

Section 2: Developing writing

Activity 1: Read the signs!

Objective

To use syntax and context when reading for meaning. (Year 1 Strand 7)

What to do

This familiarisation activity asks the children to identify the purpose of different common instructions.

- Display an enlarged copy of photocopiable page 25 'Read the signs!'. Explain that the extracts are from four different sets of instructions.
- Read each extract and ask the children where they might see these instructions. (For example, A is from a recipe that might appear in a recipe book, on a cereal packet or on a website.) As you look at each extract, encourage the children to refer to examples they have looked at already. What is the purpose of each text? Direct children to the clues if needed.
- Hand out copies of the photocopiable sheet. Ask the children to complete the sentences at the bottom of the page to state the aim of each text. (For example, 'B tells you to wash your hands so you don't pick up germs and get ill'.)
- Encourage the children to find more examples of instructions and use the sentence starter from the sheet to note the texts' context and purpose. Remind them that instructions can include warnings, in print ('Now wash your hands'), on audio ('Mind the gap') or as visual signs (pedestrian-crossing lights).

Activity 2: Take three

Objective

To recognise the main elements that shape different texts. (Year 1 Strand 7)

What to do

In this activity, the children practise listing materials by looking at a range of tasks.

- Remind the children that, in extracts from Section 1, there was a list of materials or equipment before the steps to follow. Discuss the kind of instructions that begin with 'what you need' – for example, recipes, 'how to' craft instructions and games rules.
- Write headings for three tasks on the board: 'Make a sandwich', 'Play rounders', 'Paint a picture'. As a shared activity, write down three things that you would need to complete each task.
- Hand out copies of photocopiable page 26, 'Take three' and let the children work in pairs to fill it in.
- Display the image of the sock puppet from the CD-ROM and challenge the children to discuss in their pairs everything they think they would need to make it (an old sock, some felt, and so on). Prompt them to consider, for example, how the eyes and mouth are attached (glue). Note the children's suggestions on the board.
- In a plenary session, discuss 'what you need' lists more generally, asking the children to think when precise measurements are required.

What's on the CD-ROM

Media resources

- Use the 'Sock puppet' image as a stimulus for discussion.