

# Tell Me A Story

Exchanging and  
Sharing Information

# Year 2

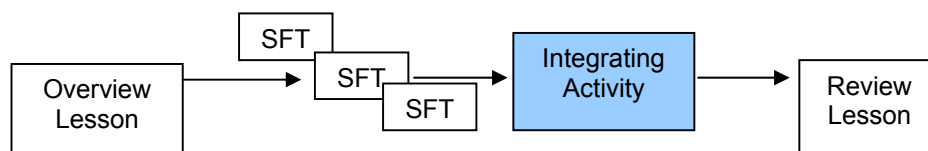
Learning objective: I can.....

Lesson 3 of 4

PoS

Use the special keys to type my own piece of writing

QCA Unit: 2a



## Resources

Visual aids of the following keys of the keyboard: shift, spacebar, enter/return, backspace, fullstop

**Software you could use:** Black Cat Write Away or Talking First Word (TFW)

**Support files:** Speech

## Setting the scene (5 mins)

Share the learning objective with the class.

Through discussion, and the use of the visual aids, recap with the class which special keys they have learnt about recently and the function of each of them. Remind the children where each of these keys can be found on the keyboard.

## Main Input (5 Mins)

### Away from the computer

Choose a picture book (this could be one that you will be focussing on in the Literacy hour in the near future) and blank out/ cover up the text. Discuss with the children what they think is happening in each illustration. Explain that they will each have a turn to type up some of their ideas on the computer. It is important that you do not write their ideas down at this stage, as this activity is designed to enhance the child's appreciation that ICT can help them develop their writing and is not just a presentation tool.

An alternative to this activity is to use the digital camera to produce photographs of the children acting or re-acting a story. They can then discuss what text they think should appear next to each image. The photos can be imported into a Word Processing package using text boxes, or printed out and displayed with the typed text next to them.

### At the computer

Demonstrate how to place the 'I' bar in the correct position on the screen. Then type out several sentences telling the children which special keys you are using and why.

Ask 1 or 2 children to type out their sentences on the screen. Encourage the children to get their ideas on the screen quickly and to make corrections later.

# Tell Me A Story, (continued)

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## Activity –integrated task (30 mins)

The organisation of this activity is dependent on the reading and writing ability of the class/children. It can be completed on either an individual level or as a group. If the second option is adopted make sure that each child within the group has an opportunity to type their sentence/s, with the other members providing support where necessary.

## Review and recall (10 mins)

Bring the class together and review the learning objective.

### Key questions to ask and to display:

How is it different when writing on the computer compared to writing in our books?

### Vocabulary:

Special keys: spacebar, shift, return/enter, backspace  
Arrow/cursor keys, 'I' bar

## Teaching Points:

Emphasise that although the children should try hard with their spelling it is not essential that every word is spelt correctly as this can be achieved at a later stage. If your Word Processing package has the facility where incorrect spellings are underlined, it would be an idea to turn off this option.

## Assessment Opportunities:

Children's completed piece of work can be displayed and used as assessment evidence.

## What comes next: