

Writing Instructions

Dear Foundation Stage

Your writing challenge this week is to write a set of instructions using the sequencing words we learnt together before school closed. Those words are:

first then next after that finally

We start a sentence with 'first' so that your reader knows where to begin. The word 'finally' lets your reader know they have reached the last instruction. The other words can be used in any order and you can use them more than once in your writing.

You can choose what you would like to write your instructions about:

- Help to cook something at home (a cake, soup, a meal – anything you like) and write instructions so that we can cook it too. This type of instruction writing is called a recipe.
or
- Build a model with Lego, junk or something else that you have at home. Write a set of instructions so that someone else can build the same model.

You might find it helpful to draw pictures before you start writing, to help you remember the order of your instructions. You could use the writing frame below or draw them on a piece of paper. Try to write 3 or 4 sentences.

Remember...

- Think it, say it, write it, read it. Say your sentence aloud and count the words before you start to write. When you have finished, read your sentence to check that there are no words missing.
- Write left to right. Use the lines in your book to help you with this.
- Use your phonics! Robot arms and your sound mat will help you with this.
- Put finger spaces between your words.
- Use a full stop at the end of your sentence.
- Instructions are usually written as a list, with each new sentence starting on a new line.

We look forward to trying out your recipes and building instructions. Remember you can send us a photo of your work.

From Miss Lloyd and Mr Meek

A note for Parents & Carers

We would advise breaking this task down into steps and completing it gradually throughout the week. Each step is planned as one short learning activity.

Step 1 – Complete the construction or cooking with your child. As they are working, narrate what they doing, e.g. first you measured the ingredients. Then you put them in the bowl. You could take photos at each stage so they have a visual prompt when it comes to writing.

Step 2 – Decide with your child how they are going to record their instructions (in book, using the writing frame or on other paper). Help them to identify the 3 or 4 most important actions that they will need to include in their instructions. Encourage your child to draw a simple picture for each of these on their page or you could print photos. Verbally practise saying a complete instruction for the first picture, modelling the use of 'First'. Work with your child to 'think and say' a complete instruction for each of the other pictures. Your child may want to share long and complex sentences – acknowledge the great vocabulary they are using then help them to re-phrase into short sentences (4-6 words) for writing.

Step 3 – Remind your child of the sentences they thought of during Step 2. Support them to say their first instruction aloud, count the number of words and then write. Encourage them to use the supports in their home learning pack to help with letter formation and phonics. Repeat for each instruction until complete and break this step into two sessions if necessary. If you do break it into two, help your child to read what they have already written before starting to write anything.

Remember that children's writing is phonetic at this stage but do encourage them to check the spelling of tricky words (in learning pack). If your child's handwriting is large, they may find it easier to use one page or sheet of paper for each instruction rather than the writing frame. If your child is finding the task very tricky, focus on the talk aspect and record their words for them. Please email the school office if you have any questions and we will do our best to help.

Instructions for _____