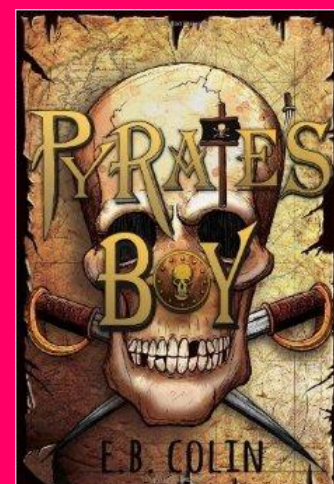
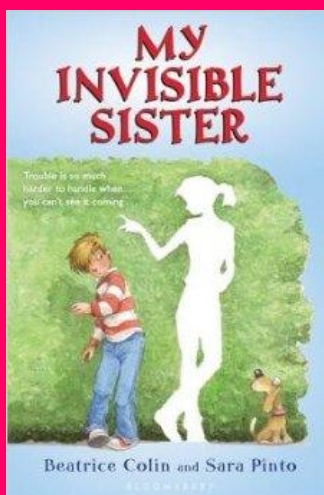
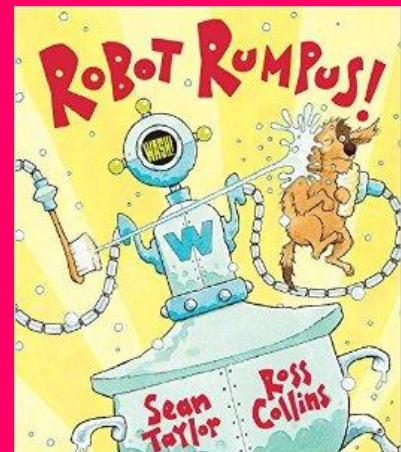
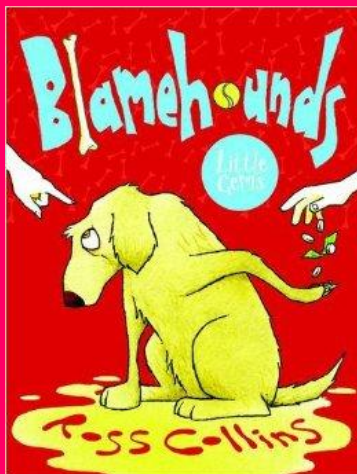
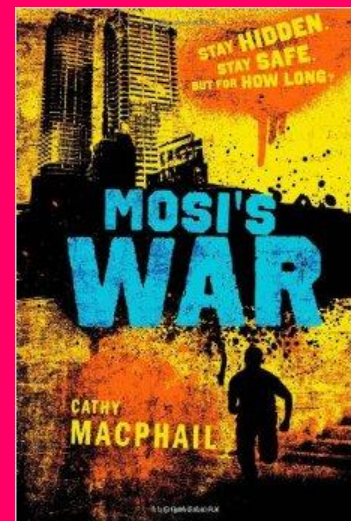
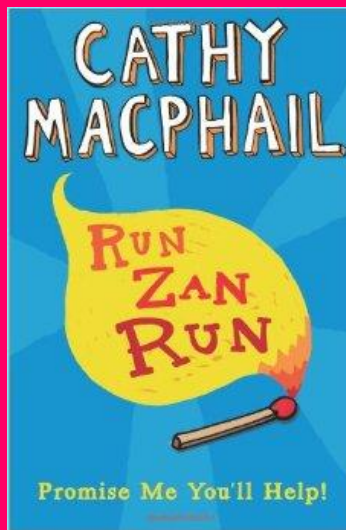


CRACKIN' CRITS

Crackin' Crits





Crackin' Crits Project: Primary 5-7

Pack Contents:

- Project Overview
- Information and Guidance for teachers
- Creative Writing Template
- 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 2015

Aimed at P5-7 pupils

2 x 1 hour sessions in local library for each class that takes part

6 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 2015 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, Creative Learning 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
- Develop pupils writing skills

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

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 772 151



Curriculum Areas Covered

Literacy & English

Technologies

Art & Design

Health & Wellbeing

Information & guidance for teachers



We are extremely pleased that your class has 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 encouraged to 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 this pack) as a starting point to research the author/illustrator online and 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.

Creative Writing Competition

After discussion and while the project is still fresh in the pupils minds, ask your class to write up a short piece of creative writing between 250 – 300 words. This could be in the form of an alternative ending to one of the author's books or a short introduction to the next book in the series. N.b. Look in the 'Classroom Ideas and Activities' section for more creative writing ideas.

Please send the pupils work to the Learning Development Team indicating the best 5 pieces (please note we will endeavour to read all the pieces of work). These will be entered in our Creative writing competition where the winner will receive an Amazon voucher for £20. Second place will receive an Amazon voucher for £15 and third place will receive an Amazon voucher for £10. They will also receive a framed print of their work.

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.

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

Return the creative writing, 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.

Please note the creative writing competition deadline will be Friday 5th June 2015. Winners will be announced by Friday 19th June 2015.

Crackin' Crits

Creative Writing

This could be an alternative ending to one of the authors books or a first paragraph of the next book in the series.....



Author Information:



CATHY MACPHAIL

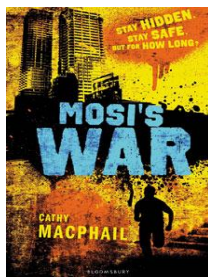
Cathy MacPhail was born and lives in Greenock, although she has always loved travelling. Cathy has been writing all her life however it wasn't until after she was married and had children that she joined a local writers group and gained the confidence to send her work to publishers. She has tried every 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 was also previously president of the Scottish Association of Writers and chair of the Scottish Children's Writers and Illustrators.

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 the Fidler Award in 1994 and the Vergheretto Award in 1997. Since then Cathy has won and been nominated for several awards, including Scottish Children's Book Award wins in 2006 and 2010 in the 12-16 category. She was also nominated in 2012 for her novel *Out of Depths*. Recently she was again successful in the 12-16yr old category at the Scottish Children's Book Awards 2014 for *Mosi's War*.

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

www.macphailbooks.com



Author Information:



ROSS COLLINS

Ross Collins was born Glasgow, Scotland, 1972 and according to his biography 'would eat anything and resembled a currant bun'. Fond of drawing, the Bionic Man and precariously swinging backwards on chairs." Ross graduated from the Glasgow School of Art in 1994 with 1st Class Degree in Illustration and the MacMillan prize. Ross has been described as one of the most bearded children's book illustrators and authors living today and can regularly be found scaring small children at book festivals and schools. Ross has had work exhibited in New York, London and Glasgow.

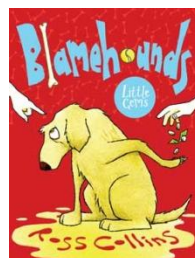
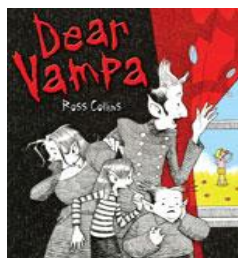
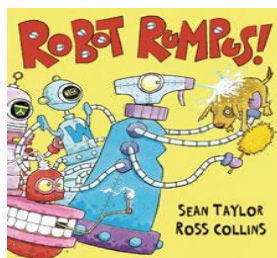
Ross has illustrated almost 100 books for authors such as Vivian French, Simon Puttock and Frances Thomas. He has both written and illustrated 9 books himself, including; *Doodleday*, *The Elephantom*, and *Busy Night*.

Awards: Ross has won a number of awards, including the 2008 Royal Mail Award in the Early Years category for *Billy Monster's Daymare* and his book *Dear Vampa* won the 2011 Scottish Children's Book Awards. He was shortlisted for the 2007 Kate Greenaway Medal, won the White Raven Award in Germany 2003, the Scottish Arts Council Book Award in 1999 and many more....

Robot Rumpus illustrated by Ross won the Bookbug category in the 2014 Scottish Children's Book Awards.

Website: <http://www.rosscollins.net/>

Books include: *Dear Vampa*, *Doodleday*, *Billy Monster's Daymare*, *Germs*, *Medusa Jones*.



Author Information:



BEATRICE COLIN

Beatrice Colin has published four novels and two books for children. For children she writes under the name E.B. Colin.

Her children's novel *Pirate's Boy* features Silas Orr, a cabin boy for a pirate and is for children aged 8-12. In her other children's novel, *My Invisible Sister*, ten-year-old Frank and his family have moved nine times in eleven years, and Frank has had it. No more new schools or new friends. This novel is for children aged 9-12.

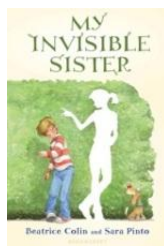
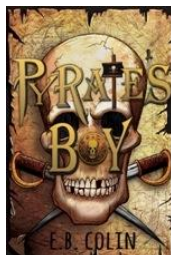
She writes historical novels, is fascinated by social history and loves the challenge of researching a period in depth. *The Luminous Life of Lily Aphrodite*, as selected by Richard and Judy, was nominated for a British Book Award and has been translated into seven languages.

Her short stories have been published in a number of anthologies and literary magazines and used as educational material nationally and internationally. She also writes for the radio, screen and stage and has written extensively for BBC Radio.

She also delivers fun, productive workshops for primary age pupils (nothing like school) and more structured classes for secondary school pupils which look at writing basics such as style, dialogue, pace and setting.

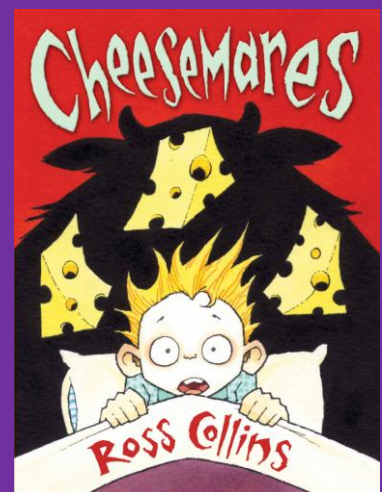
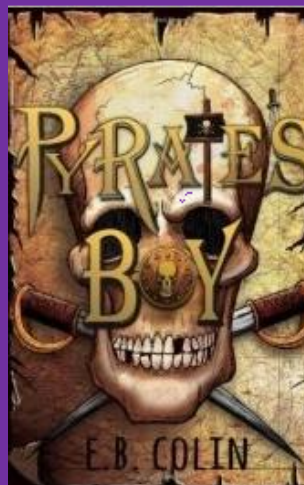
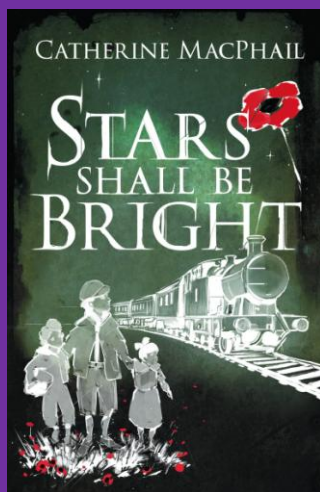
Books include: *Pirate's Boy*, *My Invisible Sister*, *The Songwriter*, *The Luminous Life of Lily Aphrodite*.

Website: www.beatricecolin.com





Classroom Ideas & Activities



Introductory Classroom Activities

Classroom Activities for books by Cathy MacPhail

Classroom Activities for books by Ross Collins

Classroom Activities for books by E.B. Colin

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 an author/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

Classroom Activities for books written by Cathy MacPhail

Another Me:

- Draw a large outline of Fay; as a class create a character board by filling it with suggestions from pupils about her personality. Now complete one for her Doppelganger. Discuss the differences.
- Draw/paint Fay's Doppelganger. Draw/Paint your own.
- As a class discuss what scares them. Ask pupils to recount an episode that really frightened them and then how they felt when a perfectly reasonable explanation for it was revealed. Ask pupils to write a short essay describing their experience.
- Note on a chart the results of what scares the pupils. What comes out as the scariest thing?
- Discuss setting and how it helps create an atmosphere for a book, story or drama. Ask pupils to write two introductory paragraphs describing the setting for their own 'scary' story.
- Choose a couple of the above 'scary' stories to dramatise as a class. Have some of the class as the audience; how did they feel? Were they scared?
- Discuss the ending of the novel: did they understand it or take the same meaning from it? Write your own ending for the novel – this could then be the pupil's entry in the creative writing competition.
- Hot seat Fay, her Doppelganger, parent or friends. It is often easier if the teacher is the first to take on a character in the hot seat, it also helps if pupils have worked in pairs to produce questions beforehand.

Stars shall be bright:

- Create a comic strip/storyboard of the novel, include speech bubbles for each character.
- Write a review of the novel, include the following: very brief summary, your opinion of it, how it made you feel and would you recommend it to others.

- Draw/paint the children playing with their father before the war. Draw/paint the final scene when the children meet up with their parents again. Think about the atmosphere and how you would like people to feel when they look at your pictures choose your colours carefully for each.
- Imagine you are James, write a letter to your father telling him how sick Mum is and that you are staying with Mrs Carter.
- Discuss the end of the book; when did you realise the children had died? Can you create a different ending? This could be the pupil's entry into the creative writing competition.
- In groups discuss the scene in their flat after their mother has died; they are collecting their belongings and deciding what to do. Act out this scene.
- Research the Quintinshill Rail Disaster of 22nd May 1915.

Classroom Activities for books written by Ross Collins

Cheesemares:

- Create character profiles using the descriptions in the novel to bring the characters alive in pictorial form.
- As a class or in groups discuss your dreams/nightmares. Are they as scary now or do they seem funny?
- Write a short piece describing your dream and then draw a scene from it.
- Have a cheese tasting session using the cheeses from the story – Edam, Danish Blue, Cheddar, Gorgonzola, Feta and Stilton. Discuss flavours, textures and smell. Take a class poll of the above cheeses and report back the class results in a variety of forms (pie chart, graph, table etc).
- Using books and the internet research the ways in which each cheese in the story is made and how it gets its flavour, colour, texture and smell.
- Using books and the internet research the different varieties of British cheese. http://www.britishcheese.com/cheese_flavour_map
- Compare cheeses from different countries. What is the influence for each country's unique cheese? Using a map of the world plot where each cheese comes from. <http://www.ilovecheese.co.uk/>
- Use a cheese kit to make cheese in the class.
<http://www.theguardian.com/lifeandstyle/2011/jul/22/homemade-cheese-recipes-fearnley-whittingstall>

Blamehounds:

- Research canine breeds - Using books and the internet research all the different dogs listed in the book. What do they look like? What countries do they originate from? Print off photos of the different breeds and list their main characteristics. Create a wall display with the information.
- Ask the class what pets they have or what pet they would like to have. Pupils can draw a picture of their favourite pet. Get creative and make up fantasy pets.
- Discuss who always get the blame in your family and why?
- Discuss the following in groups and report back to the class - Is it ever right or fair to take the blame for something you haven't done? Is it right to blame somebody else for something you did?

- Draw inside the headquarters of the blamehounds.
- Norman is blamed for farting in the book. Use this to start off discussions about nutrition and get children to think about what they eat. Look at the different types of foods and discuss top five flatulence foods. What causes farts? Look at the different food groups and what makes a balanced diet. If you have access to a tablet device download the Fart Code app.

Science Sparks - food groups.

<http://www.science-sparks.com/2012/06/08/food-groups/>

Medical Daily - Fart Code

<http://www.medicaldaily.com/new-fart-app-teaches-nutrition-kids-home-and-school-plus-5-foods-sure-cause-gas-286502>

- Improvise a scene from the book. Pupils can make masks of their dog characters. Alternatively use the drama resource kit on the Dogs Trust site that helps pupils to understand how to look after dogs.

<http://www.learnwithdogstrust.org.uk/free-learning-resources/7-11-years/drama.html>

- In the story Norman and Raymond start up a money making business called Blamehounds. Use this to help pupils to understand financial capability. The following websites have lots of activities centred on this:

Education Scotland:

http://www.educationscotland.gov.uk/resources/m/genericresource_tcm4472625.asp

Glow:

<https://blogs.glowscotland.org.uk/fa/ICTFalkirkPrimaries/2011/12/22/financial-literacy-resources-for-primary-school/>

Elephantom:

- Discuss as a class if there is anyone in your family that gets you into trouble. Write about a time where you got into trouble that was not your fault
- What phantom pet would you have? Create a class chart
- Draw a picture of your phantom pet
- Create a 3D model of your phantom pet and put them all into a class phantom pet box

Classroom Activities for books by E.B Colin

Pirate's Boy:

***Talk like a pirate/write your own swashbuckling story:**

- 1) Ask your pupils to take a look at some phrases in standard English and translate them into pirate speak.
<http://www.puzzlepirates.com/vocabulary.xhtml> Then they can try to translate the pirate phrase back into standard English.
- 2) Write a story or drama involving pirates under attack from the British Navy, using their knowledge of pirate lingo to add realism. Think about or find out about the following things:
 - What kind of things would pirates do to defend themselves? What kind of weaponry would they have on board?
 - What would the British Navy ship look like? What uniforms would the officers wear?
 - What would a pirate do to help weaker members of the crew(think of James and how young and frightened he is)?
 - What objects would a pirate take cover behind?
 - How would they prepare to make a quick getaway?

***Eat like a pirate:**

- 1) Pirates would often rely on sea biscuits when no other food was available. You can find out how to make sea biscuits here:
<http://speechsnacks.com/2013/09/celebrate-international-pirate-dayplank-pirate-game/>

Abolition of the Slave Trade

When Silas is in Kingston, Jamaica he comes across a slave ship and is angry at the slave's treatment. With your class look at and discuss Scotland's role in the slave trade and its abolition in 1807. Look at contemporary forms of slavery.

Education Scotland:

<http://www.educationscotland.gov.uk/abolition/index.asp>

The Understanding Slavery initiative (USI):

http://www.understandingslavery.com/index.php?option=com_content&view=category&layout=blog&id=129&Itemid=190

***Write a slave poem:**

- 1) Ask pupils to imagine they are slaves on a plantation in the Caribbean, get them to write a poem describing their experiences, thoughts and feelings. They should think about the following things:
 - How did they end up becoming a slave?
 - What were conditions like on board the ships which transported them to the Caribbean?
 - Where did they end up?
 - How did their owners treat them?
 - Did anything give them hope and strength to carry on through their ordeal?

Create your own pirate character

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/>

n.b. The Royal Museums Greenwich website has lots of exciting classroom resources to inspire imaginations and develop storytelling and writing skills.

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. The pupils could draw their costume and the objects they would need as well as writing a background story about their pirate alias or write their own pirate code.

Cartography

Create a map charting the ship *Tenacity's* travels and research the ports that the ship docks at. 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>

Culture and Trade

In the novel Silas visit ports in different countries and continents and meets people from many different cultures. Use these places and characters as stepping off points to research and discover different cultures. Research the trade routes and the changes it brought about to Glasgow and the surrounding areas.

Education Scotland:

<http://www.educationscotland.gov.uk/scotlandshistory/jacobitesenlightenmentclearances/tobacco/index.asp>

The Glasgow Story

<http://www.theglasgowstory.com/story.php?id=TGSCD>

*Suggested activities from Scottish Book Trust

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	
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Date taken: Event: Author event	Location:
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Service: Libraries & Cultural Services	Contact: Aly McCulloch
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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: :
(Print)

School Contact no:

Pupil's D.O.B: / /

School E-mail:

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West Dunbartonshire Libraries & Cultural Services



CRACKIN' CRITS EVALUATION 2015

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

Did you receive your resources within a suitable time period?

Yes/No

If no, when would be more suitable?

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?

Further comment

Yes/No

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

☐

Signage

☐

Equipment

☐

Room

☐

Disabled Access

☐☐

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

Contact email:

Thank you for taking the time to complete this questionnaire. Please return this form to
The Learning Development Team. Email: learning.development@west-dunbarton.gov.uk.
Address: 19 Poplar Road, Broadmeadow Ind. Est, Dumbarton, G82 2RJ.

My experiences and outcomes

LITERACY AND ENGLISH:

Enjoyment and choice:

- I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. **LIT 1-11a/LIT2-11a**
- I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. **LIT 1-20a/LIT 2-20a**

Tools for listening and talking:

- When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. **LIT 1-02a/LIT 2-02a/LIT 3-03a**
- I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn. **ENG 1-03a**
- I can recognise how the features of spoken language can help in communication, and I can use what I learn. **ENG 2-03a**

Tools for reading:

- I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. **ENG 1-12a**
- I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear. **LIT 1-13a**

Tools for writing:

- I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self correction techniques and a range of resources. **LIT 2-21a**
- In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. **LIT 2-22a**
- Throughout the writing process, I can check that my writing makes sense and meets its purpose. **LIT 2-23a**

Finding and using information:

- As I listen or watch, I can identify and discuss the purpose, main ideas and supporting details contained within the text, and use this information for different purposes. **LIT 2-04a**
- As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate. **LIT2-05a**
- 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**

Understanding, analysing and evaluating:

- I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. **LIT 1-07a**
- To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text. **LIT 1-16a**
- To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. **ENG 1-17a**
- I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features. **ENG 1-19a**

Organising and using information

- 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**
- By considering the type of text I am creating I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. **LIT1-26a**

Creating texts:

- When listening and talking with others for different purposes, I can exchange information, experiences, ideas and opinions and clarify points by asking questions or by asking others to say more. **LIT 1-09a**
- 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. **LIT 2-10a/LIT 3-10a**

- I can convey information, describe events or processes, share my opinions or persuade my reader in different ways **LIT 1-28a/LIT 1-29a**
- Having explored the elements which writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/or settings. **ENG 1-31a**

EXPRESSIVE ARTS:

Participation in performances and presentations:

- I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances. **EXA 1-01a**

HEALTH AND WELLBEING:

Mental, emotional, social and physical wellbeing:

Mental and emotional wellbeing:

- I am aware of and able to express my feelings and am developing the ability to talk about them. **HWB 1-01a**
- I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. **HWB 1-04a**

Social wellbeing:

- As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. **HWB 1-09a**
- Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. **HWB 2-12a**

Physical wellbeing:

- I know and can demonstrate how to travel safely. **HWB 2-18a**

Planning for choices and changes:

- Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others. **HWB 1-19a**

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