

Cooking and learning

Instructions

- **Unit 1:** Speak with clarity and use appropriate intonation when reading and reciting texts.
- **Unit 1:** Listen to others in class, ask relevant questions and follow instructions.
- **Unit 1:** Ensure that everyone contributes, allocate tasks, and consider alternatives and reach agreement.
- **Unit 1:** Read independently and with increasing fluency longer and less familiar texts.
- **Unit 1:** Draw together ideas and information from across a whole text, using simple signposts in the text.
- **Unit 1:** Explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points.
- **Unit 1:** Draw on knowledge and experience of texts in deciding and planning what and how to write.
- **Unit 1:** Maintain consistency in non-narrative, including purpose and tense.
- **Unit 1:** Select from different presentational features to suit particular writing purposes on paper and on screen.
- **Unit 1:** Use appropriate language to make sections hang together.



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One of the best ways of helping children to write and follow instructions is to look at a variety of recipes. The children will be able to recap the writing of lists at the same time and use them to write a set of instructions.

Day 1

This unit of work should be linked with the design and technology curriculum. The literacy aspect of their work will enhance the food technology part of the curriculum.

For this unit of work the children will end up planning and making their own sandwiches as well as looking at other foodstuffs.

On the first day of the unit start the children off by asking them what a recipe is and if they can explain how it is constructed. Discuss writing lists of ingredients and the fact that you usually write the ingredients in the order in which they are used for the recipe. Give the children examples of recipes to read and ask them to pick out any vocabulary that relates specifically to making food, for example: chop, slice, bake and so on.

Now ask them to categorise the vocabulary as nouns and verbs initially. Once they have identified these see if they can then go on to finding adjectives and adverbs to describe these original words.

Once they have read a range of recipes

give each child a printed recipe and some ingredients and ask them to follow the recipe to make a simple sandwich each. It would be interesting to see who follows it step-by-step and who thinks they know what to do without reading it fully.

It might be a good idea to have a selection of recipes and ingredients so that the children have to read their own rather than just copying the child next to them. It is vital to stress the importance of reading the list of ingredients and ensuring that they have everything they need before they start to make their sandwich.

Day 2

First of all, start to develop the children's understanding of what are the key components of a set of instructions. They can start to list the features they discovered during their work yesterday and decide what are the most important elements. They need to think about the following: headings, list of items required, quantities specified, numbered points in chronological order, and imperative verbs.

Once the children have identified all these features type it up as a 'writing frame' so that when they write their own instructions they can use it as a checklist.

Imperative verbs are crucial to instructions. The language of instructions is simple and to the point without additional unnecessary words added. The children started to identify verbs in their earlier work and this now needs to be developed further. Ask the children to think of examples of instructions they hear in their everyday life, such as, 'stop!' and 'put your shoes on' and so on. Talk to them about the verb that gives the instruction and start to

create a list of as many as they can think of. Once they have listed as many as possible see if they are able to start to organise their lists into categories, for example, verbs in recipes, movements and so on.

Following on from the introduction to recipes yesterday move on to reading and following other instructions. Give the children differentiated instructions according to their ability. These instructions could be for making a simple object from craft materials or creating a simple structure using Lego or other construction kits.

The items they will need should be close at hand so that they don't spend all their time searching for materials. Before they start to carry out the instructions remind them to read through the instructions from beginning to end before they start. Next they need to read the first direction slowly and carefully and carry it out before moving on to the next stage. They may find it helpful to tick off each instruction as they complete it. Observe them carefully as they work to see who is able to follow the instructions accurately.

Day 3

To start the session provide the children with some printed instructions which are incorrectly sequenced. They could be sandwich-making instructions or those they were following to make their simple model or object.

Give the children the opportunity to read these through carefully before they start to reorganise them. If they wanted to they could number them on the page as a preliminary measure. Once they have read them ask the children to cut up the

statements and try to sequence them correctly before sticking them down on a piece of paper. Allow them the opportunity to share their results with a partner and make alterations as necessary.

The next thing the children are going to do is to design their own sandwich and make a class menu for a snack bar. Ask them to think about their favourite sandwich filling and decide what sort of ingredients they would need.

Compile a list of sandwiches as a class and try to categorise them to create a menu for a snack bar. Discuss the ingredients they would need and help create a glossary. This can be used to help them with their writing.

Talk to the children about how a menu is usually constructed and how they often give a little more detail about the ingredients. Ask them to describe their sandwich in a similar way. If you are able to, show them sample menus to illustrate this. You could use the fliers that come through the letterbox from local takeaways.

Once they have designed their own sandwich they can start writing instructions for making them. They will need to draw up a comprehensive list of ingredients to start with. Then get them to write their instructions as a flow chart, including diagrams to illustrate each stage of the process.

Each stage should be written in one simple sentence. Once this has been done they need to read them through and decide whether or not the instructions would work. The children will need an opportunity to make the sandwiches on another occasion and evaluate them.

Day 4

Roald Dahl made up some amazing names for foodstuffs within his books, for example, Willy Wonka's Whipplescrumptious Fudgemallow Delight. Children will probably have their own ideas of what these would taste like and the ingredients included.

Their next task is to choose one of his creations and write a list of ingredients they think should be included in each recipe. Once they have done this, the children will need to write their own recipe with detailed instructions for this food.

They can be as fanciful as they like with the ingredients and as inventive as possible with their method. Most of them will be familiar with Roald Dahl's stories so they will have an idea of the type of

imagination he has. If you feel the children need some more support before they start their writing it would be a good idea if you read them "George's Marvellous Medicine". The majority of this story is about a little boy who creates his own medicine for his dreadful grandmother using the most incredible ingredients. This will allow the children to see that it is all right to be truly creative, and this should enable the children to have more fun with their writing.

It is very important that the children write this recipe in a formal and 'correct' way. Spend some time with them revisiting the writing frame that they worked on as a class on day 2. Each child will need a copy of this writing frame in order to help them to organise their writing. To go with this writing you could create an exciting display of artwork and collages alongside their recipes.

Finally allow the children the opportunity to look at Roald Dahl's books *Revolting Recipes* and *Even More Revolting Recipes*. These books take some of his writing and he includes his own real recipes that can be made to match his imaginary foods. Try not to allow the children to see these beforehand so they have no pre-conceived ideas!

Day 5

On the final day of this unit the children are going to be writing more creatively again but still following a recipe format. There are a number of tongue-in-cheek recipes around such as 'How to cook a husband' but the children would not understand the humour within them. Use the idea of something which is not food being written as a recipe.

As a class it would be fun to write an extended recipe for creating a school. First of all get the children to list all the components that are needed for a school. They could do this in small groups to start with and bring their ideas back after a while to share with the class. They need to think really hard and in detail about the personnel in the school, the building, the environment and any other distinguishing features.

Once back as a class talk about the types of measurements you could use to describe each thing, for example, a few slices, a tablespoon and so on. Having thought carefully about this, begin to create the recipe, for example, 'add a pinch of cheekiness to 30 children, mix thoroughly ...' and so on. Read it aloud with them and make any amendments or additions that they feel are necessary.

After this class recipe has been written and the children are happy with it they can move on to their own compositions. Ask them to write instructions about how to prepare for and start writing at school. They will all know the class routines and equipment necessary for this task so it should be a relatively straightforward process.

Ensure they make a list initially of all the items they need in order to write and then start to organise their thoughts ready to start writing. See if they can do this without any extra support so that you can see who has grasped the concept of instructional writing.

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This week's essentials

- Recipe books for children.
- Bread, butter, assorted sandwich fillings and kitchen utensils.
- Instructions to make models, construction kit, Lego, paper, glue, and so on.
- Jumbled instructions, scissors and glue.
- Examples of menus.
- Roald Dahl books to find examples of his 'foodstuffs'.
- Roald Dahl's *Revolting Recipes* and *Even More Revolting Recipes*.