

Fire Instructions



Contributor's Notes

This resource was used to consolidate work on instructive texts.

The instructions on page 2 are printed on to card and cut up.

Mix them up and give to students to put into order. For example, ask them to blu tack onto flip chart paper and pin them up.

In addition to putting the instructions into a sensible order (I have had several students flinging themselves out of an upstairs window and then going back in to throw bedding down!), they will also need to recognise the colon introducing the list.

Correct order

An upstairs window should only be considered for escape as a last resort.

If you are trapped in an upstairs room:

- 1) Do not panic.
- 2) Stuff any cracks around the door with clothes.
- 3) If you are caught in a smoke filled room, get down on your hands and knees.
There may be a layer of cleaner air at floor level.
- 4) Crawl towards the window.
- 5) Signal from the window for help.
- 6) Throw bedding out of the window to cushion the landing.
- 7) Climb out and lower yourself down as far as possible before dropping.

Main curriculum links

Rt/E2.1 Trace and understand the main events of chronological and instructional texts. (b) understand that instructional texts must be read in sequence (c) know and use text-level strategies to predict content & check meaning, e.g. their own background knowledge, context of text as a whole, title, headings, illustrations.

Rt/E2.2 Recognise the different purposes of texts at this level. (a) understand that different texts have different purposes, e.g. to explain, inform, instruct, entertain.

Rt/E3.2 Recognise the different purposes of texts at this level. (a) understand that different texts have different purposes, e.g. to inform, explain, instruct, entertain, describe, persuade.

Rt/E3.3 Recognise & understand the organisational features and typical language of instructional texts. (a) understand the different ways of presenting instructions, e.g. lists, numbered points, bullets, diagrams with arrows (b) know that the content of instructional texts may be laid out in different ways, not always left to right across the whole page.

Rt/L1.2 Recognise how language and other textual features are used to achieve different purposes (e.g. to instruct, explain, describe, persuade). a) understand that choice of language and textual features reflect the purpose of a text (b) know that different types of text use different sorts of language, structural and presentational devices.

An upstairs window should only be considered for escape as a last resort. If you are trapped in an upstairs room:

Do not panic.

Stuff any cracks around the door with clothes.

If you are caught in a smoke filled room, get down on your hands and knees. There may be a layer of cleaner air at floor level.

Crawl towards the window.

Signal from the window for help.

Throw bedding out of the window to cushion the landing.

Climb out and lower yourself down as far as possible before dropping.