

# **DigiTech Scheme of Work**

## **Unit 5.9 -**

### **Word Processing with Google Docs**

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# Pre-requisites

## Download Docs Resources

Ensure you have downloaded the resources for this unit from the [main unit page 5.9](#). The resources are all contained within a zip file. It is possible to upload these to Purple Mash and set them as a 2Do if needed.

## Saving Work

Have a clear idea about where children should save their work. The lessons assume that children know about folders and files on whichever network they are using. If they do not, it might be worth spending some time teaching about files and folders and the difference between saving in the cloud, saving on the school server or saving on the device itself where any of these methods are used within your setting. It would be useful for children to know how to create folders so that they can organise their files if they have the security rights to do this. These skills are not used much within the lesson plans but will be important for pupil's ongoing work with the files that they produce.

## Printing

Children will not be routinely required to print during these lessons, though lesson 7 does include considerations when printing. So, it is useful to have a connected printer available.

## Typing

Children who cannot type efficiently, will find having to finish all writing\typing frustrating. Finishing all the writing\typing is not required to complete the lessons. Children might need extra time to complete their documents and include all the text that they wish to include. If you want to improve children's typing speed, then make use of the Purple Mash Tool [2Type](#). See here for [the User Manual](#).

## Language

The Google suite of tools uses American English in its menus. The spelling used within the application is used in these plans when referring to menu items and icons. For example, 'color' rather than 'colour'.

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# Medium-Term Plan

Lesson	Title	Success Criteria
<a href="#"><u>1</u></a>	Making a Document from a Blank Page	<ul style="list-style-type: none"> <li>Children know what a word processing tool is for.</li> <li>Children will be able to create a word processing document, altering the look of the text and navigating around the document.</li> </ul>
<a href="#"><u>2</u></a>	Inserting Images: Considering Copyright	<ul style="list-style-type: none"> <li>Children know how to add images to a document.</li> <li>Children know the correct way to search for images that they are permitted to reuse.</li> <li>Children know how to attribute the original artist of an image.</li> </ul>
<a href="#"><u>3</u></a>	Editing Images	<ul style="list-style-type: none"> <li>Children can edit their images within Docs to best present them alongside text.</li> <li>Children understand wrapping of images and text.</li> </ul>
<a href="#"><u>4</u></a>	Adding the Text	<ul style="list-style-type: none"> <li>Children can add appropriate text to their document, formatting in a suitable way.</li> <li>Children can use styles to format a document.</li> <li>Children can use bullet points and numbering.</li> </ul>
<a href="#"><u>5</u></a>	Finishing Touches	<ul style="list-style-type: none"> <li>Children can add text boxes and shapes.</li> <li>Children can use page breaks, headers and footers.</li> <li>Children can add hyperlinks to places in the document and to an external website.</li> <li>Children can add an automated contents page.</li> </ul>
<a href="#"><u>6</u></a>	Sharing Files	<ul style="list-style-type: none"> <li>Children can share their documents with selected users.</li> <li>Children understand the different permissions when sharing in Google docs.</li> <li>Children can share using a share link.</li> </ul>
<a href="#"><u>7</u></a>	Presenting Information Using Tables	<ul style="list-style-type: none"> <li>Children can create a vector drawing in their document.</li> <li>Children can add tables to present information.</li> <li>Children can edit properties of tables including borders, colours, merging cells, adding and removing rows and columns.</li> </ul>
<a href="#"><u>8</u></a>	Writing a Letter Using a Template	<ul style="list-style-type: none"> <li>Children can use a template and edit it appropriately.</li> <li>Children can use the spelling and grammar tools built into Google docs.</li> <li>(Optional) Children know how to save a document as a pdf and the reasons for doing this.</li> <li>(Optional) Children know how to print their documents and can print ranges of pages.</li> </ul>

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# Lesson 1 – Making a Document from a Blank Page

## Aim

- To know what a word processing tool is for.

## Success Criteria

- Children know what a word processing tool is for.
- Children will be able to create a word processing document, altering the look of the text and navigating around the document.

## Resources

Unless otherwise stated, all resources can be found on the [main Unit 5.9](#) page.

- See pre-requisites.
- Formatting Overload story (found in the Resources Folder in the [main Unit 5.9](#) – children should have a copy to edit (save in a shared area accessible to them).

## Activities

Introduction	Display <b>slide 2</b> and outline the lesson aim.  Display <b>slide 3</b> and outline the success criteria.
Google Docs Front Screen	Display <b>slide 4</b> . Open Docs or use the slide and look at the front screen, this will vary depending upon the device that you are using. The features shown on the slide might be in different places, but they should all be identifiable. Use your version to point out the sections on the slide to the children.
Google Docs	Display <b>slide 5</b> . Click on the blank document button to open a blank page and look at the page layout, Point out the following locations and the words used to describe them. If children are familiar with the vocabulary, it will make the teaching easier. NB The layout and options may differ dependent upon device
Activity 1: Opening a Document	Display <b>slide 6</b> . Talk about sensible names for files such as 'Docs Lesson 1' even though it does not contain any contents yet. Children should now open their own Google doc and save their file.

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Using Caps Lock and Shift	Display <b>slide 7</b> . Ask the children to write a short sentence about themselves. Show the children how to use the Caps Lock and Shift Key to type capital letters.
Introducing the Cursor	Use <b>slide 8</b> to introduce the ' <b>cursor</b> '. Model using your version.
Activity 2: Introducing Yourself	Display <b>slide 9</b> with the activity. While they are working, question them about how you 'rub out' when using a word processor, stop the children to demonstrate the use of the backspace key to delete the character before the cursor point and the delete key to delete the character after the cursor point.
Selecting Text for Editing	Display <b>slide 10</b> . Demonstrate how to select text to edit. Go through the points on the slide.
Using the Undo and Redo Button	Display <b>slide 11</b> to support children in understanding how they can undo an error when they have been typing and explain the purpose of the redo button.
Formatting the Text	Display <b>slide 12</b> . Go through the formatting bar on the slide and then on Docs. Point out Font Style, Font Size, Alignment, Bold, Italic and Underline.
Activity 2: Formatting Text	Display <b>slide 13</b> . Revisit the text written earlier. The children can format the text as they wish. They should also add in bold and underlined a heading to their document 'All About Me'.
Activity 3: Extension	Display <b>slide 14</b> . Show the children the document 'Formatting Overload Story'. Is it easy to read? Why not? How could it be improved? If there is time, save the document so a shared area and the children can attempt to format it accordingly.
Review Success Criteria	Display <b>slide 15</b> . Review the success criteria from <b>slide 3</b> . Children could rate how well they achieved this using a show of hands.

# Lesson 2 – Inserting Images: Considering Copyright

## Aim:

- To add and edit images to a document.

## Success Criteria

- Children know how to add images to a document.
- Children know the correct way to search for images that they are permitted to reuse.
- Children know how to attribute the original artist of an image.

## Resources

Unless otherwise stated, all resources can be found on the [main Unit 5.9](#) page.

- Copy and Pasting poster. This will be used on the whiteboard or can be printed for children.

**Note:** Children will be using the Internet to search for images. A discussion about this forms part of the lesson plan. Ensure that you are clear about any school procedures to take if children find any inappropriate images. There are sites such as <https://pixabay.com/> that provide royalty-free images that can be used without considering copyright. However, many children will already be using Google's image search to find images to use in their documents, so it is felt important to teach them the appropriate way to use such images.

## Activities

Introduction	<p>Display <b>slide 2</b> and outline the lesson aims.</p> <p>Display <b>slide 3</b> and outline the success criteria.</p> <p>Explain that today, children will be starting work on a document that will either explain how to look after something such as a pet, a sibling, a prize possession or a visiting alien <b>or</b> the document will be about a particular topic. You (the teacher) could specify the topic as something that you are studying in class if you wish or leave the choice up to children. <b>Children will be adding to their document in each lesson.</b></p>
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Setting Up the Page on a New Document	Display <b>slide 4</b> . Open a new blank file and click on File in the menu bar. Look at the different features.
Using Images in a Document	Display <b>slide 5</b> to support discussion of safe searching for images and abiding by copyright.
Considering Copyright	Display <b>slide 6</b> . Use the slides to support the children with understanding how to search for copyright free images.
Considering Copyright - Continued	Display <b>slide 7</b> . Display slide 7. Explain to the children that Creative Commons Licence means they can use these images in their flyers.
Downloading an Image	Display <b>slide 8</b> . Use this to support children understanding how to download images from Google. Model on your PC/Laptop to the children. On a PC or laptop, click the Download button and you will see the Attribution details, you should copy this into your document so that the original artist is credited with the image. You can also choose the image size, for your document, a smaller image size will save computer memory and load your file more quickly. In general, it is best to use the smallest size that will display your image well in the document.
	Display <b>slide 9</b> . Choose the image size you wish to download. When the image loads up right click on the image and then save on your device.
Inserting an Image	Display <b>slide 10</b> . Demonstrate how to insert an image. Show children how to navigate to the location where their images are stored
Activity 1: Inserting Images into a Document	Display <b>slide 11</b> . Children should insert their images into their document (minimum of 5); this will probably cause the document to have several pages and images might be too big or need cropping. Tell children that they will be doing this next lesson and for now, should just aim to insert the images and save their document
Review Success Criteria	Display <b>slide 12</b> . Review the success criteria from <b>slide 3</b> . Children could rate how well they achieved this using a show of hands.

# Lesson 3 – Editing Images

## Aim

- To know how to use word wrap with images and text.

## Success Criteria


- Children can edit their images within Docs to best present them alongside text.
- Children understand wrapping of images and text.

## Resources

Unless otherwise stated, all resources can be found on the [main Unit 5.9](#) page.

- Copy and Pasting Poster. This will be used on the whiteboard.
- Example file with five large, unformatted images inserted (this should replicate the children's outcome from the last lesson).
- Wrapping poster for use on the whiteboard.

## Activities

Introduction	Display <b>slide 2</b> and outline the lesson aims.  Display <b>slide 3</b> and outline the success criteria.
Editing an Image	Display <b>slide 4</b> . Open the example file and remind children about the files that they started last lesson. Explain that sometimes you might want to edit an inserted image. First let us find out how to change the size and trim an image. Zoom out so that the whole page can be seen. Click on the first image and point out the 'handles' that appear on the image edges. This indicates that the image is selected for editing. Notice that the icon bar has changed to include some image editing icons.
Rotating an Image	Display <b>slide 5</b> . Explain that to select the picture you need to click on it. Look at how to rotate the picture when you have selected it.
Resizing an Image	Display <b>slide 6</b> . Look at resizing the image by clicking on one of the handles and dragging to the appropriate size.
Cropping an Image	Display <b>slide 7</b> . Next, look for the Crop image icon  and click on it. Notice how the handles now have additional black frame indicators. Crop

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	the image by dragging these inwards Then click elsewhere on the page to perform the crop.
Wrapping Text	Display <b>slide 8</b> . Now, ask children to imagine that they wanted this image as a central image in their flyer. They might try to drag it to the centre of the page. Try to do this and you will <b>probably</b> find that you cannot: On a tablet, you might be able to do this as the tablet can alter settings automatically. Explain that this is to do with a feature called 'wrapping'. Click on the image and look at the text wrapping options.
Wrapping Information	Display <b>slide 9</b> . The slide shows what the different wrapping options available in Google Docs refer to.
Recolouring Images	Display <b>slide 10</b> . Another option when inserting images, that can be found in the Image options, is Recolour. Click on one of the example images in your file. Then on the arrows to reveal the effect options.
Adding a Border	Display <b>slide 11</b> . You can also use the icons in the top menu bar to add a border to the image. Click on the image and then choose the options.
Activity 1: Editing Images	Display <b>slide 12</b> . Ask the children to open their document from last week and using the skills learnt from the lesson, edit their images accordingly. They need to shrink the images, so they fit on two pages.
Review Success Criteria	Display <b>slide 13</b> . Review the success criteria from <b>slide 3</b> . Children could rate how well they achieved this using a show of hands.

# Lesson 4 – Adding the Text

## Aim

- To change the look of text within a document.

## Success Criteria

- Children can add appropriate text to their document, formatting in a suitable way.
- Children can use styles to format a document.
- Children can use bullet points and numbering.

## Resources

Unless otherwise stated, all resources can be found on the [main Unit 5.9](#) page.

- Example file

## Activities

Introduction	Display <b>slide 2</b> and outline the lesson aim.  Display <b>slide 3</b> and outline the success criteria.  Children' files should now have some nicely formatted images but no text. Explain that today, they will be adding the text.
Introducing Styles	Display <b>slide 4</b> . Direct children's attention to the Styles icon in the toolbar.
Adding Styles	Display <b>slide 5</b> . Show the children how to style and then add in headings to their document.
Activity 1: Formatting a Document	Display <b>slide 6</b> . The children need to return to their devices and open their document from the last few weeks. They need to add headings and subheadings to their document and then a sentence to explain what is happening in each image. It should look like the snippet of the document in the slide.
Adding Bullet Points	Display <b>slide 7</b> . Ask children to think about a place in the text where they could put a list of things. The example contains a list of things needed to keep a guinea pig. Discuss the use of bullet points for un-ordered lists and demonstrate how to bullet a list by selecting the list and using the bullet icon.

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	Show that clicking on the small arrow gives other options for the design of the bullet points.
Activity 2: Inserting Bullet Points	Display <b>slide 8</b> . Children should use the rest of the lesson to further refine their document by adding bullets and lists and completing the text. They could add additional images where necessary.
Review Success Criteria	Display <b>slide 9</b> . Review the success criteria from <b>slide 3</b> . Children could rate how well they achieved this using a show of hands.

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# Lesson 5 – Finishing Touches

## Aim

- To add features to a document to enhance its look and usability.

## Success Criteria


- Children can add text boxes and shapes.
- Children can use page breaks, headers and footers.
- Children can add hyperlinks to an external website.

## Resources

Unless otherwise stated, all resources can be found on the [main Unit 5.9](#) page.

- Example file.

## Activities

Introduction	Display <b>slide 2</b> and outline the lesson aims.  Display <b>slide 3</b> and outline the success criteria  Open the example file, this can be used to demonstrate some finishing touches that children can make to their documents.
Adding Text Boxes	Display <b>slide 4</b> . Children might want to add some text to their images to explain what the image shows. This is called a caption. To add a caption, you can use a textbox. Textboxes can be used to add some text out of the usual flow of the text in the rest of the document.
Adding Shapes	Display <b>slide 5</b> . In the Insert/Drawing menu there is also a shapes icon  . Look at how to add and format shapes in the document.
Layering	Display <b>slide 6</b> . If you want to put shapes and textboxes overlapped or on top of each other, you need to think about the document in layers and use the layering controls to get the elements in the correct order.
Page Breaks and Section Breaks	Display <b>slide 7</b> . Use the slide to explain page breaks and section breaks.
Headers and Footers	Display <b>slide 8</b> . Demonstrate use of headers and footers.

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Activity 1: Formatting a Document	Display <b>slide 9</b> . Give children a short time to try out these four things on the documents they created in previous lessons. You might want to put a list on the board. Some children will not be able to create headers and footers but an awareness that they exist is useful.
Adding Hyperlinks	Display <b>slide 10</b> . Show the children how to insert links.
Activity 2 – Adding Hyperlinks	Display <b>slide 11</b> . Tell the children to return to their documents. Search for relevant websites and then insert hyperlinks into their document.
Review Success Criteria	Display <b>slide 12</b> . Review the success criteria from <b>slide 3</b> . Children could rate how well they achieved this using a show of hands.

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# Lesson 6 – Sharing Files

## Aim

- To use the sharing capabilities in Google docs.

## Success Criteria

- Children can share their documents with selected users.
- Children understand the different permissions when sharing in Google docs.
- Children can share using a share link.

## Resources

Unless otherwise stated, all resources can be found on the [main Unit 5.9](#) page.

- Children' files created in previous sessions.
- Example File for this lesson
- **Note:** Sharing capabilities will differ depending upon the way that you use Google docs in your setting e.g. through Google Classroom or otherwise. Explore the sharing capabilities for your own setting.

## Activities

Introduction	<p>Display <b>slide 2</b> and outline the lesson aim.</p> <p>Display <b>slide 3</b> and outline the success criteria.</p> <p>Explain that using Google docs allows you to share and collaborate in your documents.</p>
Sharing a Document	<p>Display <b>slide 4</b>. Show children the example file; look at the first couple of questions only and explain that you are going to demonstrate how to share it so that everyone can contribute their ideas. Hover over the Sharing button in the top right. This demonstrates how the document is currently shared. Click on the button to open the sharing options.</p>
Editor Options	<p>Display <b>slide 5</b>. Explain that ticking the tick box will send that person an email to tell them that you have shared the document. You can type the contents of the email in the box. Click on the 'Editor' drop-down box and you will have three options about how to share the document.</p>

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Editing a Shared Document	Display <b>slide 6</b> . Ask for 5 children to go to their devices and have a go at answering the questions from the example file. The rest of the class can watch on the whiteboard as the answers appear on the screen.
Activity 1: Editing a Document	Display <b>slide 7</b> . Children should now share their own document with another child. You may wish to designate who shares with whom or allow children to choose.  Allow children time to edit another's document with the aim of improving it.
Activity 2: Evaluation	Display <b>slide 8</b> . Bring the class back together and ask children how they feel about the changes made.
Sharing a Document	Display <b>slide 9</b> . Explain that you can also share documents more publicly or if you don't know the email address of the people that you want to share with. You can click on 'copy link' to copy the link to your device then you could paste it somewhere else. In Purple Mash, there are several tools which will allow you to add a link. For example, 2Blog posts, the Launch command in 2Code and buttons and sprites within 2Create a Story Adventure mode
Review Success Criteria	Display <b>slide 10</b> . Review the success criteria from <b>slide 3</b> . Children could rate how well they achieved this using a show of hands.

# Lesson 7 - Presenting Information Using Tables

## Aim

- To use tables within Google Docs to present information.

## Success Criteria

- Children can create a vector drawing in their document.
- Children can add tables to present information.
- Children can edit properties of tables including borders, colours, merging cells, adding and removing rows and columns.

## Resources

Unless otherwise stated, all resources can be found on the [main Unit 5.9](#) page.

- Example file for lesson 7, each child will need a copy of this document that they can edit.
- Children's photos or avatars; either access to a webcam to take a photo or use the Purple Mash avatars. To download the Purple Mash avatar, click on the small avatar at the top right of the screen after logging into Purple Mash. This opens the avatar creator. Click on the Download button to save an image file to the device.
- Timetable task list: This can be displayed on the board or printed for child reference.

## Activities

Introduction	Display <b>slide 2</b> and outline the lesson aim.  Display <b>slide 3</b> and outline the success criteria.
Your Dream School	Display <b>slide 4</b> . Explain that today, children will have another opportunity to explore the drawing elements in Google docs and they will be learning about tables. They will do this whilst creating a document for a new (imaginary) school where all the subjects have been replaced by things that they probably do not get to do too often at their current school. The example document will become the handbook for the new school. It has some placeholders and as they progress through the lesson, children will be editing these. Open the document on the board, note the logo on the

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
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	first page: Children will be designing their own logo for their school. Scroll down to the second page. Note that the document is landscape and contains a timetable. Have a look at some of the lessons. Children will have the opportunity to edit these so if they have always fancied attending a school of Dance, Computer programming or even Wizardry and Witchcraft, they will be able to adapt what is there.
Editing a Logo	Display <b>slide 5</b> . First, children need to be thinking of a name for their new school. They will be typing this as part of a google drawing to create a school logo. In lesson 5, children were introduced to shapes and textboxes. This is an opportunity to get more creative by designing a logo. You might wish to review how to insert and layer shapes and textboxes. The example logo can be used to demonstrate and can then be edited or deleted by children. Click on the logo, and then the Edit option that appears below it. Explain that this logo is made up of several overlapping elements. You can click on each one separately to edit it. For example, click on the shield shape and resize it. Remind children about the undo button in case they make unintended changes.
Activity 1: Creating a School Logo	Display <b>slide 6</b> . Give children some time to get creative with the school logo. They can either base theirs on the sample logo in the document or if able they could design their own.,
Inserting a Table	Display <b>slide 7</b> . The next task is to add a table and fill in your personal details. Demonstrate how to insert a table. This is done from the Insert tab. Drag the mouse over the diagram at the top to select the number of rows and columns. Insert a table with 6 rows and 3 columns.
Activity 2: Drawing and Completing a Table	Display <b>slide 8</b> . Display the following table and ask children to copy the questions and fill in the answers in the second column. <b>Note:</b> feel free to use different questions, the intention is to be different from the usual birthday, favourite subject and not reveal actual personal details.
Formatting a Table	Display <b>slide 9</b> . Once tables are filled in, demonstrate how to select/highlight parts of the table such as rows or columns and change the cell colours and the borders.
Merging Cells	Display <b>slide 10</b> . The third column of the table will be used for an image of the person (see resources section). Point out that their image will not fit into one cell but would be better using all the cells. The way to do this is to use something called <b>merging</b> cells. You can do this to any cells that are next to each other in columns or rows.
Activity 3: Formatting a Table	Display <b>slide 11</b> . Tell the children to return to their document and format their table by changing cell colours and table borders. They also need to merge the cells in the third column and insert a picture of themselves using the Purple Mash Avatar.
School Timetable	Display <b>slide 12</b> . Scroll down to look at the timetable. Explain that children will be improving this timetable and that you will be giving them a list of tasks to complete. This will include the opportunity to change the names

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	of the lessons to fit their own theme. Explain that you are going to show them the skills needed to complete some of the tasks.
Inserting Columns or Rows	Display <b>slide 13</b> . One of the tasks will be to add an extra lesson between what is currently labelled lesson 4 and 5 (note there is an error in the naming that children will be correcting). To do this, select/highlight the column for lesson 5. Right-click or click on the Format → Table, menu. Click Insert column left.
Changing Row Height or Column Width	Display <b>slide 14</b> . Go through changing row height and column width: You can place your mouse on the border between two columns and the cursor symbol should change to  These can be dragged to alter the widths.  Another useful tool if you want all columns in a selection to be evenly sized is to select the columns and click Format → Table → Distribute columns. You can also do this for rows.
Activity 4: Editing a Table	Display <b>slide 15</b> . Show children the Timetable Task list. They should use the lesson to complete as many of the tasks as they can.
Review Success Criteria	Display <b>slide 16</b> . Review the success criteria from <b>slide 3</b> . Children could rate how well they achieved this using a show of hands.

# Lesson 8 Writing a Letter Using a Template

## Aim

- To introduce children to templates.

## Success Criteria

- Children can use a template and edit it appropriately.
- Children can use the spelling and grammar tools built into Google docs.

## Resources

Unless otherwise stated, all resources can be found on the [main Unit 5.9](#) page.

- Poorly written example letter. Each child will need a copy of this document that they can copy and paste from.  
The approach taken here is to focus on the formatting and Word tools rather than the skill of composing a letter, but this lesson could be linked to letter writing in another subject if desired. If you wish children to compose their own letters, this could be done instead.
- Copy and Pasting poster. Children used this in lesson 2, it could be used on the whiteboard or can be printed for children as a reminder.

## Activities

Introduction	Display <b>slide 2</b> and outline the lesson aims.  Display <b>slide 3</b> and outline the success criteria
Introducing Templates	Display <b>slide 4</b> . Open Google Docs and look at the templates that appear on the first screen, click on Template gallery to see further available templates. Slowly scroll down and ask children to identify the different sections that the templates are organised into.  Explain that it can sometimes be useful to use a template for a document, it might add some interesting formatting and the layout will be provided for you. However, it might not include everything that you want your

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	document to include so you will need to add things and delete others to get the document looking how you like.
Using a Letter Template	<p>Display <b>slide 5</b>. Today, children are going to be editing a formal letter of complaint. Can they find any suitable templates for a letter? Help children locate a good template choice. Once chosen, open this template. Options in the following steps might vary depending upon the specific template and will need to be adapted as required. The Template used in the presentation is called Business letter Geometric.</p> <p>Direct children to look at their chosen template, within the document will usually be ideas for how to customise it. The example sets out the address for the author and the recipient of the letter, and it has a suggested greeting. To use a template, you overwrite the example text.</p>
Poorly Worded Letter	Display <b>slide 6</b> . Show children the Poorly written example letter in google docs or use slide 6. This contains the information that you need to put into your letter. If you wish children to compose their own letters, this could be done instead. The approach taken here is to focus on the formatting and tools rather than the skill of composing a letter, but this lesson could be linked to letter writing in another subject if desired.
Line Spacing	<p>Display <b>slide 7</b>. Initially, it is almost impossible to read the letter. This is because the line spacing has been set to smaller than 1 line. Remind children how to select all the text: Go to the start of the document and press Ctrl + Shift + End (desktop). Tablet options vary by device. Then look for the line spacing icon.</p> <p>Choose a better line spacing. Explain that children might want the addresses to be more closely spaced than the bulk of the letter</p>
Activity 1: Writing a Letter of Complaint.	Display <b>slide 8</b> . Children should copy and paste parts of the letter to the correct places in their template.
Spelling and Grammar Check	Display <b>slide 9</b> . Once they have done this, demonstrate how to perform a spelling and grammar check on the document.
Activity 2: Improving the Letter	Display <b>slide 10</b> . Children should improve this poorly written letter.
Review Success Criteria	Display <b>slide 11</b> . Review the success criteria from <b>slide 3</b> . Children could rate how well they achieved this using a show of hands.

# Assessment Guidance

The following information is an exemplar of what a child at an expected level would be able to demonstrate when completing this unit with additional exemplars to demonstrate how this would vary for a child with emerging or exceeding achievements.

Assessment Guidance	
Emerging	<p>Children know what a word processing tool is for, and they can create a word processing document. They can alter the look of the text and navigate around the document (lesson 1). They might need support when navigating the various menus and icons.</p> <p>With support and guidance, children can add an image to a word document, they can resize the image but will find it harder to visualise the effect of using the wrap options (lesson 2 &amp; 3). They make good attempts to include other objects such as text boxes and shapes (lesson 5) and drawings and tables (lesson 7), though they might struggle to achieve the effect that they want.</p> <p>Children understand that they should not simply copy images from the internet but that the correct way is to consider copyright and attribute the creator for images used. They will need support to find and include such citations (lesson 2).</p> <p>Children can add page breaks to their document but might need to print the document, mark-up the printed file with edits and then effect the changes to their file.</p>
Expected	<p>Children know what a word processing tool is for, and they can create a word processing document. They can alter the look of the text and navigate around the document. They pay attention to the readability of the text and its function when formatting text (lesson 1). They know how to find icons for the functionality that they wish to use.</p> <p>Children can use bullet points and numbering (lesson 4). They consider the overall structure of the document using page breaks, headers and footers to increase the usefulness and visual appeal of a document (lesson 5).</p> <p>Children can add images (lesson 2) and drawings and tables (lesson 7) to a word document, they can resize and reposition objects using wrapping options (lesson 2 &amp; lesson 3).</p> <p>Children understand that they should not simply copy images from the internet and routinely consider copyright and attributions when they use images created by others (lesson 2).</p>

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Assessment Guidance	
	<p>Children can insert tables and edit the properties to include the information that they wish to; they can add and delete rows with guidance (lesson 7).</p> <p>Children know that word processors have template documents that can be used to same time, improve visual aspects and support writing (lesson 8).</p>
Exceeding	<p>Children demonstrating exceeding expectations explore the full functionality of the word processor realising that there is often a function that will help them to perform the task that the wish to accomplish.</p> <p>Children experiment with different ways to wrap objects and text so that they can achieve the effect that they have visualised for their work (lesson 3).</p> <p>When using images or text, children have a well-developed understanding of the correct way to use any material created by another person (lesson 2).</p> <p>Children' consideration of the visual appeal and function of their document includes a variety of objects, hyperlinks and automated contents pages (lesson 5). They can conceptualise that a document created using a word processing programme can be more effective than a paper-based document by making use of the powerful tools within a word processor.</p>

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