

Communication and Language: Clothes and Fashion - Building Understanding

Writing for a Purpose - Sharing Information (Fashion Show Poster)



Introduction

In this lesson, children will ‘share information’ through creating a poster. The children should be encouraged to think about who is reading it and what the reader will want to know. We will use key question words such as “who”, “where” and “when” to prompt the student to create their own poster, either for an imaginary or real event. Children will also be encouraged to independently select images with which to convey information.



Aims

- Develop writing skills (see next page)
- Explore or secure understanding of key questions ('who', 'what' etc.)
- Make aesthetic choices
- Task - compose a poster with images and marks, letters and words, if appropriate



Writing skills...

1. Making intentional movements and creating marks incidentally
2. Become aware that their movements create marks
3. Intentionally make marks
4. Begin to make different marks with intention (swirls, lines)
5. Recognise that marks/shapes can carry meaning
6. Copy or write over marks made by another
7. Form fundamental shapes for letter formation (circles, lines, curves, waves etc.)
8. Create “writing” by using varied shapes on a page left to right in a line
9. Begin to form meaningful letters
10. Accurately form meaningful letters (i.e. their name)
11. Begin to put letters together to form words with intention of conveying meaning



For this lesson you will need

- Recommended, but not required:
 - Relevant symbols & signs
- Writing template (if relevant)
- Magazines, photographs or images from elsewhere relevant to the topic of poster
- Materials for mark making (paint, pens, custard - your choice)



Getting ready

- Reduce distractions within the room (turn off anything that creates light or sound)
- Prepare your child to be 'ready for learning' - this may require a run around outside first, a snack, or an opportunity to re-position and settle into a comfy chair
- Create interest by sharing and exploring props/resources
- Show them you're excited for the lesson! Build curiosity and anticipation!



Key Vocabulary

positional language = *in, on, under, behind, next to, through, above*

key action words = *press, squeeze, stick, push, pull, stop, go*

key questions = *who, what, where, when*



Example prompt

N.b. Do not forget to include relevant symbols

What	Who	Where	When	Other



Step 1

Collect photos, magazines and flyers and cut out some interesting photographs.

If your child has chosen to do their own fashion show, this might be pictures of them, of their clothes, or of things that they admire, or would like to have / do.



Step 2

Isolate your keywords.

Find pictures which can be the answers to your key questions (unless your child is likely to respond spontaneously and without support) *i.e. “who” might be a picture of them, a favourite TV personality and a family member*



Step 3

Make marks.

If your child is beginning to form meaningful letters, encourage them to do so. If your child is still developing fundamental writing skills, form a range of shapes. *Make circles, curves, loops, straight lines and wiggles, with big movements in custard or using a pen between fingers.*



Step 4 (throughout)

Model. Support. Guide. Encourage.

Show the child what to do first, using the key words.

Then, support the child to have a turn.

Then, guide them using only language.

Observe and encourage their independence.



Step 5

Question and compose.

Prompting your child with the key questions, compose your poster together.



Step 6

Share information.

The purpose of this form of writing is to share information - make it real for the child and ensure that you show others and share the facts!



Communication and Language

Clothes and Fashion Unit 6: Lesson 4

Writing for a Purpose - Sharing Information

Make it easier

Repetition, repetition, repetition.

Drama! Use big, dramatic pauses and silences to build anticipation in play.

Focus on sensory preferences and responses to different images or tactile stimuli.

Make it harder

Keep the questions open ended so that the child has to answer without support.

Combine other key words (provided).

Use two word combinations i.e. where girl and stick picture.

More ideas

Apply this method of play to other craft and writing activities you can find online.

Challenge your child to make marks in increasingly small movements and using both hands.

