



'Cool It!' and the Primary Framework for Literacy

The Primary National Strategy

Primary framework for literacy

- Communication, Language and Literacy; Strands 1 - 4
- Communication, Language and Literacy; Strands 7 - 10

The 'Cool It!' program has been designed to focus primarily on developing the skills and knowledge outlined in the majority of strands 1 – 10 of Communication, Language and Literacy. These elements form an essential part of the Primary Framework for Literacy, such as Understanding and interpreting texts, Engaging with and responding to texts, Creating and Shaping Texts, Text Structure and Organisation.

The overall objectives of Speaking, Listening and Responding, Group Discussion; Interaction, Drama, Understanding and interpreting texts, Engaging with and responding to texts, Creating and Shaping Texts, and Text Structure and Organisation are listed below, along with a breakdown of which tasks and activities aim to support these specific elements of the Primary Framework for Literacy.

	SPEAKING	LISTENING AND RESPONDING	GROUP DISCUSSION; INTERACTION	DRAMA
OVERALL OBJECTIVES	<p>Most children learn to:</p> <ul style="list-style-type: none"> * speak competently and creatively for different purposes and audience, reflecting on impact and response * explore, develop and sustain ideas through talk 	<p>Most children learn to:</p> <ul style="list-style-type: none"> * understand, recall and respond to speakers' implicit and explicit meanings * explain and comment on speakers' use of language, including vocabulary, grammar and non-verbal features. 	<p>Most children learn to:</p> <ul style="list-style-type: none"> * take different roles in groups to develop thinking and complete tasks * participate in conversations, making appropriate contributions building on others' suggestions and responses. 	<p>Most children learn to:</p> <ul style="list-style-type: none"> * use dramatic techniques, including work in role to explore ideas and texts * create, share and evaluate ideas and understanding through drama.



'Cool It!' and the Primary Framework for Literacy

	UNDERSTANDING & INTERPRETTING TEXTS	ENGAGING WITH AND RESPONDING TO TEXTS	CREATING AND SHAPING TEXTS	TEXT STRUCTURE AND ORGANISATION
OVERALL OBJECTIVES	<p>Most children learn to:</p> <ul style="list-style-type: none"> * retrieve, select and describe information, events or ideas * deduce, infer and interpret information, events or ideas * use syntax, context, word structures and origins to develop their understanding of word meanings * identify and comment on the structure and organisation of texts * explain and comment on writers' use of language, including vocabulary, grammatical and literary features. 	<p>Most children learn to:</p> <ul style="list-style-type: none"> * read independently for purpose, pleasure and learning * respond imaginatively, using different strategies to engage with texts * evaluate writers' purposes and viewpoints, and the overall effect of the text on the reader. 	<p>Most children learn to:</p> <ul style="list-style-type: none"> * write independently and creatively for purpose, pleasure and learning * use and adapt a range of forms, suited to different purposes and readers * make stylistic choices, including vocabulary, literary features and viewpoints or voice * use structural and presentational features for meaning and impact 	<p>Most children learn to:</p> <ul style="list-style-type: none"> * Organise ideas into a coherent structure including layout, sections and paragraphs * write cohesive paragraphs linking sentences within and between them.

PRIMARY FRAMEWORK FOR LITERACY OBJECTIVE	ACTIVITY/TASK
<ul style="list-style-type: none"> retrieve, select and describe information, events or ideas deduce, infer and interpret information, events or ideas 	<ul style="list-style-type: none"> Comprehension exercises Students are asked to answer questions about the students resource charts as thoughtfully and as carefully as possible, taking their time to think about their answers based on the information they have just read/heard.
<ul style="list-style-type: none"> speak competently and creatively for different purposes and audience, reflecting on impact and response explore, develop and sustain ideas through talk take different roles in groups to develop thinking and complete tasks participate in conversations, making appropriate contributions building on others' suggestions and responses use dramatic techniques, including work in role to explore ideas and texts create, share and evaluate ideas and understanding through drama. 	<ul style="list-style-type: none"> News Report Using the information related in 'Chart 1: What is Climate Change?', as well as any additional research students can complete, they are required to create a professional news report team. Their task is to educate others about what exactly climate change is. Assembly presentation Students should be encouraged to use all of the information they have collated and explored in order to produce a fun but informative assembly presentation to other classes/year groups.
<ul style="list-style-type: none"> use dramatic techniques, including work in role to explore ideas and texts create, share and evaluate ideas and understanding through drama. 	<ul style="list-style-type: none"> Creative Activities These activities are designed to be carried out in a hall, or similar space, in order to encourage students to actively and creatively explore the terms presented in Section A; What is Climate Change?, as well as to consolidate their learning:
<ul style="list-style-type: none"> write independently and creatively for purpose, pleasure and learning use and adapt a range of forms, suited to different purposes and readers 	<ul style="list-style-type: none"> 5 day diary In order to encourage your students to become more conscious about the amount of energy they use and, subsequently, waste, each day, they are to keep a '5 day diary', recording each time they use a piece of equipment/appliance or do an activity that uses energy. They may like to note down the time that they started and finished using the energy source.

<ul style="list-style-type: none"> • retrieve, select and describe information, events or ideas • deduce, infer and interpret information, events or ideas. 	<ul style="list-style-type: none"> • Quiz In order to fully appreciate exactly what impact a changing climate will have on our world in generations to come, students should complete a quiz answering each question about the future of climate change with a TRUE or FALSE response.
<ul style="list-style-type: none"> • write independently and creatively for purpose, pleasure and learning • use and adapt a range of forms, suited to different purposes and readers • make stylistic choices, including vocabulary, literary features and viewpoints or voice • use structural and presentational features for meaning and impact 	<ul style="list-style-type: none"> • A day in the life This Creative writing exercise is designed to assist students in writing a short story about a day in the life of a child in 2050. They will need to focus on the various aspects of climate change highlighted in 'Chart 3; The future of climate change' in order to inform their writing and comprehend what the environment and standard of living is like for those living 40 years from now.
<ul style="list-style-type: none"> • read independently for purpose, pleasure and learning • respond imaginatively, using different strategies to engage with texts • evaluate writers' purposes and viewpoints, and the overall effect of the text on the reader. 	<ul style="list-style-type: none"> • Story; Sam's Day Students are required to read the story about Sam in order to carry out a series of 'comprehension tasks' about the choices that Sam makes when using energy and wasting electricity. Students must highlight where they think Sam could have made a different choice which would have helped save electricity and energy and therefore, prevented climate change.
<ul style="list-style-type: none"> • speak competently and creatively for different purposes and audience, reflecting on impact and response • explore, develop and sustain ideas through talk • understand, recall and respond to speakers' implicit and explicit meanings • participate in conversations, making appropriate contributions building on others' suggestions and responses. 	<ul style="list-style-type: none"> • Have your say In small groups, and as a class, students are asked to discuss some ideas about ways they could make changes in their school to help address climate change.