

Overview

To demonstrate how to produce the optimum set of oral instructions

National Curriculum objectives

English key stage 1 En1: 1a, 1b, 1c, 1d, 1e, 1f, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e, 5, 6a, 6b, 7, 8d, 9a, 9b, 9c, 10b, 10c

Links to *Primary Framework for literacy planning*

Year 1 Non-fiction: Unit 2 Instructions

Year 2 Non-fiction: Unit 1 Instructions

You may find the content more suitable for Year 2.

Primary Framework for literacy objectives

Y1 Speaking

- Experiment with and build new stores of words to communicate in different contexts (LP, OTY)

Y1 Listening and responding

- Listen with sustained concentration, building new stores of words in different contexts (STS)
- Listen to and follow instructions accurately, asking for help and clarification if necessary (STS, LP)
- Listen to tapes or video and express views about how a story or information has been presented (LFM, HDTD)

Y1 Group discussion and interaction

- Take turns to speak, listen to others' suggestions and talk about what they are going to do (LPSM)
- Ask and answer questions, make relevant contributions, offer suggestions and take turns (LPSM)

Y2 Speaking

- Speak with clarity and use appropriate intonation when reading and reciting texts (LP, OTY)
- Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication (LP)

Y2 Listening and responding

- Listen to others in class, ask relevant questions and follow instructions (LP, LPSM)
- Respond to presentations by describing characters, repeating some highlight and commenting constructively (STS, LFM, HDTD)

Y2 Group discussion and interaction

- Work effectively in groups by ensuring that each group member takes a turn challenging, supporting and moving on (LPSM)

Focus key

- STS Setting the scene
- LFM Learning from models
- LP Let's practise
- LPSM Let's practise some more
- HDTD How did they do?
- OTY Over to you!

Cross-curricular ideas

Primary Framework for mathematics: Understanding shape (giving/following directions)

QCA Geography Scheme of Work: Unit 1 (Around our school – the local area: How do I get to school?)

QCA PE Scheme of Work: Units 3 and 4: (Games activities 1 and 2 – compose a set of instructions about how to play a game)

Overview

To understand why it is important for instructions to be clear and how visual aids can help.

Success criteria

Basic: To be able to identify when instructions are not clear and to follow a set of clear instructions adequately

Extended: To be able to suggest ways of making instructions clearer and to follow a set of instructions, asking sensible questions for clarification.

Resources

DVD-ROM, two small pieces of squared paper and a pencil for each child

Teaching ideas

- p1** Go over the objectives for this focus.
- p2** Each child needs two small pieces of squared paper and a pencil. Listen to the *How to draw something* audio, having asked the children to follow the instructions. Were you able to follow the instructions easily? Why not? Discussion points include: an unspecific title, lack of a clear goal, lack of information about materials required, unclear instructions in an illogical order.
- p3** Listen to the *How to draw a Scottie dog* audio and ask children to follow the instructions, drawing on the back of the same piece of squared paper. Were these instructions easier to follow? Why?
- p4** Compare children's drawings with the on-screen dog. Discuss how limitations in the instructions resulted in differences.
- p5** Watch the *How to draw a Scottie dog* video and ask children to follow the instructions using their second piece of squared paper. Again, generate discussion about the effectiveness of the instructions. Emphasise how visual aids help understanding because you are shown what to do as well as being told. Then ask children to work in pairs, giving each other instructions for drawing a Scottie dog.
- Discuss examples of spoken and written instructions, e.g. recipes, directions, instructions for playing a game, orders (e.g. Come here!). Encourage children to share any experiences of using spoken or written instructions.

Key questions

- What makes a set of instructions clear?
- What makes a set of instructions unclear?
- If you are giving instructions, what sort of things must you make sure you do?

Differentiation

For additional support: Make examples of the dog drawing at different stages of the process. Present a set of 'muddled' instructions to be put into the correct order.

For additional challenge: Use the audio record tool to create effective and ineffective sets of instructions for simple classroom tasks, e.g. opening a window, going from the classroom to the school office, what to do when the morning bell goes.

Additional suggestions

English/D&T: Create a mind map of what you already know about instructions and annotate it over the course of the unit. Create oral instructions for drawing other pictures or patterns on squared paper.