

	Whole Class Text Work	Whole Class Word Work
Mon.	<p>Show text, discuss conventions of instructional text i.e. layout, boxes, numbers, pictures, abbreviations.</p> <p>Point out there is no materials or equipment list (need to create one)</p>	<p>Find all nouns in the text. Sort into equipment and materials. What's the difference?</p>
Tues.	<p>Read text to the class. Talk about the words which tell you what to do – verbs in imperative form.</p> <p>Identify these words: cut, dry, gouge, hold, paint...</p>	<p>Collect other verbs in imperative form/ command words from other contexts – discuss endings such as 'ed', 'ing', 's'.</p>
Wed.	<p>Discuss sentence construction – i.e., brief commands, words left out and why.</p> <p>Contrast how we talk with how we write.</p>	<p>Look at words such as 'potato' and how it is constructed – how you can learn the spelling e.g. pot-at-o</p> <p>What others are known/remembered ?</p>
Thur.	<p>Begin a piece of shared writing on another printing technique such as sponge printing or stencil printing.</p>	<p>Look at what happens when nouns from the text are turned from singular into plurals.</p> <p>e.g. potato – potatoes shape – shapes ink – inks brush – brushes.</p>
Fri.	<p>Use shared writing from Thursday to read together.</p> <p>Begin to edit – first for content, then for brevity and clarity, finally for word choice and spelling.</p>	<p>Discuss and demonstrate the use of a Thesaurus i.e. reasonable alternatives for 'gouge' and 'paint'.</p>

Group and Independent Work Time

Plenary

<p>Working in pairs the pupils use other similar texts on printing techniques to colour materials in green and equipment in red.</p> <p>Compose lists from this (write on sticky labels provided) organised in alphabetical order.</p>	<p>As printing is going to be part of art activities this term, begin to create class equipment and materials lists to match against equipment held in school in order to identify gaps.</p>
<p>Work in pairs and use texts from Monday to identify more imperative form verbs.</p> <p>Colour in yellow.</p> <p>(Join pairs into fours) to create a group list.</p>	<p>Make a class list of all imperative form verbs found.</p>
<p>Work individually – compare writing with partner</p> <p>Provide speech bubbles containing instructions written in the way they are spoken e.g. 'First of all you have to put the butter and sugar into a bowl and then get a wooden spoon...'</p> <p>Children have to write the instructions from these.</p>	<p>Discuss use of redundant language.</p> <p>Difference between written and spoken language.</p>
<p>Individual/pair and group writing.</p> <p>Choose from the list of art techniques provided to plan and write the first draft of a set of instructions for a younger child to follow. Indicate where drawings could be provided.</p>	<p>Put pairs together to make groups of four and share first drafts – use questions such as:</p> <p>Is the writing clear?</p> <p>What is good about the writing?</p> <p>What could be improved?</p> <p>If time allows reform the pairs to check out writing with a new audience</p>
<p>Begin to edit and revise own work in the same way.</p>	<p>Discuss and share writing so far.</p>