UniServity

cLc Learning Platform Best Practice 3

The cLc Learning Platform is supporting teaching and improving learning outcomes in schools around the world. These Best Practice examples enable teachers to share experiences, ideas and recommendations to support and aid other teachers tackling the same challenges.

Find more cLc Best Practice along with curriculum maps and 'How to' guides & films at www.clcsuccess.com

School: St Stephen's Primary, Kearsley Moor	**LA:** Bolton
Teacher: Katie Hague	**Students:** Year 5 (age 9-10) Lower Attainers
Contact: HagueK@st-stephens-kearsley-moor.bolton.sch.uk	

Learning Focus: The aim of this activity was to develop year 5 children in writing instructions as part of the wider aim of improving their literacy levels (65% level 2 on entry to year 5, 75% level 3 by Christmas of the same academic year).

Curriculum Focus: Literacy > Primary Framework > Year 5 > Instructional Writing

Tools used: 🧩 Wiki

How this worked in practice: The school had purchased some new software (2Simple disks), and neither children nor staff knew how to use the software initially. This group of students were therefore asked to choose one of the programmes and work out how to use it so that they could take on the role of expert in teaching others how to do so. The children worked out fairly quickly how to use the new programmes and then were set the task of recording the instructions. This led to a short input on how to write instructions, focusing on numbered stages, clear explanations, and the use of specific vocabulary. The teacher had created a 🧩 Wiki within the learning platform, and had created 🧩 Wiki Links to each of the new programmes. Children therefore went straight to this 🧩 wiki and clicked on the title of the programme that they were now expert in. They saw a blank page and the editing box ready for them to begin writing their instructions. Once children had written the first draft of their instructions they saved the page. After writing their own instructions, children were able to click on the links within the 🧩 wiki to the instructions written by their peers. Children then used those instructions to learn how to use other programmes. When children followed each other's instructions they all realised that little details were missing which they had taken for granted when they had written the instructions. Therefore, the next activity in the sequence was for the children to either return to their own instructions and edit them to make these improvements, or to edit their peers instructions with these amendments. Finally, children reviewed their own and other children's work within the 🧩 wiki to learn a third programme.

By the end of this sequence of work children had developed skills in:
Literacy: Instruction Writing, Drafting, Checking spelling, Vocabulary, Layout, Reading instructions, Editing.
ICT: Using new programmes (2Simple), Word processing (Wiki editing).
Learning: self-assessment, peer-assessment, drafting & editing, following instructions, collaborating, communicating, co-constructing.

Next Steps: The children could begin now to explore other genres of writing through Wikis, where they can develop and extend their drafting and reviewing skills learned within this activity.