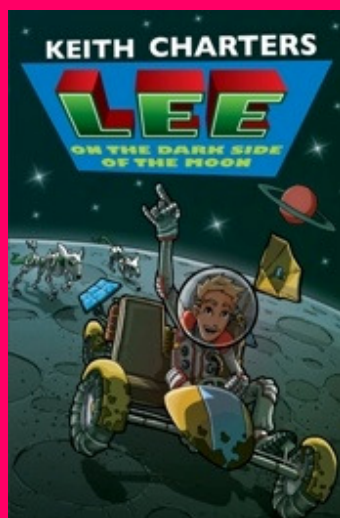
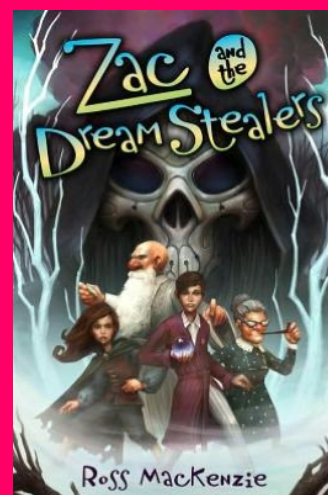
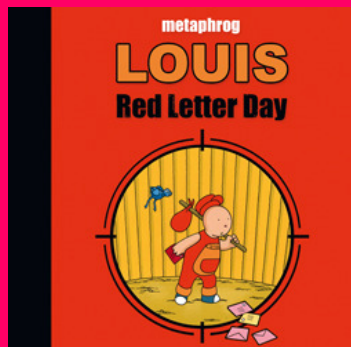


CRACKIN' CRITS

Crackin' Crits

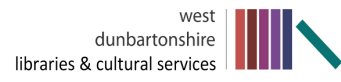




Crackin' Crits Project: Primary 5-7

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:

May 2013

Aimed at P5-7 pupils

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



Each primary school to take part will be allocated two sessions with an author/illustrator. These sessions will take place in public libraries during the Summer term 2013 and will be directed at primary 5-7 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:

Learning Development Team

E: learning.development@west-dunbarton.gov.uk

T: 01389 772 137



Curriculum Areas Covered

Literacy & English

Technologies

Art & Design

Health & Wellbeing

Information & guidance for teachers



We are extremely pleased that your class has been selected to take part in this Curriculum for Excellence informed 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.
- 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 information they will be looking for.
- 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 loan copies of the author's books to use with your class. These can be used in the classroom or loaned to pupils.
- Please ensure parents/carers fill out the permission to film form and bring them with you to the first session.

Session 1



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 that there are a variety of questions). Please ask your pupils to write down their question so that they can read it out at the author session. Many children forget their question in the heat of the moment!

Session 2



The second session involves the class returning to the library and interviewing the author with the questions prepared in the intervening week by your class. Your 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 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, ask your class to write up a short critique which might be in the form of a short paragraph or 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 or through internal mail.

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

Crackin' Crits

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)



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

Author Information



Metaphrog

Metaphrog aka Sandra Marrs and John Chalmers have been releasing comics and graphic novels since 1996. Sandra is originally from France, where she studied art. John is from the west of Scotland and has a scientific background with a PhD in Micromachining!

Their current *Louis* series has received several impressive award nominations, including two Eisner Award

nominations: Best Graphic Album New and Best Title for a Younger Audience, and an Ignatz Award nomination for Best New Talent. They are

also privileged to receive support from Creative Scotland.

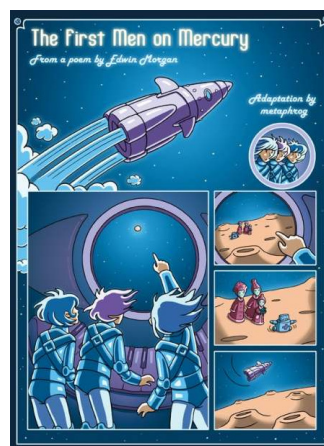
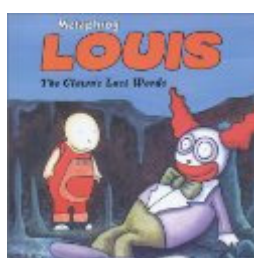
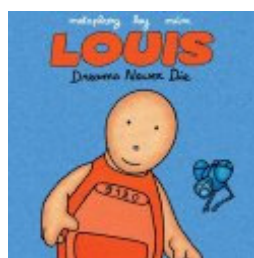


Their comic adaptation of Edwin Morgan's poem, *The First Men on Mercury* released on National Poetry Day 2009, and distributed to all Glasgow Secondary school pupils received national TV coverage.

As well as doing talks and comic workshops in schools and libraries, they regularly attend festivals around the world.

Books include: *Louis: Dreams Never Die*, *Louis: Red Letter Day*, *Louis - Lying to Clive*, *Louis - The Clown's Last Words*, *Louis – Night Salad*, *Strange Weather Lately*.

Websites: <http://www.metaphrog.com/>
<http://en.wikipedia.org/wiki/Metaphrog>





Keith Charters

Author Information:

Keith Charters was born in Edinburgh and grew up in Bearsden, near Glasgow. He studied at the University of Strathclyde before moving to London in 1986, where he lived until 2002.



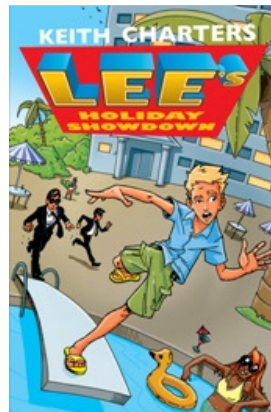
Keith is in great demand as a presenter, typically presenting to about 150 schools each year in the UK and Ireland and appearing at numerous book festivals.

Keith is a publisher as well as an author, having set up Strident Publishing in 2006.

He has a strong reputation as an inspiring, entertaining and energetic performer who ensures that everyone has a great laugh in the company of books.

Books: *Lee and the Consul Mutants*, *Lee Goes for Gold*, *Lee on the Dark Side of the Moon*, *Lee's Holiday Showdown*

Websites: <http://www.scottishbooktrust.com/profile-author/925>
<http://leenovels.blogspot.co.uk/>





Ross MacKenzie

Author Information:

Ross MacKenzie is the author of fantasy adventure **ZAC AND THE DREAM PIRATES**. He grew up in Renfrew, just outside Glasgow, and knew from a young age that he wanted to be a writer. In fact, he completed his first illustrated book about a crocodile called "Crunchy Colin" in a smuggled school jotter when he was seven. Ross studied graphic design at college and after graduating went on to become a page designer for the Daily Record.

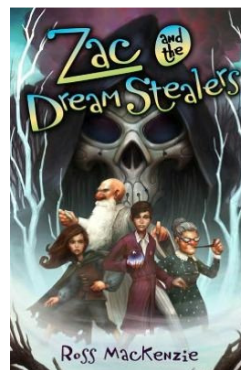
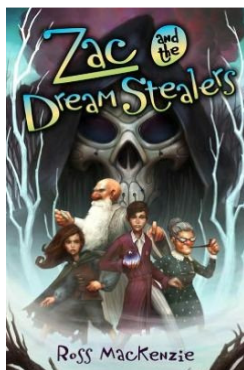


"I've always loved adventure books. I feel the best ones are overflowing with heart and bravery and characters I know I'll grow to love! That's exactly what I tried to create with *Zac and the Dream Pirates* - an adventure that's not just about setting off to somewhere magical and amazing, but also about the people you meet along the way. I hope you think I've succeeded!"

Books: *Zac and the Dream Stealers*, *Zac and the Dream Pirates*

Awards: winner of the Scottish Children's Book Award 2011

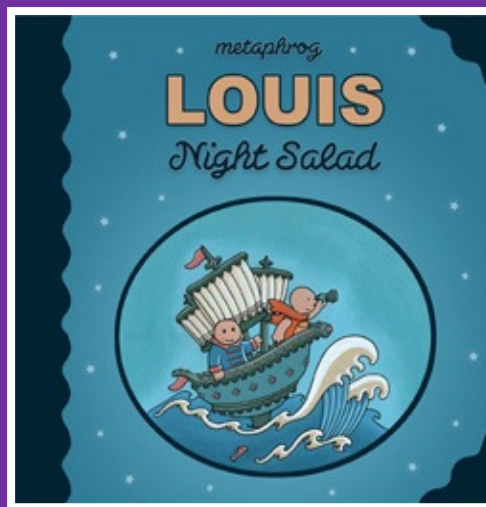
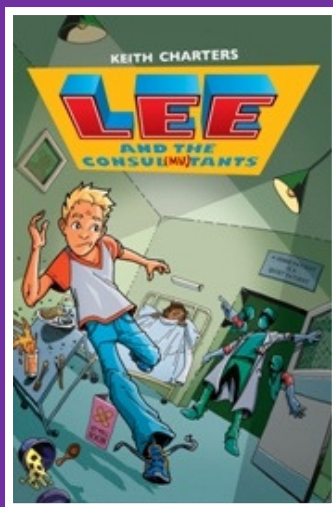
Websites: <http://www.zacandthedreampirates.co.uk/author.html>
<http://www.scottishbooktrust.com/profile-author/80712>



DRAGON CRITICS

Crackin' Crits

Classroom Ideas & Activities



Introductory Classroom Activities

Classroom Activities for *the Louis* books by Metaphrog

Classroom Activities for *Zac & the Dream Pirates* by Ross MacKenzie

Classroom Activities for the *Lee* series of books by Keith Charters

Other Ideas & Activities

Resources

These resources have been chosen 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?

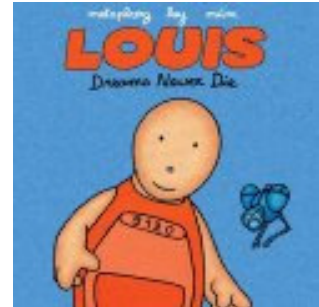
Above activities from Scottish Book Trust: For more ideas and activities go to:
<http://www.scottishbooktrust.com/scba/resources>

Classroom Activities for *the Louis* books by Metaphrog

Activity 1: Drawing and character profiles

Ask your pupils to make their own drawing of Louis and of FC. They can colour it in, and put black outlines, like in the *Louis* book.

On the same sheet as their drawing, ask them to write down: who (or what) the characters are, what their personality is, what they do, or what they say. Please ask the pupils to sign their drawings.



Activity 2: Write letters in the Louis' style

In *Louis – Red Letter Day*, Louis writes to his Aunt Alison telling her about his life and dreams (but his aunt doesn't really exist, and is in fact an invention of his creepy neighbours, Clean and Jerk).

Ask the pupils to imagine making a letter that Louis might write to his Aunt Alison or, what she might write in reply.

The pupils could make the letters look like the ones in *Louis – Red Letter Day*: with coloured paper and a matching envelope, complete with stamp and address. The pupils can find the addresses in the book and can have fun inventing their own stamp. They can even make an envelope from scratch, by using a piece of A4 paper, some glue and scissors.

Activity 3: Invent a new ending, and make a comic of it

Get the pupils to imagine that John and Sandra from Metaphrog have asked them to write a different ending for *Louis – Red Letter Day*. Get them to write down a pitch for their ending in one or two paragraphs. Then draw a comic of their own ending.

Activity 4: Food and drink and the environment

Louis lives in a very strange world, and his job is to build fruit and vegetables in his laboratory, and to fill bottles with air.

Ask the pupils to think of the food that they eat and of the drinks that they drink every day.

Encourage them to make a factsheet: a list of what they eat and drink the most, write the name of it, and do a little drawing of it too.

Ask the pupils to think of where the food comes from, where it travels to and how it was made or processed before they come to eat it? The pupils can then write this down beside the name and drawing of each food or drink item.

Some questions for further research: what do you think happens to the food you don't eat, and what happens to the packaging when you throw it away?

Activity 5: On bullying

Clean and Jerk Quindnunc are Louis' neighbours. They live across the road from him. They like to play tricks on Louis all the time, and aren't very nice to him.

Ask the pupils to make a report of Clean and Jerk's actions: putting the title *Report* at the top of the page, and making a small drawing of Clean and Jerk's face below it, with their names.

The report should include a list of the different things Clean and Jerk do to Louis. Ask the pupils to write down: why they think Clean and Jerk do these things? And, how they think Louis feels about it?

Ask the pupils also to write down: why they think some people aren't very nice to each other sometimes and what they think of this behaviour?

Activity 6: Create a strong cover

A cover is very important for a book. It can help someone decide if they will read the book or not.

Imagine that John and Sandra from *Metaphrog* have asked the pupils to create a new cover for *Louis – Red Letter Day*.

Draw the cover (and colour it in) complete with an exciting drawing, the title of the book, and the name of the authors.

Also ask the class to put a testimonial on the cover: write down, in as few words as possible, what they thought of the book, and sign it with their name, and their age. For example:

"It's brilliant, it's funny, it's weird, kids are going to love it!" Alan Grant, 64

Thanks to Metaphrog for providing the above activities for the Crackin' Crits project.

Classroom Activities for Zac & the Dream Pirates by Ross MacKenzie

Activity 1: Create your own pirate character

In the book, Zac & the Dream Pirates, Zac encounters the Dream pirates who look very different from the traditional idea a pirate. Get your pupils to come up with their own pirate alias. Pupils can research famous pirates for inspiration using books and good online resources such as:

Way of the Pirates: <http://www.thewayofthepirates.com/>

Royal Museums Greenwich:

<http://www.rmg.co.uk/schools/national-maritime-museum/resources/primary/pirates/>



Ask your pupils to think about what kind of outfit they would wear and pirate accessories, again using research for inspiration. This could include a tricorne hat, sword, pistol, map, telescope, compass, pieces of eight ... Maybe they would rather create a different kind of pirate, like the dream pirates, using traditional pirate symbols such as the skull and crossbones as inspiration. The pupils could draw their costume and the objects they would need as well as writing a background story about their pirate alias.

Activity 2: Make a Map of Nocturne

Create a map of the world of Nocturne, showing its physical features, towns, and other places of interest. You can also include drawings of some of the characters and events. Pupils could research other examples of maps and the history of cartography online or in the local library.

Maps of the world: <http://www.mapsofworld.com/world-maps/world-map-for-kids.html>

Directory of historical maps: <http://kids.yahoo.com/directory/School-Bell/Social-Studies/Geography/Maps/Historical-Maps>

Activity 3: Research myths and legends

Nocturne is a fantasy world inhabited by many different creatures including vampires, werewolves and goblins. Involve pupils in researching the myths and legends behind these creatures or get them to create their own fantasy creature. Pupils could come up with top trump style cards giving the creatures values for strength, intelligence, fear factor etc.

<http://www.teachingnews.co.uk/2006/07/blank-top-trump-cards/>

Activity 4: Create a dreamscape

In the story people's spirits go to the Dream Plains when they sleep. Ask pupils to create their own 'dreamscape' of what the Dream Plains might look like. Encourage them to be as creative and weird and wacky as they like reminding them that dreams can contain anything and everything! This art activity could work well as a collage getting children to cut out objects from magazines to add to their dreamscapes.

Pinterest – good for inspiration and to look at examples:

<http://pinterest.com/drmanifold/secondary-art-collage-ideas/>

Activity 5: Learn about knights in medieval times.

The only people who can defeat the dream pirates are the Knights of Nod. Study knights from medieval times with the pupils or look at examples of famous knights from literature and myth such as the Knights of the Round Table.

Classroom Activities for the Lee series of books by Keith Charters

Activity 1: Create an alien

In Lee and the Consul Mutants Lee has to save the planet from an alien invasion. Pupils can draw their own aliens. Ask them to think of a name for their alien and for the planet they come from. Are their aliens good or bad? Do they have any special powers? Pupils can write a short description of their alien and alien planet.



Activity 2: Explore the solar system

In Lee on the Dark Side of the Moon, Lee wins a competition to go on a space mission to the moon. Get pupils to look at our solar system and the different planets it contains. Children could make their own solar system on either as a 3D model using Styrofoam balls or on paper.

Activity 3: Look at being a young entrepreneur

In Lee goes for Gold, Lee decides he wants to get rich quick. Get your class to look at entrepreneurship and come up with ideas for how to make money for charity or school. You can get them to write their ideas down, or pitch them in a Dragon's Den-style presentation.

Activity 4: Become a code breaker

In Lee's Holiday Showdown, Lee spy's on suspicious men in shiny suits and shades. Get you pupils to investigate the world of spying. This could include looking at code breaking and how important it was in WW2. Sites such as Bletchley Park are <http://www.bletchleypark.org.uk/>

Activity 5: Come up with the next book in the Lee series.

Keith Charters has written four titles in the Lee series. Ask your pupils to come up with an idea for the fifth one. They could come up with the title, draw the picture for the front cover and write a synopsis of the story for the blurb on the back.

Other Ideas & Activities

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

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.



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 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	<input type="checkbox"/>
Writing	<input type="checkbox"/>
Listening and talking	<input type="checkbox"/>
Reading	<input type="checkbox"/>
Social Wellbeing	<input type="checkbox"/>
Technologies	<input type="checkbox"/>

Were the facilities during your visit adequate?

Yes/No

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

Toilets	<input type="checkbox"/>	Signage	<input type="checkbox"/>	Equipment	<input type="checkbox"/>
Room	<input type="checkbox"/>	Disabled Access	<input type="checkbox"/>		<input type="checkbox"/>

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.

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>

<p>LIT 1-24a * Responsibility of all</p>	
<p>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.</p> <p>LIT 1-25a * Responsibility of all</p>	<p>Literacy > Writing > Organising and using information</p>
<p>I can convey information, describe events or processes, share my opinions or persuade my reader in different ways.</p> <p>LIT 1-28a/LIT 1-29a * Responsibility of all</p>	<p>Literacy > Writing > Creating texts</p>
<p>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.</p> <p>LIT 2-01a * Responsibility of all</p>	<p>Literacy > Listening and talking > Enjoyment and choice</p>
<p>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.</p> <p>LIT 2-02a * Responsibility of all</p>	<p>Literacy > Listening and talking > Tools for listening and talking</p>
<p>I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.</p> <p>LIT 2-06a * 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 responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own.</p> <p>LIT 2-07a * 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"> • share information, experiences and opinions • explain processes and ideas • identify issues raised and summarise main points 	<p>Literacy > Listening and talking > Creating texts</p>

<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>	<p>Literacy > Listening and talking > Creating texts</p>
<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>	<p>Literacy > Writing > Tools for writing</p>
<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>	<p>Literacy > Writing > Tools for writing</p>
<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>	<p>Literacy > Writing > Tools for writing</p>
<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>	<p>Literacy > Writing > Organising and using information</p>
<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>	<p>Literacy > Writing > Creating texts</p>
<p>I regularly select and listen to or watch texts for enjoyment and interest, and I can express how well</p>	<p>Literacy > Listening and talking > Enjoyment and choice</p>

<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