

Unit 4A Writing for different audiences
Adapted from QCA IT Unit 4A

ABOUT THE UNIT

In this unit children learn that ICT can be used to organise, reorganise, develop and explore ideas, and that working with information in this way can aid understanding. It also gives children opportunities to discuss their experiences of using ICT and how it is used in the wider world.

Children will be able to apply what they have learnt in this unit when: identifying key points in a story or account; writing accounts in which details of character and action are used to interest the reader; using evidence and examples to support key points.

They will also be able to use their skills when: writing narrative and non-narrative texts in English; producing accounts which draw on sources in history; clarifying ideas, developing criteria and suggesting ways forward in design and technology.

This unit has strong links with Literacy work in the Autumn Term on story plots and on newspaper stories (text level) and on verbs and adverbs (sentence level).

Opportunities are taken to use texts which relate to our History work on the Tudors and our Geography work on Saint Lucia.

WHERE THE UNIT FITS IN

This unit assumes that children:

- are familiar with adjectives, adverbs, connectives and similes
- can identify key points in text
- can skim, scan and close read.

TECHNICAL VOCABULARY

- font size
- bold
- copy
- move
- cut and paste
- spellcheck
- find and replace

RESOURCES

- word processor
- newspaper articles
- text files

EXPECTATIONS

at the end of this unit

most children will:

use the more advanced features of a word processor to help them match their work to their audience

some children will not have

use features such as spellcheck to help them edit their work

made so much progress and will:

some children will have

choose and use the appropriate advanced features of a word processor to increase their efficiency when matching their work to their audience

progressed further and will:

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
SETTING THE SCENE			
<ul style="list-style-type: none"> • key idea: that newspapers use a variety of presentation techniques and written effects to communicate messages 	<ul style="list-style-type: none"> ◆ Show the class examples of articles from newspapers. Ask them to read them in small groups and to mark on them effects, such as: <i>the use of expressive language (powerful verbs, adverbs, good adjectives); clear sequence (words which indicate sequence); different style headings</i>. Explain that they are going to produce newspaper articles, which share these features, using a word processor. 	<ul style="list-style-type: none"> • recognise that newspapers use a variety of written and visual effects 	<p>‘Telescoping’ or ‘zooming in’, where the reader is drawn into the article by a reduction in font size, is a useful way of thinking about headings.</p> <p>Most important details are in opening paragraphs which have a larger font size and may be emboldened. Look at styles for headlines, subheadings, strap-lines, captions, bylines etc.</p>
SHORT FOCUSED TASKS			
<ul style="list-style-type: none"> • technique: to alter font size and use effects to indicate relative importance 	<ul style="list-style-type: none"> ◆ Ask the class to suggest a list of horrible aspects of Tudor life and enter their suggestions on screen. Demonstrate how to change font size and use bold to make some ideas seem more important (horrible) than others. ◆ Divide the class into small groups and ask each group to take turns to re-size the words to indicate their order of priority (horribleness!). Ask them to print their work and return the screen to the way it was. 	<ul style="list-style-type: none"> • use font sizes and effects appropriately 	<p>The list can be anything which children can prioritise – things they do at school, what they eat, how they can help others.</p>
<ul style="list-style-type: none"> • key idea: that ICT can be used to reorganise text to make its meaning clearer • technique: to use cut and paste to reorder a piece of text 	<ul style="list-style-type: none"> ◆ Enter a set of sentences about the life of Henry VIII (including his marriages and the fate of his wives) in random order. (<i>Alternatively sets of instructions, recollections of what ten witnesses saw/heard at a bank robbery</i>). Explain to the class that information is not always presented in the most useful way. Demonstrate the use of cut and paste to move text around the screen. ◆ Divide the class into pairs and ask the children to reorder the sentences to produce a clearer/historically accurate sequence of events. 	<ul style="list-style-type: none"> • use cut and paste to reorder text • produce a coherent sequence of events 	<p>Children should work on a copy of the teacher’s pre-prepared file.</p> <p>If the sentences include clues about the duration of events or time, children could be asked to add a timeline to their account.</p> <p>Children who have difficulty remembering what they have done could be given a printout of the original random sequence.</p>

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
<ul style="list-style-type: none"> • key idea: that ICT can be used to amend text • technique: to delete, insert and replace text to improve clarity and create mood 	<ul style="list-style-type: none"> ◆ Enter a short descriptive passage. Provide the children with printed copies of the text and discuss how some words create moods. Demonstrate how to delete, insert and over-type words. Focus on powerful verbs and adverbs. ◆ Ask the children to modify the passage to change the mood, <i>eg by making it more exciting, calmer or more up-to date.</i> 	<ul style="list-style-type: none"> • edit text 	<p>Children who find the work difficult could be asked just to remove words which are not necessary to communicate the literal meanings or they could be given a glossary of difficult words.</p> <p>Children with a good grasp of language could be shown how to use a dictionary, thesaurus or glossary of terms to identify suitable replacements.</p>
<ul style="list-style-type: none"> • key idea: that ICT can be used to correct mistakes • technique: to use spellcheck 	<ul style="list-style-type: none"> ◆ Enter an extract from an information book, <i>eg an encyclopaedia</i>, but include a number of spelling mistakes. Discuss why correct spelling is important and explain that before a book is printed editors and proof-readers correct spelling mistakes ◆ Show the class how to use spellcheck and explain that it sometimes makes a number of suggestions for one word, <i>eg 'wry', 'word', and 'wad' for 'wrd'</i>. Explain that the first suggestion is not always the right one and that spellcheck does not recognise mistakes where a real word is used, <i>eg it will not recognise 'set' in the sentence 'the cat set on the mat'</i>. Divide the children into pairs and ask them to use spellcheck to correct the extract. 	<ul style="list-style-type: none"> • use spellcheck but recognise that spellcheck is an aid, rather than a substitute for being able to spell 	<p>Children should work on a copy of the teacher's pre-prepared file.</p> <p>Mistakes should include ones where the error is obvious as well as more demanding errors, <i>eg typing 'then' instead of 'the'.</i></p> <p>Focus on verb endings, double letters, adverb endings and incorrect heterographic homophone (i.e. to where too should have been used).</p>
<ul style="list-style-type: none"> • key idea: that ICT can be used to automate the amendment of text • technique: to amend text using find and replace 	<ul style="list-style-type: none"> ◆ Enter an extended account written in the third person, which includes a unisex name, <i>eg Sam</i>, and uses 'he', 'his', 'him'. ◆ Discuss the account with the class and explain that it is accurate except for the fact that Sam is a girl not a boy. Discuss how the account needs changing and explain the disadvantages of manually correcting the account: the time needed, the possibility of missing points. Demonstrate the use of find and replace and discuss what needs to be considered when using this technique. 	<ul style="list-style-type: none"> • recognise that ICT can automate manual processes • recognise some of the advantages and disadvantages of automating manual processes 	<p>Text is about Sam on Sait Lucia.</p>

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
INTEGRATED TASK			
<ul style="list-style-type: none"> • to use ICT to organise, reorganise and analyse ideas and information • to edit text and use a variety of presentation techniques 	<ul style="list-style-type: none"> ◆ Explain to the class that they will be using the techniques they have learnt to produce newspaper articles. Ask the class to recall what they have learnt so far. ◆ Ask children to review the work they have been doing on the Tudors or Saint Lucia. Explain that their newspaper articles will bring together the key points of a particular historical event (or news item about Saint Lucia). The articles must be factually correct, lively and interesting. They must also use appropriate presentation techniques. ◆ Put the children into pairs to write their articles. They should amend their articles over a period of time, saving the work as they go. ◆ Explain to the class that they need to identify the key points, experiment with sequencing and modify the text to make it more interesting. Ask them also to identify any headings, subheadings and key pieces of text and to use appropriate effects to make these stand out. 	<ul style="list-style-type: none"> • organise and reorganise text on screen • use appropriate techniques to ensure that their writing is clear, well presented and free of errors 	<p>This activity could be extended by including advertising, letters pages, comments and features and could be carried out in 'real time' using simulation software, radio broadcasts or news feeds from the Internet.</p> <p>Encourage children to think about the content of their articles before considering layout and presentation, otherwise they may become distracted and spend too long changing fonts and making minor adjustments to presentation.</p> <p>This activity could be set in the context of any relevant work in other subjects, <i>eg writing an article on a science investigation and presenting it as a major discovery, an article on the impact on people's lives of a product that they have been disassembling, designing or making in design and technology.</i></p>