

Relevance of Bubble Dome Writing Adventures to the English Curriculum in Victoria, Australia

To check for relevance to *Bubble Dome Writing Adventures*, the following documents have been consulted on line:

- *Curriculum and Standards Framework II* document (specifically those parts relating to the English curriculum) at <http://csf.vcaa.vic.edu.au> © Victorian Curriculum and Assessment Authority, Revised Edition January 2008
- *Victorian Essential Learning Standards* document at: <http://vels.vcaa.vic.edu.au> © Victorian Curriculum and Assessment Authority, Revised Edition January 2008.

These documents have indicated that much of the content of *Bubble Dome Writing Adventures* already links comfortably to standards in the Victoria Education Department's English curriculum. *Bubble Dome Writing Adventures* sets can be linked to years and curriculum levels as follows:

Bubble Dome Set	Student Age	Year	Curriculum Level
Mud Ants	5 – 6 years	Prep – 1	1
Bubble Cats	6 – 7 years	1 – 2	1 – 2
Pumpkin World	7 – 8 years	2 – 3	2
Zinger Pinger	8 – 9 years	3 – 4	2 – 3
Shell Children	9 – 10 years	4 – 5	3
Furkle Stroy Williams	10 – 11 years	5 – 6	3 – 4

On the following pages are examples of the applications of each of the six *Bubble Dome Writing Adventures* sets in relation to the VIC English Prep-6 English Outcomes.

Mud Ants (Prep – Year 1; Level 1 Standards)

<p>Speaking & Listening</p>	<p>At Level 1, students use spoken language appropriately in a variety of classroom contexts. They ask and answer simple questions for information and clarification, contribute relevant ideas during class or group discussion, and follow simple instructions. They listen to and produce brief spoken texts that deal with familiar ideas and information. They sequence main events and ideas coherently in speech, and speak at an appropriate volume and pace for listeners’ needs. They self-correct by rephrasing a statement or question when meaning is not clear.</p>	<p>Mud Ants Writing Adventures set can help students achieve Level 1 Speaking & Listening Standards by:</p> <ul style="list-style-type: none"> • Talking to teacher and/or peers about the contents of the Mud Ants set including the Storybook, Map and Facts cards, Activity Cards and Mystery Object. • Listening to Mud Ants Storybook being read. • Taking part in teacher-led discussion about Mud Ants Storybook and Mud Ants in general. • Answering questions about what was heard. • Discussing each Activity Card task before engaging in writing plus on-going discussion while engaging in the activity. • Listening to what others have to say about the Activity Cards tasks. • Taking part in Thinking Hats discussion included on each card. • Interact with class peers in large and small groups or pairs, and with teacher or other adults one-to-one while working with Mud Ants set.
<p>Reading</p>	<p>At Level 1, students match print and spoken text in their immediate environment. They recognise how sounds are represented alphabetically and identify some sound–letter relationships. They read aloud simple print and electronic texts that include some frequently used words and predominantly oral language structures. They read from left to right with return sweep, and from top to bottom. They use title, illustrations and knowledge of a text topic to predict meaning. They use context and information about words, letters, combinations of letters and the sounds associated with them to make meaning, and use illustrations to extend meaning.</p>	<p>Mud Ants Writing Adventures set can help students achieve Level 1 Reading Standards by:</p> <ul style="list-style-type: none"> • Reading or attempting to read the Mud Ants Storybook and looking at the pictures. • Reading or attempting to read the instructions for the Mud Ants Activity Cards. • Reading or attempting to read own writing produced for the tasks set on the Activity Cards. • Demonstrating understanding of what they have read from the Mud Ants set text.

Writing	<p>At Level 1, students write personal recounts and simple texts about familiar topics to convey ideas or messages. In their writing, they use conventional letters, groups of letters, and simple punctuation such as full stops and capital letters. Students are aware of the sound system and the relationships between letters and sounds in words when spelling. They form letters correctly, and use a range of writing implements and software.</p>	<p>Mud Ants Writing Adventures set can help students achieve Level 1 Writing Standards by completing any of the Mud Ants Activity Cards writing tasks as joint or independent activities.</p> <p>The Activity Cards include:</p> <ol style="list-style-type: none">1. Story2. Shopping List3. Rhyme patterns4. Recipe5. Information6. Labels7. Recount8. Fantasy Story9. Alphabet Poem10. Fact File. <p>Completing any or all of the Activity Cards tasks provides opportunities to develop and practise all the skills that can lead to achieving Level 1 outcomes.</p>
----------------	--	--

Bubble Cats (Year 1 – Year 2; Level 1 & 2 Standards)

<p>Speaking & Listening</p>	<p>At Level 1, students use spoken language appropriately in a variety of classroom contexts. They ask and answer simple questions for information and clarification, contribute relevant ideas during class or group discussion, and follow simple instructions. They listen to and produce brief spoken texts that deal with familiar ideas and information. They sequence main events and ideas coherently in speech, and speak at an appropriate volume and pace for listeners' needs. They self-correct by rephrasing a statement or question when meaning is not clear.</p> <p>At Level 2, students listen to and produce spoken texts that deal with familiar ideas and information. They demonstrate, usually in informal situations, that they are able to speak clearly using simple utterances and basic vocabulary. They organise spoken texts using simple features to signal beginnings and endings. They vary volume and intonation patterns to add emphasis. They contribute to group activities by making relevant comments and asking clarifying questions to facilitate communication. After listening to short live or recorded presentations, they recall some of the main ideas and information presented. They listen to others and respond appropriately to what has been said.</p>	<p>Bubble Cats Writing Adventures set can help students achieve Level 1 and 2 Speaking & Listening Standards by:</p> <ul style="list-style-type: none"> • Talking to teacher and/or peers about the contents of the Bubble Cats set including the Storybook, Map and Facts cards, Activity Cards and Mystery Object. • Listening to Bubble Cats Storybook being read. • Taking part in teacher-led discussion about Bubble Cats Storybook and Bubble Cats in general. • Answering questions about what was heard. • Discussing each Activity Card task before engaging in writing plus on-going discussion while engaging in the activity. • Listening to what others have to say about the Activity Cards tasks. • Taking part in Thinking Hats discussion included on each card. • Interact with class peers in large and small groups or pairs, and with teacher or other adults one-to-one while working with Bubble Cats set. • Using the text content of the Bubble Cats set to explore language patterns – includes Storybook, sample texts such as poems and stories on Activity Cards, and saying own poems and stories aloud in preparation for writing them down. • Using contents of Bubble Cats Storybook and Activity Cards to link to recounts and discussions of familiar personal experiences such as spending time with cats and blowing bubbles. • Participating in class/group/pair discussions relating to any aspects of the Bubble Cats set including the Bubble Cats Storybook, Activity Cards and Mystery Object while showing understanding of how to speak and listen effectively and in line with school expectations of behaviour. • Participating in class/group/pair discussions relating to any aspects of the Bubble Cats set including the Bubble Cats Storybook, Activity Cards and Mystery Object while showing understanding of how to interpret and convey meaning, using simple sentences and connecting ideas. • Completing Bubble Cats Activity Cards tasks and presenting poems and stories by speaking them aloud to others – teacher or other adults, peers in small or larger groups.
--	---	--

<p>Reading</p>	<p>At Level 1, students match print and spoken text in their immediate environment. They recognise how sounds are represented alphabetically and identify some sound–letter relationships. They read aloud simple print and electronic texts that include some frequently used words and predominantly oral language structures. They read from left to right with return sweep, and from top to bottom. They use title, illustrations and knowledge of a text topic to predict meaning. They use context and information about words, letters, combinations of letters and the sounds associated with them to make meaning, and use illustrations to extend meaning.</p> <p>At Level 2, students read independently and respond to short imaginative and informative texts with familiar ideas and information, predictable structures, and a small amount of unfamiliar vocabulary. They match sounds accurately to a range of letters, letter clusters and patterns, and work out the meaning of unfamiliar phrases and words in context. They locate directly stated information, retell ideas in sequence using vocabulary and phrases from the text, and interpret labelled diagrams. They predict plausible endings for stories and infer characters' feelings. They self-correct when reading aloud and describe strategies used to gain meaning. They identify that texts are constructed by authors, and distinguish between texts that represent real and imaginary experience.</p>	<p>Bubble Cats Writing Adventures set can help students achieve Level 1 and 2 Reading Standards by:</p> <ul style="list-style-type: none"> • Practising the process of reading using text from the Bubble Cats set. • Reading the Bubble Cats Storybook and looking at the pictures. • Reading the instructions for the Bubble Cats Activity Cards. • Reading own writing produced for the tasks set on the Activity Cards. • Demonstrate, apply and develop understanding while reading Storybook, Activity Cards task instructions and own story writing. • Using the text from the Bubble Cats set to connect with own knowledge and experience. • Using text from the Bubble Cats set to demonstrate awareness of symbols and conventions that help to create meaning in written text. • Using text from the Bubble Cats set to recognise cues and predict and construct meaning from written text.
-----------------------	--	--

<p>Writing</p>	<p>At Level 1, students write personal recounts and simple texts about familiar topics to convey ideas or messages. In their writing, they use conventional letters, groups of letters, and simple punctuation such as full stops and capital letters. Students are aware of the sound system and the relationships between letters and sounds in words when spelling. They form letters correctly, and use a range of writing implements and software.</p> <p>At Level 2, students write short sequenced texts that include some related ideas about familiar topics. They write texts that convey ideas and information to known audiences. They select content, form and vocabulary depending on the purpose for writing, and describe the purpose and audience for their own and others' writing. They use appropriate structures to achieve some organisation of the subject matter. They link ideas in a variety of ways using pronouns, conjunctions and adverbial phrases indicating time and place. They accurately spell frequently used words, and make use of known spelling patterns to make plausible attempts at spelling unfamiliar words. They use capital letters, full stops and question marks correctly. They reread their own writing and use a range of editing resources to revise and clarify meaning. They write upper- and lower-case letters legibly with consistent size, slope and spacing.</p>	<p>Bubble Cats Writing Adventures set can help students achieve Level 1 and Level 2 Writing Standards by completing any of the Bubble Cats Activity Cards writing tasks as joint or independent activities.</p> <p>The Activity Cards include:</p> <ol style="list-style-type: none"> 1. Instructions 2. Time Story 3. Non-chronological Report 4. Acrostic Poem 5. Colour Poem Story 6. Explanation 7. Information 8. Traditional Tales 9. Dialogue 10. Tongue Twisters. <p>Completing any or all of the Activity Cards tasks provides opportunities to develop and practise all the skills that can lead to achieving Level 1 and Level 2 outcomes.</p>
-----------------------	---	--

Pumpkin World (Year 2 – Year 3; Level 2 Standards)

<p>Speaking & Listening</p>	<p>At Level 2, students listen to and produce spoken texts that deal with familiar ideas and information. They demonstrate, usually in informal situations, that they are able to speak clearly using simple utterances and basic vocabulary. They organise spoken texts using simple features to signal beginnings and endings. They vary volume and intonation patterns to add emphasis. They contribute to group activities by making relevant comments and asking clarifying questions to facilitate communication. After listening to short live or recorded presentations, they recall some of the main ideas and information presented. They listen to others and respond appropriately to what has been said.</p>	<p>Pumpkin World Writing Adventures set can help students achieve Level 2 and Level 3 Speaking & Listening Standards by:</p> <ul style="list-style-type: none"> • Talking to teacher/other adults and/or peers about the contents of the Pumpkin World set including the Storybook, Map and Facts cards, Activity Cards and Mystery Object. • Listening to Pumpkin World Storybook being read. • Taking part in teacher-led discussion about Pumpkin World Storybook and Pumpkin World in general. • Answering questions about what was heard. • Discussing each task before engaging in writing plus on-going discussion while engaging in the activity. • Listening to what others have to say about the task. • Taking part in Thinking Hats discussion included on each card. • Using the text content of the Pumpkin World set to explore language patterns – includes Storybook, sample texts such as poems, play script and description on Activity Cards, and saying own poems and play dialogue aloud in preparation for writing them down. • Using contents of Pumpkin World Storybook and Activity Cards to link to recounts and discussions of familiar personal experiences such as what they know about pumpkins, clouds and other things from Pumpkin World. • Participating in class/group/pair discussions relating to any aspects of the Pumpkin World set including the Pumpkin World Storybook, Activity Cards and Mystery Object while showing understanding of how to speak and listen effectively and in line with school expectations of behaviour. • Completing Pumpkin World Activity Cards tasks and presenting poems, plays and other written activities by speaking/reading them aloud to others – teacher or other adults, peers in small or larger groups.
--	---	---

<p>Reading</p>	<p>At Level 2, students read independently and respond to short imaginative and informative texts with familiar ideas and information, predictable structures, and a small amount of unfamiliar vocabulary. They match sounds accurately to a range of letters, letter clusters and patterns, and work out the meaning of unfamiliar phrases and words in context. They locate directly stated information, retell ideas in sequence using vocabulary and phrases from the text, and interpret labelled diagrams. They predict plausible endings for stories and infer characters' feelings. They self-correct when reading aloud and describe strategies used to gain meaning. They identify that texts are constructed by authors, and distinguish between texts that represent real and imaginary experience.</p>	<p>Pumpkin World Writing Adventures set can help students achieve Level 2 and Level 3 Reading Standards by:</p> <ul style="list-style-type: none"> • Practising the process of reading using text from the Pumpkin World set. • Reading the Pumpkin World Storybook and looking at the pictures. • Reading the instructions for the Pumpkin World Activity Cards. • Reading own writing produced for the tasks set on the Activity Cards. • Constructing and responding to meanings from reading Storybook, Activity Cards task instructions and own story writing. • Using the text from the Pumpkin World set to create a mental picture of the Pumpkin People and their environment. • Understanding that some aspects of the Pumpkin World text are imaginary and some could be based on real experience. • Using text from the Pumpkin World set to recognise and interpret language structures and conventions that help to create meaning in written text. • Using learned strategies to work with text from the Pumpkin World set and construct meaning and understanding from the written text.
-----------------------	---	--

<p>Writing</p>	<p>At Level 2, students write short sequenced texts that include some related ideas about familiar topics. They write texts that convey ideas and information to known audiences. They select content, form and vocabulary depending on the purpose for writing, and describe the purpose and audience for their own and others' writing. They use appropriate structures to achieve some organisation of the subject matter. They link ideas in a variety of ways using pronouns, conjunctions and adverbial phrases indicating time and place. They accurately spell frequently used words, and make use of known spelling patterns to make plausible attempts at spelling unfamiliar words. They use capital letters, full stops and question marks correctly. They reread their own writing and use a range of editing resources to revise and clarify meaning. They write upper- and lower-case letters legibly with consistent size, slope and spacing.</p>	<p>Pumpkin World Writing Adventures set can help students achieve Level 2 and Level 3 Writing Standards by completing any of the Pumpkin World Activity Cards writing tasks as joint or independent activities.</p> <p>The Activity Cards include:</p> <ol style="list-style-type: none"> 1. Shape Poem 2. Report 3. Description 4. Legend 5. Instructions 6. Performance Poetry 7. Alliteration 8. Letter 9. Play 10. Summary. <p>Completing any or all of the Activity Cards tasks provides opportunities to develop and practise all the skills that can lead to achieving Level 2 outcomes.</p>
-----------------------	--	--

Zinger Pinger (Year 3 – Year 4; Level 2 & 3 Standards)

<p>Speaking & Listening</p>	<p>At Level 2, students listen to and produce spoken texts that deal with familiar ideas and information. They demonstrate, usually in informal situations, that they are able to speak clearly using simple utterances and basic vocabulary. They organise spoken texts using simple features to signal beginnings and endings. They vary volume and intonation patterns to add emphasis. They contribute to group activities by making relevant comments and asking clarifying questions to facilitate communication. After listening to short live or recorded presentations, they recall some of the main ideas and information presented. They listen to others and respond appropriately to what has been said.</p> <p>At Level 3, students vary their speaking and listening for a small range of contexts, purposes and audiences. They project their voice adequately for an audience, use appropriate spoken language features, and modify spoken texts to clarify meaning and information. They listen attentively to spoken texts, including factual texts, and identify the topic, retell information accurately, ask clarifying questions, volunteer information and justify opinions.</p>	<p>Zinger Pinger Writing Adventures set can help students achieve Level 2 and 3 Speaking & Listening Standards by:</p> <ul style="list-style-type: none"> • Talking to teacher/other adults and/or peers about the contents of the Zinger Pinger set including the Storybook, Map and Facts cards, Activity Cards and Mystery Object. • Listening to Zinger Pinger Storybook being read. • Taking part in teacher-led discussion about Zinger Pinger Storybook and Zinger Pinger in general. • Answering questions about what was heard. • Discussing each task before engaging in writing plus on-going discussion while engaging in the activity. • Listening to what others have to say about the task. • Taking part in Thinking Hats discussion included on each card. • Using the text content of the Zinger Pinger set to explore language patterns – includes Storybook, sample texts such as poems, play script and description on Activity Cards, and saying own poems and play dialogue aloud in preparation for writing them down. • Using contents of Zinger Pinger Storybook and Activity Cards to link to recounts and discussions of familiar personal experiences such as what they know about islands, birds and other things from the Zinger Pinger set. • Participating in class/group/pair discussions relating to any aspects of the Zinger Pinger set including the Zinger Pinger Storybook, Activity Cards and Mystery Object while showing understanding of how to speak and listen effectively and in line with school expectations of behaviour. • Understanding the forms associated with spoken texts such as news reports or debates which are included in the Zinger Pinger Activity Cards. • Completing Zinger Pinger Activity Cards tasks and presenting poems, reports, debates and other written activities by speaking/reading them aloud to others – teacher or other adults, peers in small or larger groups – while applying listening and speaking strategies to ensure effective communication.
--	--	---

<p>Reading</p>	<p>At Level 2, students read independently and respond to short imaginative and informative texts with familiar ideas and information, predictable structures, and a small amount of unfamiliar vocabulary. They match sounds accurately to a range of letters, letter clusters and patterns, and work out the meaning of unfamiliar phrases and words in context. They locate directly stated information, retell ideas in sequence using vocabulary and phrases from the text, and interpret labelled diagrams. They predict plausible endings for stories and infer characters' feelings. They self-correct when reading aloud and describe strategies used to gain meaning. They identify that texts are constructed by authors, and distinguish between texts that represent real and imaginary experience.</p> <p>At Level 3, students read and respond to an increasing range of imaginative and informative texts with some unfamiliar ideas and information, vocabulary and textual features. They interpret the main ideas and purpose of texts. They make inferences from imaginative text about plot and setting and about characters' qualities, motives and actions. They infer meaning from material presented in informative texts. They identify how language is used to represent information, characters, people, places and events in different ways including identification of some simple symbolic meanings and stereotypes. They use several strategies to locate, select and record key information from texts.</p>	<p>Zinger Pinger Writing Adventures set can help students achieve Level 2 and 3 Reading Standards by:</p> <ul style="list-style-type: none"> • Practising the process of reading and exploring its outcomes – developing knowledge, ideas and improved reading strategies – using text from the Zinger Pinger set. • Reading the Zinger Pinger Storybook and looking at the pictures. • Reading the instructions for the Zinger Pinger Activity Cards. • Reading own writing produced for the tasks set on the Activity Cards. • Constructing and responding to meanings from reading Storybook, Activity Cards task instructions and own story writing. • Demonstrating understanding of what they have read from the Zinger Pinger text. • Identifying various strategies by which meaning has been established. • Identifying stereotypes and symbols that may also exist outside the Zinger Pinger text and are used there to concisely convey meaning. • Using the text from the Zinger Pinger set to create a mental picture of the Zinger Pinger and its environment. • Understanding that some aspects of the Zinger Pinger text are imaginary and some could be based on real experience. • Using text from the Zinger Pinger set to recognise and interpret language structures and conventions that help to create meaning in written text. • Using learned strategies to work with text from the Zinger Pinger set and construct meaning and understanding from the written text.
-----------------------	--	--

<p>Writing</p>	<p>At Level 2, students write short sequenced texts that include some related ideas about familiar topics. They write texts that convey ideas and information to known audiences. They select content, form and vocabulary depending on the purpose for writing, and describe the purpose and audience for their own and others' writing. They use appropriate structures to achieve some organisation of the subject matter. They link ideas in a variety of ways using pronouns, conjunctions and adverbial phrases indicating time and place. They accurately spell frequently used words, and make use of known spelling patterns to make plausible attempts at spelling unfamiliar words. They use capital letters, full stops and question marks correctly. They reread their own writing and use a range of editing resources to revise and clarify meaning. They write upper- and lower-case letters legibly with consistent size, slope and spacing.</p> <p>At Level 3, students write texts containing several logically ordered paragraphs that express opinions and include ideas and information about familiar topics. They write narratives which include characters, setting and plot. They order information and sequence events using some detail or illustrative evidence, and they express a point of view providing some information and supporting detail. They combine verbal and visual elements in the texts they produce. They meet the needs of audiences by including appropriate background information. They write a variety of simple and compound sentences and use verb tenses correctly. They use punctuation to support meaning, including exclamation marks and quotation marks, and accurately use full stops, commas and question marks. They use vocabulary appropriate to context and spell most one- and two-syllable words with regular spelling patterns, and frequently used words which have less regular spelling patterns. They use sound and visual patterns when attempting to spell unfamiliar words.</p>	<p>Zinger Pinger Writing Adventures set can help students achieve Level 2 and 3 Writing Standards by completing any of the Zinger Pinger Activity Cards writing tasks as joint or independent activities.</p> <p>The Activity Cards include:</p> <ol style="list-style-type: none"> 1. Character Sketch 2. Haiku Poem 3. Fantasy Adventure 4. News Report 5. Rhyme 6. Cinquain 7. Debate 8. Diary 9. Explanation 10. Advertisement. <p>Completing any or all of the Activity Cards tasks provides opportunities to develop and practise all the skills that can lead to achieving Level 2 and Level 3 outcomes.</p>
-----------------------	---	--

Shell Children (Year 4 – Year 5; Level 3 Standards)

<p>Speaking & Listening</p>	<p>At Level 3, students vary their speaking and listening for a small range of contexts, purposes and audiences. They project their voice adequately for an audience, use appropriate spoken language features, and modify spoken texts to clarify meaning and information. They listen attentively to spoken texts, including factual texts, and identify the topic, retell information accurately, ask clarifying questions, volunteer information and justify opinions.</p>	<p>Shell Children Writing Adventures set can help students achieve Level 3 Speaking & Listening Standards by:</p> <ul style="list-style-type: none"> • Talking to teacher/other adults and/or peers about the contents of the Shell Children set including the Storybook, Map and Facts cards, Activity Cards and Mystery Object. • Listening to Shell Children Storybook being read. • Taking part in teacher-led discussion about Shell Children Storybook and Shell Children in general. • Answering questions about what was heard. • Discussing each task before engaging in writing plus on-going discussion while engaging in the activity. • Listening to what others have to say about the task. • Taking part in Thinking Hats discussion included on each card. • Using the text content of the Shell Children set to explore language patterns – includes Storybook, sample texts such as report, recount and viewpoint on Activity Cards, and saying own reports, viewpoints etc aloud in preparation for writing them down. • Using contents of Shell Children Storybook and Activity Cards to link to recounts and discussions of familiar personal experiences such as what they know about shells, earthquakes, rivers, pancakes, jungles and other things from the Shell Children set. • Participating in class/group/pair discussions relating to any aspects of the Shell Children set including the Shell Children Storybook, Activity Cards and Mystery Object while showing understanding of how to speak and listen effectively and in line with school expectations of behaviour. • Understanding the forms associated with spoken texts such as viewpoints or narrative poems which are included in the Shell Children Activity Cards. • Completing Shell Children Activity Cards tasks and presenting poems, reports, instructions and other written activities by speaking/reading them aloud to others – teacher or other adults, peers in small or larger groups – while applying listening and speaking strategies to ensure effective communication.
--	--	---

<p>Reading</p>	<p>At Level 3, students read and respond to an increasing range of imaginative and informative texts with some unfamiliar ideas and information, vocabulary and textual features. They interpret the main ideas and purpose of texts. They make inferences from imaginative text about plot and setting and about characters' qualities, motives and actions. They infer meaning from material presented in informative texts. They identify how language is used to represent information, characters, people, places and events in different ways including identification of some simple symbolic meanings and stereotypes. They use several strategies to locate, select and record key information from texts.</p>	<p>Shell Children Writing Adventures set can help students achieve Level 3 Reading Standards by: Demonstrating understanding of what they have read from the Shell Children text. Identifying various strategies by which meaning has been established.</p> <ul style="list-style-type: none"> • Practising the process of reading and exploring its outcomes – developing knowledge, ideas and improved reading strategies – using text from the Shell Children set. • Reading the Shell Children Storybook and looking at the pictures. • Reading the instructions for the Shell Children Activity Cards. • Reading own writing produced for the tasks set on the Activity Cards. • Constructing and responding to meanings from reading Storybook, Activity Cards task instructions and own story writing. • Using the text from the Shell Children set to create a mental picture of the Shell Children and their environment. • Understanding that some aspects of the Shell Children text are imaginary and some could be based on real experience. • Identifying stereotypes and symbols that may also exist outside the Shell Children text and are used there to concisely convey meaning. • Using text from the Shell Children set to recognise and interpret language structures and conventions that help to create meaning in written text. • Using learned strategies to work with text from the Shell Children set and construct meaning and understanding from the written text.
-----------------------	--	---

<p>Writing</p>	<p>At Level 3, students write texts containing several logically ordered paragraphs that express opinions and include ideas and information about familiar topics. They write narratives which include characters, setting and plot. They order information and sequence events using some detail or illustrative evidence, and they express a point of view providing some information and supporting detail. They combine verbal and visual elements in the texts they produce. They meet the needs of audiences by including appropriate background information. They write a variety of simple and compound sentences and use verb tenses correctly. They use punctuation to support meaning, including exclamation marks and quotation marks, and accurately use full stops, commas and question marks. They use vocabulary appropriate to context and spell most one- and two-syllable words with regular spelling patterns, and frequently used words which have less regular spelling patterns. They use sound and visual patterns when attempting to spell unfamiliar words.</p>	<p>Shell Children Writing Adventures set can help students achieve Level 3 Writing Standards by completing any of the Shell Children Activity Cards writing tasks as joint or independent activities.</p> <p>The Activity Cards include:</p> <ol style="list-style-type: none"> 1. Similes 2. Instructions 3. Recount 4. Report 5. Narrative Poem 6. Myth 7. Persuasive Letter 8. Advertisement 9. Viewpoint 10. Information <p>Completing any or all of the Activity Cards tasks provides opportunities to develop and practise all the writing skills that can lead to achieving Level 3 outcomes.</p>
-----------------------	--	---

Furkle Stroy Williams (Year 5 – 6; Level 3 & 4 Standards)

<p>Speaking & Listening</p>	<p>At Level 3, students vary their speaking and listening for a small range of contexts, purposes and audiences. They project their voice adequately for an audience, use appropriate spoken language features, and modify spoken texts to clarify meaning and information. They listen attentively to spoken texts, including factual texts, and identify the topic, retell information accurately, ask clarifying questions, volunteer information and justify opinions.</p> <p>At Level 4, students plan, rehearse and make presentations for different purposes. They sustain a point of view and provide succinct accounts of personal experiences or events. They adjust their speaking to take account of context, purpose and audience, and vary tone, volume and pace of speech to create or emphasise meaning. When listening to spoken texts, they identify the main idea and supporting details and summarise them for others. They identify opinions offered by others, propose other relevant viewpoints and extend ideas in a constructive manner.</p>	<p>Furkle Stroy Williams Writing Adventures set can help students achieve Level 3 and Level 4 Speaking & Listening Standards by:</p> <ul style="list-style-type: none"> • Talking to teacher/other adults and/or peers about the contents of the Furkle Stroy Williams set including the Storybook, Map and Facts cards, Activity Cards and Mystery Object. • Listening to Furkle Stroy Williams Storybook being read. • Taking part in teacher-led discussion about Furkle Stroy Williams Storybook and Furkle Stroy Williams in general. • Answering questions about what was heard. • Discussing each task before engaging in writing plus on-going discussion while engaging in the activity. • Listening to what others have to say about the task. • Taking part in Thinking Hats discussion included on each card. • Using the text content of the Furkle Stroy Williams set to explore language patterns – includes Storybook, sample texts such as poems, play script and debate on Activity Cards, and saying own poems, news report and debates aloud in preparation for writing them down. • Using contents of Furkle Stroy Williams Storybook and Activity Cards to link to recounts and discussions of familiar personal experiences such as what they know about islands, birds and other things from the Furkle Stroy Williams set. • Participating in class/group/pair discussions relating to any aspects of the Furkle Stroy Williams set including the Furkle Stroy Williams Storybook, Activity Cards and Mystery Object while showing understanding of how to speak and listen effectively and in line with school expectations of behaviour. • Understanding the forms associated with spoken texts such as news reports or debates which are included in the Furkle Stroy Williams Activity Cards. • Completing Furkle Stroy Williams Activity Cards tasks and presenting poems, reports, debates and other written activities by speaking/reading them aloud to others – teacher or other adults, peers in small or larger groups – while applying listening and speaking strategies to ensure effective communication.
--	---	---

<p>Reading</p>	<p>At Level 3, students read and respond to an increasing range of imaginative and informative texts with some unfamiliar ideas and information, vocabulary and textual features. They interpret the main ideas and purpose of texts. They make inferences from imaginative text about plot and setting and about characters' qualities, motives and actions. They infer meaning from material presented in informative texts. They identify how language is used to represent information, characters, people, places and events in different ways including identification of some simple symbolic meanings and stereotypes. They use several strategies to locate, select and record key information from texts.</p> <p>At Level 4, students read, interpret and respond to a wide range of literary, everyday and media texts in print and in multimodal formats. They analyse these texts and support interpretations with evidence drawn from the text. They describe how texts are constructed for particular purposes and audiences, and identify how sericultural values, attitudes and beliefs are presented in texts. They analyse information, imagery, characterisation, dialogue, point of view, plot and setting. They use strategies such as reading on, using contextual cues, and drawing on knowledge of text organisation when interpreting texts containing unfamiliar ideas and information.</p>	<p>Furkle Stroy Williams Writing Adventures set can help students achieve Level 3 and Level 4 Reading Standards by:</p> <p>Identifying various strategies by which meaning has been established.</p> <ul style="list-style-type: none"> • Practising the process of reading and exploring its outcomes – developing knowledge, ideas and improved reading strategies – using text from the Furkle Stroy Williams set. • Reading the Furkle Stroy Williams Storybook and looking at the pictures. • Reading the instructions for the Furkle Stroy Williams Activity Cards. • Reading own writing produced for the tasks set on the Activity Cards. • Demonstrating understanding of what they have read from the Furkle Stroy Williams text. • Constructing and responding to meanings from reading Storybook, Activity Cards task instructions and own story writing. • Identifying stereotypes and symbols that may also exist outside the Furkle Stroy Williams text and are used there to concisely convey meaning. • Using the text from the Furkle Stroy Williams set to create a mental picture of Furkle Stroy Williams and his environment. • Understanding that some aspects of the Furkle Stroy Williams text are imaginary and some could be based on real experience. • Using text from the Furkle Stroy Williams set to recognise and interpret an increasing range of language structures and conventions that help to create meaning in written text. • Using a variety of learned strategies to work with text from the Furkle Stroy Williams set and construct meaning and understanding from the written text.
-----------------------	--	--

<p>Writing</p>	<p>At Level 3, students write texts containing several logically ordered paragraphs that express opinions and include ideas and information about familiar topics. They write narratives which include characters, setting and plot. They order information and sequence events using some detail or illustrative evidence, and they express a point of view providing some information and supporting detail. They combine verbal and visual elements in the texts they produce. They meet the needs of audiences by including appropriate background information. They write a variety of simple and compound sentences and use verb tenses correctly. They use punctuation to support meaning, including exclamation marks and quotation marks, and accurately use full stops, commas and question marks. They use vocabulary appropriate to context and spell most one- and two-syllable words with regular spelling patterns, and frequently used words which have less regular spelling patterns. They use sound and visual patterns when attempting to spell unfamiliar words.</p> <p>At Level 4, students produce, in print and electronic forms, a variety of texts for different purposes using structures and features of language appropriate to the purpose, audience and context of the writing. They begin to use simple figurative language and visual images. They use a range of vocabulary, a variety of sentence structures, and use punctuation accurately, including apostrophes. They identify and use different parts of speech, including nouns, pronouns, adverbs, comparative adverbs and adjectives, and use appropriate prepositions and conjunctions. They use a range of approaches to spelling, applying morphemic knowledge and an understanding of visual and phonic patterns. They employ a variety of strategies for writing, including note-making, using models, planning, editing and proofreading.</p>	<p>Furkle Stroy Williams Writing Adventures set can help students achieve Level 3 and Level 4 Writing Standards by completing any of the Furkle Stroy Williams Activity Cards writing tasks as joint or independent activities.</p> <p>The Activity Cards include:</p> <ol style="list-style-type: none"> 1. Autobiography 2. Nonsense Poem 3. Debate 4. Argument 5. Flashback Story 6. Play Script 7. Story 8. News Report 9. Mystery Story 10. Limericks. <p>Completing any or all of the Activity Cards tasks provides opportunities to develop and practise all the skills that can lead to achieving Level 3 and Level 4 outcomes.</p>
-----------------------	--	--