

## Session Four (50 minutes) *Rule Systems Continued*

### Overview

- Revise three triggers: object clicked, state and spatial triggers (Follow instructions)
- Using what they know solve a couple of problems.
- Adding written instructions and descriptions of Pickups. Focus on clarity and brevity, but also right tone for genre of game.

### PLAN

1. 30 minutes - Straight into activity follow written instructions on Sheet 4\_1 Building Worlds and Rule Systems to build world and add four doors each to be opened in a different way (experts to help)
2. Bring group to front and explain the **Popup** – look at example and how to create one. Look at Pickups and how to alter properties.
3. Add Popup and start adding Pickups in form of treasure. Begin to think about the sort of game this could turn into.

**Homework** – Analyse some **Popups** from commercial games Sheet 4\_2 Writing for Games then write an exciting paragraph/Popup introducing the game they have started and the instructions.

Think about gameplay and suggest how different properties of the Pickups might be used.

### Speaking and Listening

#### Listen to instructions

**Work with partner to complete revision task – problem solving and working out what needs to be done.**

**Elicit help, as necessary, from classroom experts and teachers**

**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

#### Level 3

- 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

#### Level 4

- 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

#### Level 5

- 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

#### Level 6

- 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

**AF2 Talking with others** Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments and questions

#### Level 3

- respond to the speaker's main ideas, developing them through generally relevant comments and suggestions
- attempt different roles and responsibilities in pairs or groups

#### Level 4

- 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

#### Level 5

- 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

#### Level 6

- 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

**Reading**

**Read written instructions and media text within software. Watch videos and follow oral instructions.**

**AF2** Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text

**Level 3**

- 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

**Level 4**

- some relevant points identified
- comments supported by some generally relevant textual reference of quotation

**Level 5**

- 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

**Level 6**

- 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

**AF5** Explain and comment on writers' use of language, including grammatical and literary features at word and sentence level

**Level 3**

- a few basic features of writers' use of language identified, but with little or no comment

**Level 4**

- some basic features of writers' use of language identified
- simple comments on writers' choices

**Level 5**

- various features of writers' use of language identified with some explanation
- comments show some awareness of the effect of writers' language choices

**Level 6**

- some detailed explanation, with appropriate terminology, of how language is used
- some drawing together of comments on how the writer's language choices contribute to the overall effect on the reader

**Writing**

**Write brief, clear and appropriate instructions for a game. Write descriptions and clues of items used within gameplay.**

**AF1** Write imaginative, interesting and thoughtful texts

**Level 3**

- some appropriate ideas and content included
- some attempt to elaborate on basic information or events
- attempt to adopt viewpoint, though often not maintained or inconsistent

**Level 4**

- relevant ideas and content chosen
- some ideas and material developed in detail
- straightforward viewpoint generally established and maintained

**Level 5**

- relevant ideas and material developed with some imaginative detail
- development of ideas and material appropriately shaped for selected form
- clear viewpoint established, generally consistent with some elaboration

**Level 6** (Linked to AF2)

**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

**AF7** Select appropriate and effective vocabulary

**Level 3**

- simple, generally appropriate vocabulary used, limited in range
- some words selected for effect on occasion

**Level 4**

- some evidence of deliberate vocabulary choices
- some expansion of general vocabulary to match the topic

**Level 5**

- vocabulary chosen for effect
- reasonably wide vocabulary used, though not always appropriately

**Level 6**

- vocabulary chosen generally appropriate to audience and purpose
- range of vocabulary generally varied and often ambitious, even though choices not always apt