

Writing stories: communicating information using text – using the enter/return key to make a string of words into a list

Learning Objectives

- To understand the difference between running text and text with line breaks.
- To know how to use the enter/return key to insert line breaks.
- To know that ICT can be used to rearrange text to make it easier to read.

Resources

- Word processing package
- Pupil Activity Book – pages 14–15
- Unit 1.4 Poster
- Photocopiable Resource Sheets pack – pages 16–18

Previous Knowledge

- Experience of entering text through a keyboard.
- Familiarity with the mouse buttons.

Technical Vocabulary

- Enter/return key
- List
- Line break

Whole Class Introduction

- Ask the children to look at the poster showing Maisy Muddle's shopping list (or page 14 of the Pupil Activity Book). This has been set out as running text and it is very hard for her to read. Can the children suggest how she might have set the list out differently to make it easier to read?
- If possible, ask the children to rewrite the list on the board, setting it out in a way that will make the text easier to read.
- Ask them to think how they might use the word processor to turn Maisy's list into a clearer list like the one they have suggested on the board. They will need to think back to work completed in Unit 1.3.
- Explain to the children that they will be working in pairs to create their own lists using the tools of the word processor to help them. Brainstorm ideas for when we use lists and keep these ideas for the teacher-led group activity.

Teacher-Led Group Activity

- In small groups, remind the children how to use the enter/return key.
- Use a typed version of Maisy's list (in running text form) to demonstrate how to select each point in the text and insert a line break with the enter/return key.
- Discuss the ideas that were generated for the children's lists. Ideally, you should give the lists as real a context as possible. This can relate to History, Geography or Science work or to an aspect of the literacy text that is being studied.
- Other ideas might include things to take to a desert island, wishes, favourite foods or favourite books.
- The children should print out a copy of their work for display or sharing with the class in the plenary.

Pupil Book Activity

The activities on page 15 contain two tasks related to the creation of lists. Firstly, the children are asked to assist Maisy in creating a list for her holiday. In the second activity, where children are asked to create a list from pictures, less able children may require a printed list of the words to match to the pictures.

Plenary

Ask the children to share their lists. If they have taken different contexts, reading the lists out while displayed to the rest of the class will make for an entertaining activity. Can the children see how much easier it is to read the list when it is set out with line breaks?

Can the children see that altering a list like Maisy's is much easier using the word processor as we can quickly insert a line break with the enter/return key without having to rewrite the whole list?