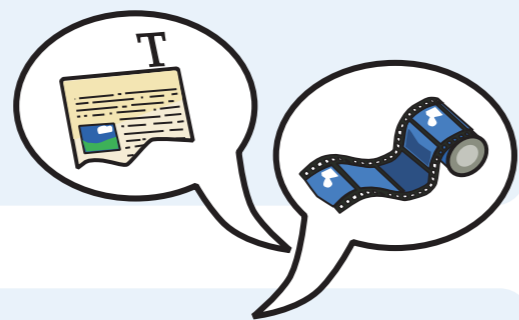


# Communication

## Levelled Examples



### Context:

The children used Textease CT to enter and change text to make a story opening more interesting.

### What the children did:

Working in pairs in the ICT suite, the children changed the font style, size and colour of a pre-prepared text. They saved their work on the school network.

#### The Gruffalo

One day a tiny mouse was walking in the dark woods. **SUDDENLY**, he saw a gigantic Gruffalo! The Gruffalo had **orange** eyes, **SHARP** teeth, **purple** prickles on his back and a

**poisonous** wart on the end of his nose! The mouse was **TERRIFIED!** The Gruffalo saw the mouse and felt **VERY** hungry...

### What the children said:

I changed the font to make the writing look real.

I saved my work so that I read it again.

### Pupils should:

- Know how to save and retrieve work.
- Know how to improve sentences using the computer.
- Know how to select the tools needed to create picture.
- Be able to explain why tools are chosen.
- Know how to improve the style of work.
- Know how to add and resize a graphic.

### Next steps:

- Know how to organize a page to create an effect.
- Know how to modify work if asked to.

### Suggested resources:

Authoring / publishing software e.g. 2Create a Story, Tizzy's First Tools, Clicker 5, Textease CT, Powerpoint, 2Publish+, j2e

### Example Cross Curricular Activities:

- Create an on-screen book about an educational visit or write a simple information text incorporating labelled pictures and diagrams, charts, lists as appropriate (Literacy).
- Add sound effects to a poem to enhance performance (Music / Literacy).
- Record investigations using digital photographs (Science).
- Take photographs to depict key episodes in narrative (drama or puppets / toys) and add captions (Literacy).
- Children use digital images and text to tell the life story of a famous person (History).
- Children use text, photographs and maps to compare the local area to an island home (Geography).

### Attainment target for ICT

#### Level 1

Pupils explore information from various sources, showing they know that information exists in different forms. They use ICT to work with text, images and sound to help them share their ideas. They recognise that many everyday devices respond to signals and instructions. They make choices when using such devices to produce different outcomes. They talk about their use of ICT.

#### Level 2

Pupils use ICT to organise and classify information and to present their findings. They enter, save and retrieve work. They use ICT to help them generate, amend and record their work and share their ideas in different forms, including text, tables, images and sound. They plan and give instructions to make things happen and describe the effects. They use ICT to explore what happens in real and imaginary situations. They talk about their experiences of ICT both inside and outside school.

#### Level 3

Pupils use ICT to save information and to find and use appropriate stored information, following straightforward lines of enquiry. They use ICT to generate, develop, organise and present their work. They share and exchange their ideas with others. They use sequences of instructions to control devices and achieve specific outcomes. They make appropriate choices when using ICT based models or simulations to help them find things out and solve problems. They describe their use of ICT and its use outside school.