

Session Three (50 minutes) *Rule Systems*

<p>Overview</p> <ul style="list-style-type: none"> Return homework talking about audience, purpose and structure Show adding doors and introduce rules using triggers: object clicked; state trigger and spatial trigger Homework – reflection on what learnt and problems encountered; watch training videos to clarify points <p>PLAN</p> <ol style="list-style-type: none"> Return homework. Remind pupils that most successful writing: <ul style="list-style-type: none"> balanced formal, professional language with friendly tone was set-out correctly as a letter structured to say thank you and give praise, followed by suggestions, summarising at end with reminder of actions paragraphs linked to show progression and changes in direction (However, although ...) gentle tone achieved through modifiers (eg perhaps, a little, a few, maybe etc) Distribute instructions for creating rules to open three doors using three different triggers. (Explain that there are videos on the website to check understanding) and show the steps. Sheet 3_1 Task and Instructions Make the game Homework – notes on what they learnt, what they found difficult and what they need to practise Sheet 3_2 Reflection 	<p>Speaking and Listening</p> <p>Listen to instructions</p> <p>Elicit help, as necessary, from classroom experts and teachers</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>Level 6</p> <ul style="list-style-type: none"> explore complex ideas and feelings in a range of ways, both succinct and extended maintain generally controlled and effective organisation of talk to guide the listener adapt vocabulary, grammar and non-verbal features to meet an increasing range of demands 	<p>AF2 Talking with others Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments and questions</p> <p>Level 3</p> <ul style="list-style-type: none"> respond to the speaker’s main ideas, developing them through generally relevant comments and suggestions attempt different roles and responsibilities in pairs or groups <p>Level 4</p> <ul style="list-style-type: none"> show generally clear understanding of content and how it is presented, sometimes introducing new material or ideas take on straightforward roles and responsibilities in pairs and groups <p>Level 5</p> <ul style="list-style-type: none"> recognise significant details and implicit meanings, developing the speaker’s ideas in different ways sustain roles and responsibilities with independence in pairs or groups, sometimes shaping overall direction of talk with effective contributions <p>Level 6</p> <ul style="list-style-type: none"> engage with complex material making perceptive responses, showing awareness of the speaker’s aims and extending meanings adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion 		

<p>Reading</p> <p>Read written instructions and media text within software. Watch videos and follow oral instructions.</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, including those selected from different places in the text • comments generally supported by relevant textual reference or quotation, even when points made are not always accurate <p>Level 6</p> <ul style="list-style-type: none"> • relevant points clearly identified, including summary and synthesis of information from different sources or different places in the same text • Commentary incorporates apt textual reference and quotation to support main ideas or argument 	
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Writing

Reflect on process of learning to author a game

AF2 Produce texts which are appropriate to task, reader and purpose

Level 3

- 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

Level 4

- 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

Level 5

- 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

Level 6

- imaginative treatment of appropriate materials, familiarity with conventions of a variety of forms, adapting them when needed to suit purpose and audience, not always successfully
- convincing individual voice or point of view established and mostly sustained throughout
- level of formality used for purpose and audience generally appropriate and a range of stylistic devices used to achieve effect, not always successfully