

<p>Experiences and Outcomes: 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 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</p>
<p>Learning Intentions: We are learning to understand how the cover, title, author, illustrator and/or blurb can help us select books. We are learning to select texts for enjoyment and other purposes. We are learning to explain preferences for particular texts and authors. We are learning to summarise the main events in a text. We are learning to identify and consider the purpose and main ideas of a text. We are learning to follow a list of written and visual instructions.</p>
<p>Success Criteria: I can categorise texts into different groups and organise these under relevant headings. I can justify why I prefer certain texts and dislike others. I can share my ideas and listen to and respect other's suggestions that may be different from my own. I can identify the key events that happen, re-tell them in my own words and in chronological order. I can discuss what I think the text is about with my partner. I can use evidence from the text to support my ideas. I can solve problems in order to create my fortune teller/ paper dolls.</p>
<p>Briefly outline the context and range of quality learning experiences that have been provided Lesson One: Categorising Texts- The children watched the YouTube clip- Watch Us (Pick "Just Right" Books) By Ms Waldie's 4th Grade class. They had to identify what each of the PICK initials stood for (Pick, Interest, Comprehend and Know) and make notes under each of the heading of the children demonstrating these in their clip. They then had to describe how they would implement these strategies when choosing their own book from the library. Next, the children (In groups) were given a range of texts which initially had the front cover wrapped up to encourage the children to use the text and illustrations within the book and the blurb on the back. They were asked to decide whether they were likely to read the given books, giving reasons for their choice. After that, they then had to categorise the books into books they would read, books they might read and books they wouldn't read. Finally, they had to select one book and complete a short question prompt sheet to record the group's thinking and ideas. Each group had to present their findings to the rest of the class. Lesson Two: Summarising the Main Events- The children had to read the Bruce Bogtrotter chapter from Matilda. They were encourage to make notes on whiteboards recording any main events which happened during the chapter in chronological order. They had to review their finding in order to complete a first, next, then and finally grid summarising the four main events which happened in the story. The pupils' self- assessed their work and wrote comments relating to the LI and SC. Lesson Three: Freeze Frame Chapter Summary- After Lesson Two, the children wanted to create mini dramas to present their ideas to the rest of the class. They worked in their groups to re-enact the 4 main events they had chosen using the Freeze Frame technique. They were given time to practise performing their freeze frames, focusing on the use of body and facial expressions. The children then performed their drama to the rest of the class and peer feedback was given</p>

immediately after the performance. Finally, the children were also given the opportunity to talk through what they were trying to convey in their freeze frame using the still images captured during the performance.

Lesson Four: My Shadow- During the month of November, Castleton had a focus on 'iread' linking to the First Minister's Reading Challenge. The children voted on an author of the month and were encourage to bring in books from home to share or from their childhood which they enjoyed. One child brought in the book My Shadow and the children seemed very keen to learn more. They watched a short YouTube clip of Billy Connolly reading the poem and in pairs they were asked to discuss what they thought the purpose and main ideas were. The children discussed their ideas with a partner and then recorded their answers in their jotter. A few lessons developed from this and the children went outside to create their own shadow shapes. After that, they created their own black line shadow drawings, capturing the shadow shape they made. Finally, Child A recited My Shadow during our class' assembly on Scotland, in front of parents/carers and the rest of the schools. They included their art work in their Scotland power points.

Lesson Five: Scottish Book Trust- Reading Dare/ The Paper Dolls- Child A's reading dare challenge that she accepted was to tweet a picture of her with her favourite book. She shared the book The Paper Dolls by Julia Donaldson. The children were encouraged to read a few sentences aloud ad then to pass the book on to the next person in the circle. Child A discussed why it was her favourite book and made reference to the illustrations, the fact it was written by one of her favourite authors (Julia Donaldson) and finally that she liked the writers message about even when somethings gets ruined or destroyed it doesn't matter because the memories you have are sometimes better than the real thing. She then made a comparison to a relative she had recently lost and said how this book made her think of that. A follow up lesson evolved as the children wanted to create their own paper doll style characters. The children had to read the written instructions and had to watch a practical demonstration about how to fold and cut the paper to make the dolls hands join. Child A's first attempt didn't work out but she pointed out that a FAIL = First attempt in learning. After asking for additional support and to watch the practise demonstration again she was able to make some very interesting reading characters of her own. It is important to note that roughly six weeks later Child A use this previous learning and created another set of Christmas themed paper dolls during Fun Friday, showing that she was able to apply her previous knowledge in a different way.

Lesson Six: Fortune Teller- After lesson five the children commented on how they liked folding the paper to create the paper dolls and they had found the Fun Friday origami session to make bangers exciting. They were given some written instructions with visual step by step images of how to fold a given square in to a fortune teller. Child A was able to make the fortune teller quickly and left her own work to help other pupils who were struggling to follow the instructions. Once the fortune tellers were made they had to select favourite authors for the outside, literacy circle roles for the inside and create a list of inferential and evaluative question which linked to the literacy circle roles. It was explained that the fortune tellers should be used at the end of reading sessions to try and gather lots of information from the reader about the book they had been reading The children decided to take their fortune tellers with them to the meet the author session and got the chance to trial them out on our visiting author Simon Puttock. The discussion that the children had whilst creating the question section was invaluable during this task as it helped to assess the children's' understanding of inferential and evaluative questions that would gather lots of information from the reader.

Activity 2b

Record the range of assessment evidence considered to meet the success criteria, considering breadth, challenge and application.

Say: The children presented their ideas on a range of occasions, discussing their ideas, justifying their choices and using questioning to clarify their thinking. They were keen to share their work with other classes and used twitter to share their learning with parents/carers.

Write: The children made notes under given/created headings, recorded their thinking in their jotters and created the summary sheet during the summariser role.

Make: The children designed their paper doll characters by reading, following and watching instructions and also created their own fortune tellers which could be used as an assessment tool to check for understanding after reading activities.

Do: The children presented their ideas during the categorising texts lesson where they had to justify

why they had placed a given book under their chosen heading on the scale. The children had to perform their freeze frame dramas to their peers and also invited the children from another class to watch their presentations.

Assessment: I adopted a range of assessment approaches, including: self/ peer assessment written/oral feedback, 121/ group learning conversations, traffic lighting with written comments, written/oral 2 stars and a wish, verbal feedback linking to LI and SC, presentation of findings and freeze frame dramas. We also created a classroom cosy reading den and placed a lesson suggestions box inside to help ensure the challenge and enjoyment and personalisation and choice principles were being met. This also allowed me to receive feedback on the types of lessons we were creating and how we could alter our teaching approaches to include/ interest all children. Throughout the tasks I used higher order thinking skills techniques when writing the LI and SC and was conscious of selecting skills from higher up the Bloom's triangle.

Activity 3 National Benchmarks/ Did the learner successfully attain the outcomes?

I believe that Child A achieved the following Es and Os, based on the evidence and written feedback I have provided: Lit 1-11a and Lit 1-16a.

PART TWO

Briefly outline the oral/written feedback given to the pupil on progress and next steps, referring to the learning intention and success criteria.

Child A was able to explain how she was successful within the tasks outlined and was able to use the LI and SC effectively to review her learning. During lesson one, Child A was able to talk about a range of texts and explained why she preferred some to others. She made reference to the front cover, blurb, illustrations, illustrator and what the story was about.

Child A was able to make notes under given/created headings and was able to do this chronologically. She was able to review her initial written notes in order to select the four main points when completing the summarising grid. During the 121 learning conversation she noted that at first she started recording everything that had happened in the chapter but after she filled one side of the whiteboard she remember it was only the main events she had to record. She was able to review her notes and alter them when she revisited the SC.

Based on lesson feedback, I was able to provide the opportunity for the freeze frame drama performances to take place and Child A performed in a confident way. She was able to use the still image photographs to highlight what emotions she was trying to convey and during the learning conversation she was able to share what she was thinking in character role. The drama involved her summarising a chapter and acting out the four main events which took place.

Child A was able to identify the key message the author was trying to convey in My Shadow and she was also able to build upon others' ideas to change her initial ideas, based on the discussion within her group. Child A's confidence developed as a result and she noted that before she would never have felt confident enough to present to such a large audience but that she was proud of herself when she did.

Although Child A did not succeed initially when creating her paper doll style characters she showed resilience and perseverance within the task. She was able to ask for help and sought clarification in order to succeed. She then transferred the skills she had learnt and revisited the activity some weeks later, showing that she not only remembered how to complete the task successfully but that she could transfer these skills to other areas of the curriculum. She was able to explain why she enjoyed this text and made reference to the author, illustrator, key message intent by the author and the use of rhythm and rhyme which helped create flow when reading aloud.

In the final lesson, child A was able to offer advice and guidance to help other pupils who could not complete the task. She used her fortune teller to model how to complete the task successfully to others. She explained each step of the instructions clearly and modelled how to do it as she read. There was a real purpose for the fortune tellers and this was demonstrated during the author visit. Simon Puttock enjoyed using the fortune tellers and felt that they were a fun way to review the learning which had taken place.

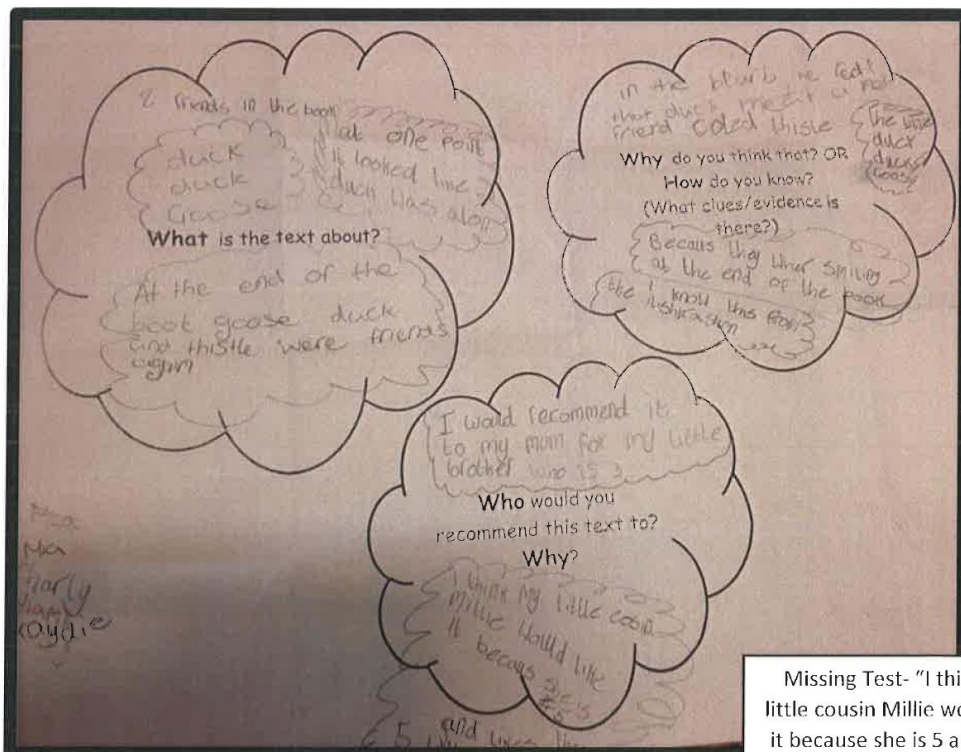
Pupil Voice: What have you learned? How did you learn? What skills have you developed?

Covering the personalisation and choice principle there were several opportunities where the children initiated the learning activities (within the Summariser Freeze Frame, My Shadow and The Paper Doll). Examples of pupil voice have been included throughout lesson one to six of the Learner Evidence sheets.

Lesson One: Categorising Texts



121 Learning Conversation
 "We said we would like to read Football Academy and Danger Eyes. I could read most of the words in it (Football Academy) so I know it's at the right level. It's about a team captain and a bully and it offers advice about dealing with bullies. I recognised the illustrator in this one (points to Danger Eyes) its Nick Sharratt. I don't know what book he did before but I know I read one and liked his drawings. The author was Jon Blake and I haven't read his books before but would like to.
 The middle books we might read because the nature pictures were nice. It's a colourful book and some of the animals interest me. That's on PICK (purpose, interest, comprehend and know) and it looks fun. I like the rabbit and dogs but I'm not so keen on cats. If it was all about dance or karate I would definitely get it out.
 We got the Duck Duck Goose book in our hidden wrapper and we said we wouldn't read it. That's the one we wrote notes about (see below)."



Missing Test- "I think my little cousin Millie would like it because she is 5 and likes the 5 little ducks song."

Lesson Two: Summarising the Main Events

First

she called out a sound
and she said to Ludo
bug trotter you are a
silly.

next

she was blaming the bees
for eating the chocolate cake
and said "eat the hot thing."

Then

then she got him to
eat a big large cake
all to his self and he
was feeling hungry and feeling
sick.

Last

they all cheered for him and
said you won a gold medal
you beat the monkey.

Self-assessment

- LI- We are learning to summarise the main events that have happened in the story.
- SC- I can identify the key events that have happened.
- SC- I can re-tell the events in my own words and in chronological order.

- We worked together to write this story and share our answers.
I think we have done it in the right order and we chose the main events

Lesson Three: Freeze Frame Chapter Summary



“That one is Miss Trunchbull pointing at Bruce Bogtrotter in the assembly hall. The other children are scared as she looks really angry.”



“The cook brought out a big, huge chocolate cake and Miss Trunchbull was telling him to eat the whole cake.”



“That’s Bruce struggling and everyone watching was shocked that he had to eat the full cake. Every last bit. Miss Trunchbull was laughing because she thought he was struggling.”



“Bruce ate all of it (the cake) and everyone was happy and celebrating that he had one. Miss Trunchbull was extremely angry and didn’t like that Bruce

Peer Feedback from Morgan

Star: “You did it in the right order.”
Star: “Niamh and Kaydie looked really scared as the children in the assembly.”
Wish: “Don’t use any words for freeze frame.”

Peer Feedback from Callum

Star: “I think you remembered all the main events.”
Star: “I really liked your facial expressions because you could see you were really angry, shocked and pleased.”
Wish: “Try not to laugh when presenting it to others.”

Lesson Four: My Shadow

my shadow

We are learning to identify and consider the Purpose and main ideas of a text.

I can discuss what I think the text is about with my Partner.

I can use evidence from the text to support my ideas.

It is like the shadow is like is stuck to him

It is just like these twins

When the sun is bright the shadow is brighter

The shadow is actually the boy

he is bigger than him all the time

When he is near the sun the shadow gets a bigger

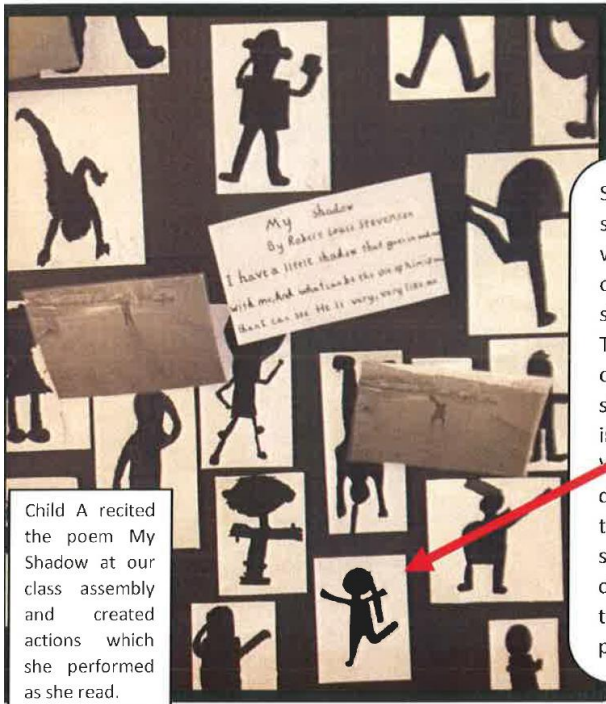
he has said play with the shadow but he can't play with

When it's dark he does not have a shadow

"Me and Mia went through the book and thought about what the author was meaning. We put it in our own words and put them in thought bubbles to show what we were thinking. I like the YouTube clip we watched as the man was really good at reading." – A Poem is- My Shadow read by Billy Connolly
<https://m.youtube.com/watch?v=Ha5Dn2NGFRM>



This is my shadow drawing.



Child A recited the poem My Shadow at our class assembly and created actions which she performed as she read.

Some of the children suggested that we went outside to make our own shadow shapes like in the book. This then progressed onto turning our shadow photographs into shadow drawings. When the sun disappeared behind the clouds we had some very unhappy children who didn't get their shadow photograph taken!

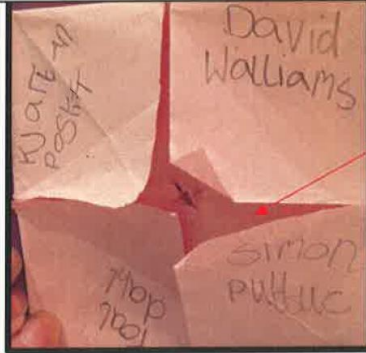


Lesson Six: Fortune Tellers



Castleton Primary @Castleton... · 04/11/2016 ✓
 A pleased Lee following the folding instructions with a little help from a friend! 😊
 Nlamh helping others to complete the task. 🍌

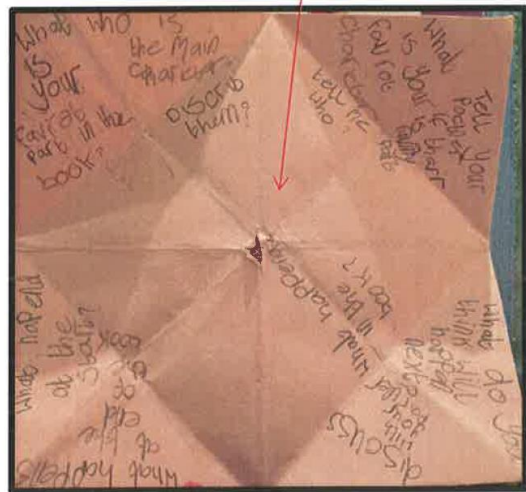
"I was helping my group make their fortune tellers because they found it tricky. I read the instructions and looked at the pictures to help me. Once I did one it was easy."



"I put my favourite authors here. I wrote down my questions behind each folded back bit. I then did it with my friends and we used them during reading. We even used them during the author visit and he answered our questions."



"Then I put down the different roles that we have been learning (literacy circle roles)."



The children used their fortune tellers on the author Simon Puttock and on each other.



Castleton Primary @Castleton... · 04/11/2016
 P5/4 challenging each other's thinking with reading fortune tellers! @FMReadChallenge @litforallib

The children were very excited to share their work with Mrs McIver and she shared their learning on twitter (tagging the First Minister's Reading Challenge and Literacy for all). The children received a retweet from the First Minister's Reading Challenge saying "What a great idea."



Castleton Primary @Castleton... · 04/11/2016 ✓
 P5/4 have made fortune tellers to help them read their novels, discuss and question @FMReadChallenge @litforallib

Lesson 5: Scottish Book Trust- Reading Dare/ The Paper Dolls



"I liked it when we read out loud. I liked listening to Aiden read and Callum was really funny doing the Ticky and Tacky voices."



As part of Book Week Scotland the children took part in a reading dare which involved them sharing their favourite book. One of the books shared was The Paper Dolls by Julia Donaldson and the children were keen to make their own characters using the paper doll folding style. They had to follow written instruction and watch a practical demonstration on how to create the dolls. Child A's first attempt didn't go so well and she was keen to tweet her work, showing that things don't always go well during our first attempt. Eventually, she made some fantastic characters which she said were from the horror genre. She explained "Once I could do it I created ghosts with wings, like dark angels. My story would be about when the world turns bad. But this blue one tries to save the world as he is good. He is good and he lost a leg. The dark angels had powers and they used their eyes to turn things dark."



At the end of term, during Fun Friday Time, four of the children had decided to create their own 'Christmas Themed' paper doll style characters. They were in the reading den sharing their ideas about the Christmas characters they had created and were building upon each other's ideas, in order to develop the main ideas in their books.