

Session One (40 minutes) *Playing and Reviewing Games*

<p>Overview</p> <ul style="list-style-type: none"> Outline of project – make a game for specific pupils in Year 4 and upload games to web for general release; establish project partners (and target audiences) Element of competition In pairs one reads instructions – how to navigate in MM and then tells/shows partner Play selected games and discuss before writing a review (scaffolds provided) with suggestions for improvements to game-play for maker <p>PLAN</p> <ol style="list-style-type: none"> Tell the group that they are going to work in pairs to create a game for specific students in year 4 whose names they will be given by PB. These games will also be made available for others to play via the school website. Discuss some of the limitations this may place on the types of games they create. Explain that the best games will be judged and the winners will be able to choose some Immersive Education software for the school. <ol style="list-style-type: none"> PB to put group into working pairs PB to allocate year 4 pupils. 	<p>Speaking and Listening</p> <p>Discuss pros and cons of games played as if giving feedback to maker (talk about appropriate use of language and how they would feel if they received the feedback)</p> <p>AF1 Talking to others Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners and content</p> <p>Level 3</p> <ul style="list-style-type: none"> develop ideas and feelings through sustained speaking turns organise talk to help the listener, with overall structure evident adapt language and non-verbal features to suit content and audience <p>Level 4</p> <ul style="list-style-type: none"> speak in extended turns to express straightforward ideas and feelings with some relevant detail structure talk in ways which support meaning and show attention to the listener vary vocabulary, grammar and non-verbal features to suit the audience, purpose and context <p>Level 5</p> <ul style="list-style-type: none"> express and explain relevant ideas and feelings with some elaboration to make meaning explicit shape talk in deliberate ways for clarity and effect to engage the listener adapt vocabulary, grammar and non-verbal features in ways well-matched to audience, purpose and context <p>AF4 Talking about talk Understand the range and uses of spoken language, commenting on meaning and impact and draw on this when talking to others</p> <p>Level 3</p> <ul style="list-style-type: none"> recognise and comment on different ways that meaning can be expressed in own and others' talk <p>Level 4</p> <ul style="list-style-type: none"> show understanding of how and why language choices vary in their own and others' talk in different situations <p>Level 5</p> <ul style="list-style-type: none"> explain features of own and others' language use showing understanding of effect of varying language for different purposes and situations 		
<ol style="list-style-type: none"> Getting to grips with navigation. One 	<p>Reading</p> <p>Read instructions for navigation and sample review</p> <p>AF2 Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text</p> <p>Level 3</p> <ul style="list-style-type: none"> simple most obvious points identified though there may also be some misunderstanding some comments include quotations from or references to text, but not always relevant <p>Level 4</p> <ul style="list-style-type: none"> some relevant points identified comments supported by some generally relevant textual reference of quotation <p>Level 5</p> <ul style="list-style-type: none"> most relevant points clearly identified, <p>AF6 Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader</p> <p>Level 3</p> <ul style="list-style-type: none"> comments identify main purpose express personal response but with little awareness of writer's viewpoint or effect on reader <p>Level 4</p> <ul style="list-style-type: none"> main purpose identified simple comments show some awareness of writer's viewpoint simple comment on overall effect on reader <p>Level 5</p>		

<p>student reads instructions (1_1 <i>MissionMaker Navigation</i>) then explains to partner how to navigate the <i>Food</i> game. They play the game a couple of times swapping roles. Discuss whether instructions for navigation could be better and how. Make notes on Navigation sheets.</p> <ol style="list-style-type: none"> Feedback improvements to 'instructions'. Remember talking to person who wrote them – how should they express their ideas appropriately? Talk about how to give feedback to people when things need to be improved. Analyse letter sent to maker of the <i>Fairy Tale Detective</i> game. Why was it written, what did the writer think of the game and how would the reader (maker of the game) feel? Why? <p>3. Play a number of other games and for Homework write a letter to the maker of the <i>Food</i> game reviewing it using the model provided (1_2 <i>Reviewing a Game</i>).</p>		<p>including those selected from different places in the text</p> <ul style="list-style-type: none"> comments generally supported by relevant textual reference or quotation, even when points made are not always accurate 	<ul style="list-style-type: none"> main purpose clearly identified, often through general overview viewpoints in text clearly identified with some, often limited, explanation general awareness of effect on reader with some, often limited, explanation
	<p>Writing</p> <p>Write review of games played as advice to maker</p> <p>AF2 Produce texts which are appropriate to task, reader and purpose</p> <p>Level 3</p> <ul style="list-style-type: none"> purpose established at a general level main features of selected form sometimes signalled to the reader some attempt at appropriate style, with attention to reader <p>Level 4</p> <ul style="list-style-type: none"> main purpose of writing is clear but not always consistently maintained main features of selected form are clear and appropriate to purpose style generally appropriate to task, though awareness of reader not always sustained <p>Level 5</p> <ul style="list-style-type: none"> main purpose of writing is clear and consistently maintained features of selected form clearly established with some adaptation to purpose appropriate style clearly established to maintain reader's interest throughout 	<p>AF3 Organise and present whole texts effectively, sequencing and structuring information, ideas and events</p> <p>Level 3</p> <ul style="list-style-type: none"> some attempt to organise ideas with related points placed next to each other openings and closings usually signalled some attempt to sequence ideas or material logically <p>Level 4</p> <ul style="list-style-type: none"> ideas organised by clustering related points or by time sequence ideas are organised simply with a fitting opening and closing sometimes linked ideas or material generally in logical sequence but overall direction of writing not always clearly signalled <p>Level 5</p> <ul style="list-style-type: none"> material is structured clearly, with sentences organised into appropriate paragraphs development of material is effectively managed across text overall direction of the text supported by clear links between paragraphs 	<p>AF4 Construct paragraphs and use cohesion within and between paragraphs</p> <p>Level 3</p> <ul style="list-style-type: none"> some internal structure within sections of text within paragraph/sections some links between sentences movement between paragraphs/sections sometimes abrupt or disjointed <p>Level 4</p> <ul style="list-style-type: none"> paragraphs/sections help to organise content within paragraphs/sections limited range of connections between sentences some attempts to establish simple links between paragraphs/sections not always made <p>Level 5</p> <ul style="list-style-type: none"> paragraphs clearly structure main ideas across text to support purpose within paragraphs/sections a range of devices support cohesion links between paragraphs/sections generally maintained across whole text