Mastering the Code: Creating Your Own Digital Adventure

Success criteria (tick when done)

[ ] I used imperative verbs to give clear instructions.
[ ] I included at least three words from the word bank.
[ ] I organised my steps in a logical sequence.
[ ] I checked my spelling and punctuation for Year 6 standards.
[ ] I explained why the steps are necessary.

What to expect at this age

Year 6 pupils should be able to use technical vocabulary correctly and write in a logical, step-by-step structure using imperative verbs.

Good, better, best: model responses

Good: First, click the 'Move' block. Then, drag it to the workspace. Finally, click the green flag to run your code.

Uses simple imperative verbs and a basic chronological structure.

Better: To make your character move, first select the 'Move' block from the menu. Subsequently, drag it into the main workspace. Finally, click the green flag to start the sequence.

Uses more formal transition words like 'subsequently' to improve flow and sophistication.

Best: To animate your character, first select the 'Move' block from the menu. Subsequently, drag it into the workspace to create a sequence. Furthermore, if the character does not move correctly, you must use debugging to find the error. Finally, click the green flag to test your algorithm.

Demonstrates a deeper understanding by incorporating technical vocabulary ('debugging', 'algorithm') and explaining the purpose of the actions.

What a secure answer looks like

Encourage pupils to use adverbials of time to link their steps. Ensure they are using the imperative form (e.g., 'drag' not 'you should drag').

If your child is stuck

Ask your child to imagine they are teaching a friend who has never seen a computer before. What is the very first thing they need to do?

Common mistakes to watch for

Pupils often forget that computers follow instructions literally; remind them that if a step is missing, the 'robot' will not know what to do.