

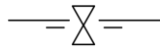


INSTRUCTIONAL WRITING

Students have a fun and exciting opportunity to develop their instructional writing and speaking and listening skills, through focusing on how these skills were utilised in the making of the Harry Potter film series.

LEARNING OBJECTIVES:

- To understand features needed for effective instructional writing
- To be able to give clear instructions



LESSON FOCUSES

PRE-VISIT:

Students will revise their knowledge of instructional writing in preparation for their workshop at the Warner Bros. Studio Tour.

VISIT WORKSHOP:

Students will look at the game Snitch Snatcher and examine why instructions are important in real life. They will then get to handle original props from the Harry Potter film series and invent their own game and instructions for how to play that game.

POST-VISIT:

Students will refine the game idea created in the workshop and produce a finished set of instructions.

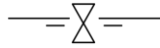
THE
MAKING OF
Harry Potter[™]

INSTRUCTIONAL WRITING PRE-VISIT LESSON

Ask students to think of where in life we need instructions (for example recipes, building furniture, learning something new).

Give students two different types of instructional writing and ask them what the texts have in common (time conjunctions, imperative verbs, numbered lists, pictures). Examples of instructional writing can be found at the web link below.

Now that you have identified or revised features of instructional writing, if you have access to *Harry Potter and the Philosopher's Stone* play the clip of Oliver Wood explaining the rules of Quidditch. Then ask pupils to imagine they are explaining their favourite sport to someone who has never played it. They need to write a set of instructions to help the person understand the sport, using as many features of instructional writing as they can.



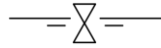
WEB LINKS:

- Instructional texts: <http://www.primaryresources.co.uk/english/englishD2.htm>

INSTRUCTIONAL WRITING POST-VISIT LESSON

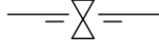
When students get back to school they should evaluate their game idea and the instructions for their game. When another group played their game, did they understand what they had to do? Were the activities age appropriate? What could they do differently to make the game more engaging? How many more instructions will they need to add?

After they have reflected on their work, they could then refine their game idea, improve their rules and finalise the design and look of their new game. They could also use IT facilities to create printed versions of their game instructions as well as packaging and marketing materials.



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National Curriculum/Exam Board Links



**English
KS2**

Reading

- Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries.

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Writing

- Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form

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Spoken English

- To listen and respond appropriately to adults and their peers.

