

NLS literacy and Lost Owls

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Use a program with a word bank and create pages to write simple sentences. If your program allows you, lock pictures and text boxes/frames to the page. Some programs let you link pages to make a simple book.

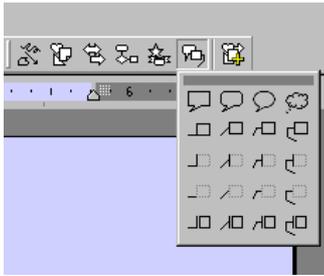
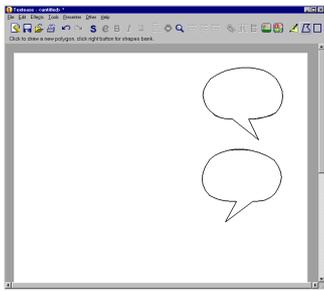
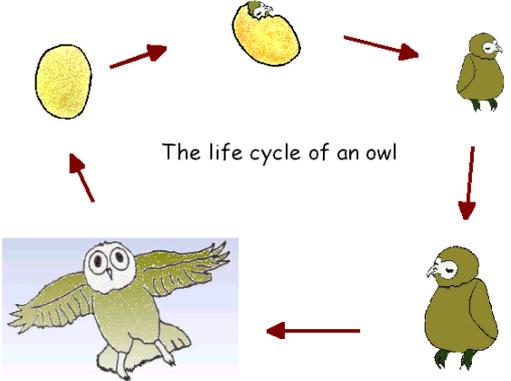
Reception	
<p>TLW 11 Understanding of print through shared writing:</p> <ul style="list-style-type: none">• to understand that writing can be used for a range of purposes, e.g. to send messages, record, inform, tell stories;• to understand that writing remains constant, i.e. will always 'say' the same thing;• to understand how writing is formed directionally, a word at a time; <p>TLW 12 Composition through guided and independent writing:</p> <ul style="list-style-type: none">• to write sentences to match pictures or sequences of pictures.	<p>Set up a template with a picture and a box for text. Early users could just "mark make" in the text box/frame (emergent typing). An adult could then listen as the child 'reads' back, scribe (or type) for the child what the text says or type a sentence for the child to copy.*</p> <p>Make sure your text frame has an appropriate size and style of font. If possible, make a linked word bank and link pages together to sequence pictures.</p> <p>Some programs will read text and some allow you to highlight a picture or text and record speech or sound that will be activated when you click on it.</p>

<p>Year 1</p> <p>Term1 TLW 11</p> <ul style="list-style-type: none"> to make simple picture storybooks with sentences, modelling them on basic text conventions, e.g. cover, author’s name, title, layout. 	<p>Set up a template depending on the capability of the children:</p> <ul style="list-style-type: none"> A page with a picture already on it, a text box/frame area and a link to a word bank, A page with an area for a picture and one for text. Make sure the pictures are accessible through the easiest or usual method of insertion. <p>You may want the page to be ‘landscape’ if you do, change the zoom/view so you can see the whole or most of the page on screen (font size will determine this).</p> <p>When printing the pages, look to see if you can change the printing outcome; sometimes you get different options such as printing two pages on A4 in a booklet style.</p> <p>If there is the opportunity to link pages, make a multimedia book – the children influencing the sequence as an adult does the linking.</p>
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An example of a template.



<p>Term 2 TLW 14</p> <ul style="list-style-type: none"> to represent outlines of story plots using, e.g. captions, pictures, arrows to record main incidents in order, e.g. to make a class book, wall story, own version. 	<p>Use Lost Owls as inspiration for these activities.</p>
<p>Term 3 TLW 18</p> <ul style="list-style-type: none"> to read recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when. 	<p>Lost Owls is not non-fiction but does give an opportunity to sequence events. For example, first go to..., then go to..., next try..., after that go to..., when you find the baby owl... You could make sure these words are in a word bank, either on their own or in phrases as a writing frame.</p>
<p>Term 3 TLW 22</p> <ul style="list-style-type: none"> to write own questions prior to reading for information and to record answers, e.g. as lists, a completed chart, extended captions for display, a fact file on IT. 	<p>Use the animals in Lost Owls and find out information about them. The animals are owls, rabbit, fox, mouse, frog, cockerel, hedgehog and duck.</p>

<p>Year 2</p>	
<p>Term 3 TLW 7</p> <ul style="list-style-type: none"> to compare books by different authors on similar themes; to evaluate, giving reasons. 	<p>Use Lost Owls if making a collection of books on owls or a theme of getting lost.</p>
<p>Term 2 SLW 7</p> <ul style="list-style-type: none"> to investigate and recognise other ways of presenting texts, e.g. speech bubbles... 	<p>Use the Lost Owls program to inspire what could be in the speech bubbles. Think about feelings, instructions, directions, explanations, descriptions. Using a program that allows you to manipulate pictures and text together will give more impact.</p>
<p>In Microsoft <i>Word</i> Go to Insert, picture, autoshape. The speech bubble will insert with a text box.</p> <p>In <i>Textease</i> use the polygon tool to make speech bubbles. Create a text box inside and link them together.</p> <p>Speech bubbles can also be created in a painting program then saved or copied and pasted into the program. If you have a scanner or digital camera, draw on paper then scan or photo the speech bubbles. Insert them in the program.</p>	  <p>You need to make sure the program allows a text box/ frame to sit over the graphic.</p>
<p>Term 2 TLW 21</p> <ul style="list-style-type: none"> to produce simple flow charts or diagrams that explain a process. 	<p>To do this you need a program that will allow text and pictures to be manipulated. You could make a word bank. Make sure the pictures are accessible through the easiest or usual method of insertion.</p>
<p>An example of a flow chart</p>  <p>The baby owl hatches out of the egg. The baby owl grows until it is an adult owl. The mother owl lays an egg.</p>	<p>*If a child is having problems with uppercase letters on the keyboard you can buy lower case keyboards, a plastic glove to fit over your keyboard or sticky labels. It is best to show the children how to use the 'shift key' for capital letters, as experience shows they have problems getting out of the habit of using 'caps lock key' when older.</p>