

CELEBRATING STORIES

EXPERIENCES AND OUTCOMES FOR PLANNING LEARNING, TEACHING AND ASSESSMENT

Whilst the 'Celebrating Stories' event is primarily based around literacy activities, there are a few key components which draw work from other aspects within the curriculum for excellence.

The following is a list of the key experiences and outcomes which will play their part during the course of this activity:

LITERACY (SECOND LEVEL)

READING

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 / LIT 2-11a)

UNDERSTANDING, ANALYSING AND EVALUATING

To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. (LIT 2-16a)

To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. (ENG 2-17a)

I can:

- discuss structure, characterisation and/or setting;
 - recognise the relevance of the writer's theme and how this relates to my own and others' experiences; and
 - discuss the writer's style and other features appropriate to genre.
- (ENG 2-19a)

LISTENING AND TALKING

TOOLS FOR LISTENING AND TALKING

When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. (LIT 2-02a)

FINDING AND USING INFORMATION

As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail 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. (LIT 2-05a)

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)

CREATING TEXTS

When listening and talking with others for different purposes, I can:

- share information, experiences and opinions;
- explain processes and ideas;
- identify issues raised and summarise main points or findings; and
- clarify points by asking questions or by asking others to say more.

(LIT 2-09a)

WRITING

Enjoyment AND CHOICE

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 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

I can consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.
LIT 2-24a

ORGANISING AND USING INFORMATION

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.

I recognise the need to acknowledge my sources and can do this appropriately.

LIT 2-25a

By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.

LIT 2-26a

CREATING TEXTS

I am learning to use language and style in a way which engages and/or influences my reader.
ENG 2-27a

I can convey information, describe events, explain processes or combine ideas in different ways.
LIT 2-28a

I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence.

LIT 2-29a

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.

ENG 2-30a

Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life.

ENG 2-31a

EXPRESSIVE ARTS (Second Level)

ART AND DESIGN

I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks.

EXA 2-02a

I can create and present work that shows developing skill in using the visual elements and concepts.

EXA 2-03a

Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail.

EXA 2-04a

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.

EXA 2-05a

I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem.

EXA 2-06a

TECHNOLOGIES (SECOND LEVEL)

DIGITAL LITERACY

USING DIGITAL PRODUCTS AND SERVICES IN A VARIETY OF CONTEXTS TO ACHIEVE A PURPOSEFUL OUTCOME

I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way.

TCH 2-01a

CRAFT, DESIGN, ENGINEERING AND GRAPHICS

REPRESENTING IDEAS, CONCEPTS AND PRODUCTS THROUGH A VARIETY OF GRAPHIC MEDIA

I can use a range of graphic techniques, manually and digitally, to communicate ideas, concepts or products, experimenting with the use of shape, colour and texture to enhance my work.

TCH 2-11a (Primarily this benchmark: • Demonstrates planning for a targeted audience when creating a of graphic display)

COMPUTING SCIENCE

UNDERSTANDING THE WORLD THROUGH COMPUTATIONAL THINKING

I understand the operation of a process and its outcome. I can structure related items of information.

TCH 2-13a

Primarily these benchmarks:

- Compares activities consisting of a single sequence of steps with those consisting of multiple parallel steps, for example, making tomato sauce and cooking pasta to be served at the same time.

How 'Celebrating Stories' includes this: Pupils will come to recognise and contribute to the various types of planning activities throughout the project. Comparing the plans involved in drafting and formatting their story with the more group-focussed activities involved in planning and organising the class 'Celebrating Stories' event.)

- Structures related items of information for example, a family tree (MNU 2- 20b).

How 'Celebrating Stories' includes this: In assessing the 500 words short stories from the BBC website (both individually and as a class) pupils will develop written work which highlights both links and differences between stories based on character, structure, genre etc.

- Uses a recognised set of instructions/ an algorithm to sort real worlds objects for examples, books in a library or trading cards.

How 'Celebrating Stories' includes this: As a class during week two presentations, an overall sorting activity can be used to recognise how some stories may be grouped (e'g by genre/ setting/ etc.)

Numeracy and Mathematics (Second Level)

NUMBER, money and measure

Money

I can manage money, compare costs from different retailers, and determine what I can afford to buy.

MNU 2-09a

I can use the terms profit and loss in buying and selling activities and can make simple calculations for this. MNU 2-09c

Time

I can use and interpret electronic and paper based timetables and schedules to plan events and activities, and make time calculations as part of my planning.

MNU 2-10a

INFORMATION HANDLING

Data and analysis

I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way.

MNU 2-20b

I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology.

MTH 2-21a / MTH 3-21a