

Activity 6

Activity/topic: Posters.

Key Stage: Two

Subject: English

Year: 5 & 6

Aims & Objectives: To develop the ability to interpret non-literary texts and investigate how language works as well as to discuss and justify conclusions. To draft and revise a poster aimed at a specific audience. To pay close attention to what others say and ask appropriate questions to develop ideas in discussion. To make relevant contributions that takes account of the views of others. To develop the ability to select essential points and use inference and deduction where appropriate. To identify key features, themes and characters and select sentences, phrases and relevant information to support their views.

Links to the National Curriculum for English: Speaking and Listening Pupils should be taught to 1c choose material that is relevant to the topic and to the listeners. 3b vary contributions to suit the activity and purpose, including exploratory and tentative comments where ideas are being collected together, and reasoned, evaluative comments as discussion moves to conclusions or actions 3c qualify or justify what they think after listening to others' questions or accounts 3d. deal politely with opposing points of view and enable discussion to move on. **Reading** 1d. contextual understanding 3d. draw on different features of texts, including print, sound and image, to obtain meaning 5b identify words associated with reason, persuasion, argument, explanation, instruction and description 5f. evaluate different formats, layouts and presentational devices **Writing** 1a. choose form and content to suit a particular purpose 2a. plan note and develop initial ideas 2b. draft develop ideas from the plan into structured written text 2c. revise change and improve the draft 2d. proof read check the draft for spelling and punctuation errors, omissions and repetitions 2e. present prepare a neat, correct and clear final copy 2f. discuss and evaluate their own and others' writing. 9b to inform and explain, focusing on the subject matter and how to convey it in sufficient detail for the reader.

Possible cross curricular links: History. Pupils should be taught 4a. to find out about the events, people and changes studied from an appropriate range of sources of information, including ICT based sources [for example, documents, printed sources...] **ICT** 1b. how to prepare information for development using ICT, including selecting suitable sources, finding information, classifying it and checking it for accuracy 2a. how to develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate 4b. describe and talk about the effectiveness of their work with ICT, comparing it with other methods and considering the effect it has on others

Activity: Note: The original copies of the documents used for this activity are held at the British Waterways Archive. The original 'Reward' poster dates from 1839 and the 'Boatmen Wanted' poster dates from between 1948-1953. This activity could take the form of a speaking and listening activity and/or a comprehension exercise.

Reward Poster.

- When was the poster created?
- What is Chirt?
- What is a hamlet?
- How much is the reward, and what should you do to get it?
- Why is throwing large amounts of stone into the canal a problem?

Boatmen Wanted Poster.

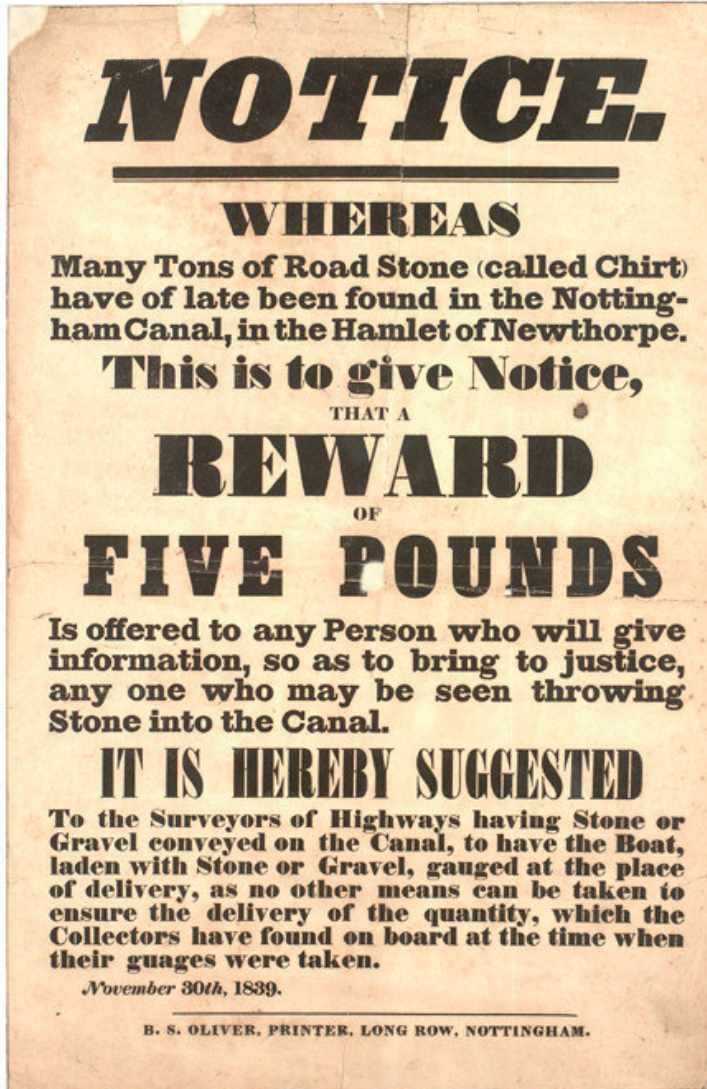
- Where are the boatmen needed?
- What reasons are given to encourage people to work on the canal?
- To whom should you apply if you wanted the job?
- What skills do you think a boatman would need?

General

- Are the posters attractive?
- How could the posters be improved?
- Are the posters effective in getting the message across?

Design your own version of one of the posters using ICT. Look at how poster designs have changed over time.

Resources required:



Notice issued on the Nottingham Canal, 30 November 1839, catalogue ref. BW53/2

Resources required (continued):



Docks & Inland Waterways Executive "Boatmen Wanted" poster, nd [1948-1953], temporary ref. 132/238

Materials to produce posters using ICT.

Differentiation: Less able children can be provided with a template of a poster to work with. More able children can be asked to produce a poster for a specific audience.

Assessment: By outcome.