

The Flitlit Concept/ Guide for Educators

Providers of Education may wish to consult this guide to examine means by which the FLITLIT concept may be adapted to the specific context of their programmes at Key Stage 2 level.

Individual course instructors in and out of the classroom environment are invited to identify sections of this guide that relate most closely to the courses that they teach.

The resources provide learners with experiences designed to:

- Enhance their knowledge, skills and attitudes
- Increase their language proficiency for study, leisure and personal enrichment
- Contribute to life-long learning so as to enhance their personal and intellectual development

The evolving concept is designed to provide positive links between schools, homes and libraries by means of multi-platform, cross-curricular resources and social interaction.

The Flitlit Concept

THE FLITLIT concept grew from a series of bilingual: English/ Welsh stories written in a humorous, lyrical format for children ages 8- 11 years, but with a wider interest age. The content bridges the divide between picture books and early chapter novels.

The concept links to a [FLITLITS JUNIOR](#) edition, with both concepts acting as stand alone or as complementary, one to the other. This offers bespoke opportunities in terms of choices that satisfy a range of needs and abilities within classrooms, homes and libraries.

A MAP of the ethereal setting has been integral to the project since its inception and the material has been successfully piloted at schools in the U.K. and beyond.

A series of [iOS apps](#) for the iPad from the Flitlit series features U.K. and U.S. English/ Welsh versions of the text and narration within each app. Each main adventure is accompanied by introductory stories about the characters and setting, an interactive map and a series of guides for educators.

The apps were created thanks to the support of the Creative Industries Sector of the Welsh Government.

Plans are in hand for print, digital and audio book versions of the Flitlit series that will include UK and US English/Welsh titles for both **supported and competent reading/comprehension levels**. The components, along with pending classroom resources, will offer a multi-modal package to assist multi-platform, cross-curricular learning.

The bilingual Flitlit adventures and short introductory stories are available on CDs for blind and partially sighted young learners on loan/free of charge from Talking Books Wales, Llyfrau Llafar Cymru.

The combined Flitlit concepts featured at Gamescom, Cologne/ 2016, having won a prestigious international competition set by the Frankfurt Book Fair. The concept featured among only five international winners, with the Flitlit concept being chosen as the single UK entrant. Subsequent interest generated in a Flitlit video game resulted in an expression of interest by Cardiff Metropolitan University to create ideas for a video game, with extensive potential for educational and entertainment purposes.

Philosophy and Approach

The concept is committed to the advancement of literacy and numeracy skills and to assisting pupils to become more creative and capable of developing innovative solutions to problems. It enables pupils to enhance analytical and critical capacities as well as the ability to synthesise ideas and adapt to new situations.

It equips pupils with a range of skills and attributes to help them succeed in a wide range of tasks and responsibilities and to contribute to the society in which they live.

The characters are stylistically diverse and appear timeless in order to stimulate debate and to champion differences.

The concept enhances existing curricula by making available multi-platform and cross-curricular resources.

The material can be adapted as needed in courses that are specific, or infused into other courses within the context of the curriculum.

The concept provides opportunities to link to the components of generic skills that are fundamental in enabling pupils to learn about:

- Collaboration
- Engagement/ Learning through enjoyment, immersion and humour
- Communication, conversation, discussion and debate
- Cognition
- Critical thinking
- Evaluating feelings, interests and ideas
- Curiosity
- Problem-solving

- Self-esteem, confidence, self-management and making choices
- Relationships
- Responsibility and respect
- Personal and social values
- Attitude
- Beliefs
- Citizenship
- Leadership
- Study skills and creativity
- Presentation
- Numeracy
- Information Technology
- Music and musicality
- Art and design
- Dramatic interpretation and presentation
- Exercise and physical well-being

Values and Attitudes

Values we develop underpin our conduct and decisions and can be positive and negative in their effect.

Attitudes, being personal dispositions, may affect behaviour positively or negatively.

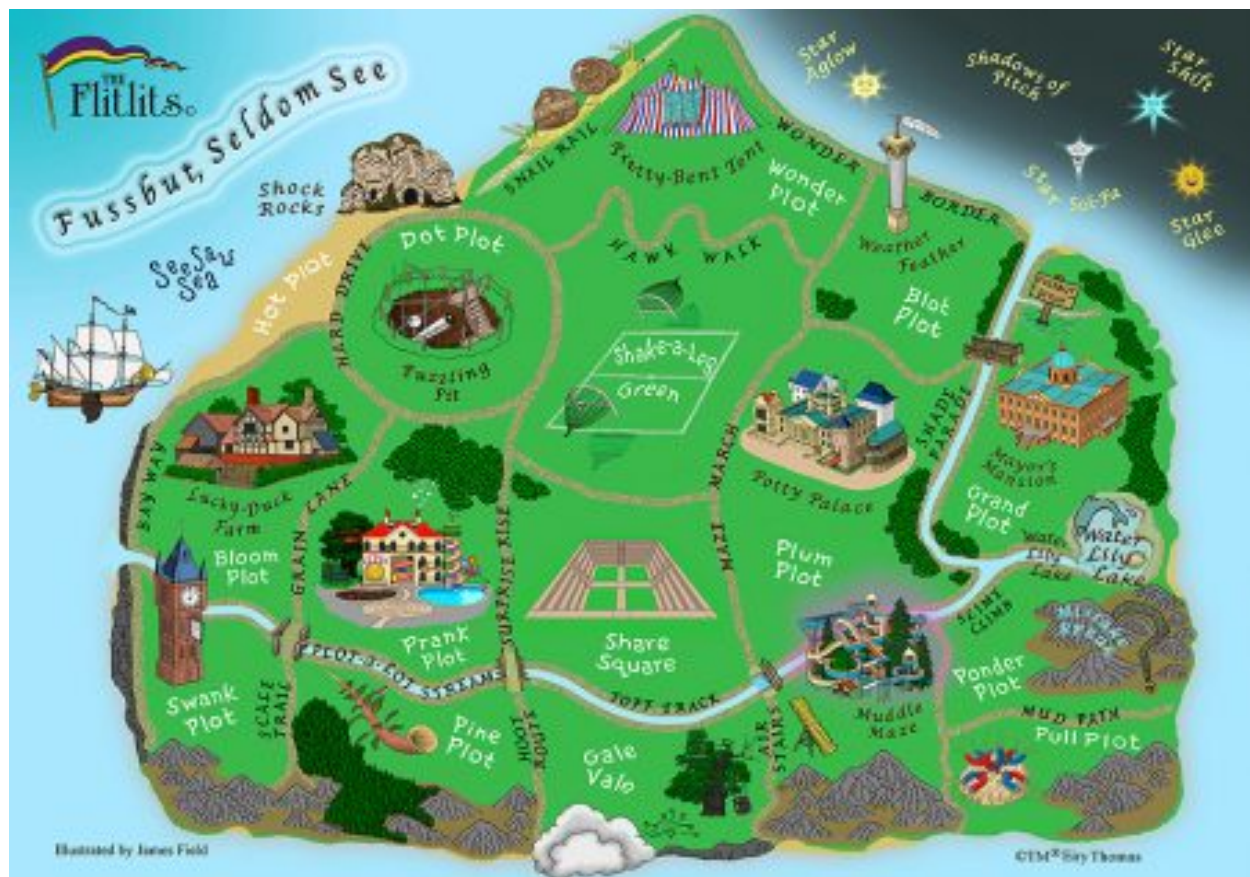
The Flitlit concept helps to develop positive values and attitudes pertaining to:

- Honesty
- Self-esteem
- Perseverance
- Equality

- Interdependence
- Tolerance
- Open-mindedness
- Cooperativeness

These, along with positive attitudes to language learning, are integral to the concept, map and stories.

The Map and Setting



FUSSBUT, SELDOM SEE is a wondrous land lost in time, so named since children may fuss, but access it only by means of their imagination.

The map and setting set up a small world area that enables children to interact with it independently or in groups. It is a land that invites them to visit, discover and explore.

Four stars: SOL-FA, SHIFT, AGLOW and GLEE govern the ethos of the concept. They influence the musicality of the characters and language, action, vibrancy and fun.

Each plot and its associated landmark/s links to an appropriate element of curricula through humorous, entertaining and engaging means. These enhance imagination and stimulate children to create adventures of their own.

Cognitive, Physical and Social Skills

The concept provides **cognitive skills support** pertaining to:

- Attention
- Memory
- Logic and reasoning
- Auditory, visual and processing speeds

Interpersonal strand support pertains, for example, to:

- Relationships
- Conversation
- Discussion
- Debate
- Evaluating feelings, interests and ideas

Dreaming up new plots and characters engenders creativity, artwork, logical thinking and play-acting.

Hot seating and role-play corners can be based on places featured on the map with masks, props and puppets enabling children to retell and act out the stories. They may imagine different scenarios to change endings. Based on the children's understanding and knowledge of the characters, they may place the characters in different situations and relate how they feel the characters would react.

IMAGES of the characters, surrounded by adjectives that best describe them, are extremely effective.



The illustrations lend themselves to the development of descriptive writing and free role-play, particularly with the use of role-play cards in role-play corners. A simple key prop for each character, such as a hat or cloak, would be all that children need to project what they know of a character into a role-play situation.

Adult roles in terms of response and facilitation of good quality questioning are crucial.

Knowledge strand support includes, for example, information-gathering through activities, such as:

- Ordering
- Describing
- Defining
- Classifying
- Comparing
- Explaining
- Justifying
- Predicting
- Inferring
- Evaluating
- Drawing conclusions

Language

The concept recognises the importance of fostering connections between language and other subjects through cross-curricular collaboration.

It enables pupils to make connections among ideas and concepts so that their motivation will be raised and their learning strengthened.

The stimulating language aims to help learners to achieve a balance between the breadth and depth of language learning.

It aims to facilitate articulation and to give equal emphasis to language learning and language use.

Listening, Speaking and Reading

This supports **learner-centred pedagogy** relating to:

- Thinking and communication
- Application, development and acquirement of knowledge
- Responding and applying expression to experiences within these contexts
- Development, application and understanding of how language is organised, used and learned
- Participating in presentations
- Identifying, interpreting and discussing themes
- Participating in dramatic presentations and reflecting on the way in which the author uses language to create effect
- Giving expression to imaginative ideas through oral, written and performative means
- Use and understanding of gestures
- Creating poems and lyrics
- Creating short dramatic episodes

Pre Reading

Involving:

- Examination of text structures, activating prior knowledge, building schema and making predictions
- Discussion of the prologue to the stories
- Discussion about the author and what is her purpose in writing the text

During Reading

Involving:

- The use of the map to enable tracking of purpose, movements and destinations
- Discussion about the role of the setting in the initial events of the stories
- Discussion about 'What the author means by...'
- Summarising the key elements, events, characters and stories

Editing

During the editing process, students may work with a teacher and/or together to fix mechanics and add good vocabulary. A piece of writing that is not going to be published and shared may be added into a portfolio that is not free from errors. If a piece is going to be shared, pupils may keep making adjustments until it is mistake-free. During this process, students learn the value of communicating their ideas.

Writing, Vocabulary and Grammar

The apps offer selective text highlighting, narration, music, auto play speech and page number display.

Line-by-line text highlighting is a feature of the apps that has been carefully considered. It allows the author's unique lyrical voice to prevail in both an auditory and a visual sense for best effect.

Further grammatical analysis such as sentence structure may be incorporated into structured language and grammar exercises.

The vocabulary encourages engagement, development, innovation and expression within the understanding of text types.

Basic grammatical structures are complemented by examples of:

- Cadence and assonance
- Expressive adjectives, adverbs and verbs
- Alliteration and Onomatopoeia
- Metaphors and Similes
- Unusual word combinations
- Rhythm and Rhyme
- Half or Near Rhymes
- Repeated patterns and words, especially in association with character, Jake MacJake's duality in terms of speech and choices.

Extension Activities

The concept offers many opportunities for the development of extension programmes based on the special needs and interests of your target audience and the purpose of the education. This applies across the curriculum and to more able and talented pupils, for example in relation to:

- Script writing
- Character design
- Story telling
- Story development

Sounds and Imagery

Each app in the series is action-packed, with exciting atmospheric sounds and imagery.

Music

Star Sol-Fa governs the musicality of the language, characters, nature, Pine Plot and the winged ship, Sonic, in particular.

The FUSSBUT FLING© composition aims to encourage children to sing, act, dance and keep fit.

It offers them opportunities to become creative and expressive and to unwind following long periods of concentration.

Numeracy

Numeracy will be supported by a pending series of Flitlit card games. These will stimulate and challenge young minds to develop and enhance their numeric skills.

Additional Resources

Pending resources may be seen as a menu from which instructors can select those that fit their course/s and teaching style.

They include:

A MAP of Fussbut, Seldom See, printed in various sizes

A4 PRINTS of the Flitlit characters

A4 PRINTS of the characters with their associated home plots and plot landmark/s

Prints of SELECTED IMAGES from the books and apps

Additional resources at various stages of development that will be detailed on www.theflitlits.com include:

- Sets of numeric card games
- Sets of word play games
- A pending board game
- Ideas for an edutainment video game with international appeal

About the Author

Eiry Rees Thomas grew up among a creative family comprising a poet, illustrators and a calligrapher/sculptor.

The coal-mining community where she spent her formative years was mostly Welsh-speaking, with English being introduced to the school curriculum at the age seven level. The musicality of the Welsh language is apparent in the author's unique lyrical voice, described in Welsh as 'telynegol' or harp-like, true to her Celtic roots.

Her love of writing bilingually since a young age was given expression following a serious accident in 1998. This ended her career as a public health practitioner, peripatetic teacher and medical translator.

Her experience in the field of child development and the privilege of having worked with children and families with additional needs contribute to her work as an author and creative concept creator.

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Welsh: Noni Lewis, Geraint Pickard, Samuel North and Colin Thomas

U.S. English: Denis Campbell, Tim Luther Lewis, Jann Seal, Paul Seal and Samuel North

Composer: [The FUSSBUT FLING](#) © Darren Adams

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