

| Year Six: Non-fiction: Formal/Impersonal Writing: Adapting Instructions | | | |
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| Focus practise using formal and informal language | | Texts Example instructions | |
| Speaking and Listening | | Reading | Writing |
| <p>Speaking Use the techniques of dialogic talk to explore ideas, topics or issues</p> <p>Listening and responding Listen for language variation in formal and informal contexts</p> | | <p>Understanding and interpreting texts Explore how word meanings change when used in different contexts</p> | <p>Word structure and spelling strategies to spell difficult and unfamiliar words</p> <p>Creating and shaping texts Select words and language drawing on their knowledge of literary features and formal and informal writing</p> <p>Sentence structure and punctuation Use punctuation to clarify meaning in complex sentences</p> |
| Success Criteria | Resources | ICT Activities | Curriculum Links |
| <p>I can identify prefixes in words</p> <p>I can explain the meaning of different prefixes</p> <p>I can identify and use formal and informal language</p> <p>I can adapt writing for different audiences</p> | <p>Example instructions</p> <p>Mini-whiteboards</p> <p>Non-fiction history books</p> | <p>Word processing – create examples of slang and matching formal words by formatting text using Word Art</p> | <p>History – find out how the lives of families changed during the Second World War</p> |

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| | Starter Activity | Shared Learning | Independent and Group Tasks | Plenary |
| Monday | <p>Provide the children with a mini-whiteboard. Get the children to identify the roots in the following words.</p> <p>a) transport (port) b) biplane (plane) c) microscope (scope) d) aerodrome (drome) e) autograph (graph) f) television (vision) g) preview (view) h) supernatural (natural) i) reconsider (consider)</p> <p>Get the children to suggest other words that use the prefixes for the roots that they have identified.</p> | <p>Discuss with the class the problems faced by families during the Second World War. Ask the children to describe how families solved some of these problems.</p> <p>Explain to the children that the country faced problems obtaining materials to build weapons needed by the army and items needed by households. Tell the class that the government set-up a Make Do And Mend scheme to encourage people to recycle and reuse materials and objects.</p> <p>Read with the class an example set of instructions about reusing a pair of old curtains. (activity 1a) Get the children to identify the audience for the instructions. Ask them to describe how the instructions are targeted at a particular audience.</p> <p>Discuss with the children how instructions are different from other types of writing. Work with the class to write a list of features they would expect to use when writing a set of instructions. You can also ask them to list text features that they would not expect to find in a set of instructions.</p> | <p>Core/Extension (activity 1b) Split the children into small groups and provide them with a prefix. Get them to identify words that begin with the prefix. Tell the children to identify the meaning of the prefix that they have been given. They can use the words and meaning that they have identified to make a poster about the prefix for a classroom display.</p> <p>Support (activity 1c) Get the children to match up a set of prefix and roots. Tell them to choose a word that they have created and to draw an illustration to show the word's meaning. The children can also write a sentence using the word they have chosen. Get them to display the word, illustration and sentence of a piece of card for use on a classroom display.</p> | <p>Get some children to read out the words they have listed for the rest of the class to explain the meaning of the prefixes.</p> |