

## Week 2 procedural texts

Day	Text	Word/sentence	Guided	Independent	Plenary
<b>Mon</b>	Show all the procedural texts that children have brought in and make a display of them and where they came from. Looking at a procedural text and comparing it with our checklist and saying which parts are good and which need more work on them. Some instructions may use 2 <sup>nd</sup> person pronoun you.	Model how to learn and remember irregular spellings of past tense. Children use scribble boards to try out methods	Specific group of children who are struggling with learning irregular verbs and working on strategies to learn them	Children with a set of 5 procedural texts comparing them with the checklist and putting them into order of clarity and ease to follow, making notes on a chart about the decisions they are making. (Procedural texts taken from the NLS First Steps book) CA to work with one group on this.	Which was the best? Why? Which was the worst? Why?
<b>Tues</b>	Listing all the ways the method can be organised e.g. by numbers, by words Model writing the method for tidying out trays.	Model writing imperatives and checking that it is written in sentences that are punctuated and make sense.	Group 5 – guided writing Support children ordering their writing about how to tidy their trays. Read aloud parts to check that they make sense. Use a partner to check that sentences are correctly punctuated.	Children choosing their own way to order writing about how to tidy their tray. Reading work out aloud to a partner to check it makes sense and then with a partner checking for imperatives and sentence punctuation. (Less able readers could organise a set of statements into the correct order for tidying out a tray, use first, then, next etc to order the statements.)	How did you order your work? Did your partner find it easy to understand? Give work to another class to follow and see if it is an efficient way of tidying trays.
<b>Wed</b>	Discuss the need for games that can be played on the playground when the weather is too wet to play on the field. Model how to write a set of instructions for a game.	Start with an opening statement to orient the reader and then list things needed, then write the method. Concentrate on imperatives in the method and impersonal writing. Model how to read aloud to check that it makes sense.	CA to work with grp 5 to draw up a writing frame with them to use to write a group set of instructions. Groups 1 – using scribble boards writing opening statement with support If time follow up group 2 and work on their opening statement	Children writing on their own to produce a procedural text that will help people to play games that they don't know on the play ground. Children reading aloud to themselves to check that their writing makes sense as they go along. Depending on ICT arrangements some children could do this on the computer. Able children could use their ICT skills to format instructions to help the reader make sense of them. Less able could have an on screen frame to compose their instructions and an on screen word list if software available	Were there any parts that you struggled over writing? What were they? Can we help solve the problem?
<b>Thurs</b>	Model how to work with a partner to revise work. Read aloud to them and they say when something is not clear or they don't understand. Model how to make changes to writing to make it clearer.	Partner to identify any parts where the writing becomes personal and people are addressed by name.	Group 3 – guided writing with teacher revising their instructions.  Group 4 – supported writing with CA revising work.	In pairs children revising their work, pointers for revision written on the board to support them. Based on clarity, structure and language features. Children who composed on the computer to revise on screen.	Choose one set of instructions and go out onto the playground and follow them to play the game. CA to do one set of instructions with half class and teacher do another.
<b>Fri</b>	Model how to proof-read work for punctuation and spelling errors. Model use of dictionary to find some spellings that you know the initial sounds and how they are spelt.	<b>Do this section before the text level work.</b>  Cloze procedure on OHP with missing irregular past tense verbs. Children use scribble boards to write the missing words.	Group 5 – guided writing proof reading their group set of instructions.	In pairs children proof-reading their work for punctuation and spelling errors and changing them. Again children working on computer to do this on screen. Give out marking ladder and children sticking it into their book and marking their own work and writing a comment about what they need to do improve it. Children are already able to use these marking ladders so they do not need any introduction.	Discussion re children's evaluation of their work. Take your writing home and show someone and ask them how clear they think your writing is.

## Week 2 procedural texts