

Progression in instructions

Purpose: to tell a reader how to do or make something

If there is a process to be carried out, this is given in the order in which it needs to be undertaken to achieve the outcome successfully and is usually organised as a series of sequenced steps.

Text structure:

- Title or opening - a statement of what is to be achieved (How to make a sponge cake)
- A list of materials/equipment needed, listed in order (butter, sugar, eggs)
- Sequenced steps to achieve the goal: what to do, in order (Mix the sugar and butter; sew the button onto the pocket.)
- Often accompanied with diagrams or illustrations

Language features:

- Written in the imperative ('bossy verbs' - mix, stir, chop, sew, hit, catch)
- Usually in the present tense
- In chronological order (first, next or numbered steps)
- Use of numbers, alphabet or bullet points and colour to signal order
- Use of adverbs and adjectives for precision (finely slice; a level teaspoon; carefully fold the fabric)
- Clear, concise language
- The writer addresses 'the reader', an implied second person or 'you', rather than a specific person (Jim!)

Simple instruction text is very direct and is a useful genre for teaching younger children the difference between factual writing (where adverbs and adjectives are used for clarity and precision) and narrative writing (where descriptive language is used to 'paint a picture' or

for effect). Instructions can also provide an opportunity to focus on verbs: imperative verbs, often at the start of each step/sentence, support the teaching and use of grammar for writing.

More complex instructions can be written in the third person and can include instructions for more than one person (for example a game for 2 players). This can provide a useful opportunity for pupils to write using the impersonal voice and to name each participant for clarity (Player A; the fielding team). Clear sequencing of multiple steps might also be required, for example using terms such as 'meanwhile' to signal the correct order.

	Progression in instructional/procedural texts	Writing targets (related to key learning from English PoS)
FS2	<ul style="list-style-type: none"> • Listen to and follow single instructions, and then a series of two and three instructions • Give oral instructions when playing. • Read and follow simple classroom instructions on labels with additional pictures or symbols. • Attempt to write instructions on labels, for instance in role play area. • Add recognisable letters/words or simple instructional sentences (e.g. put the butter in the pan) to accompany a short series of pictures or photos which show the sequence of a familiar activity. 	<p>I attempt to write captions or short sentences in meaningful context.</p> <p>I can leave a finger space between each word in my sentence.</p> <p>I can write sentences and read them back accurately.</p> <p>After carrying out a process, order a series of photographs on the planning skeleton for instructions (a flow diagram where arrows indicate how each step links to the next). Support pupils in orally retelling the sequence, modelling the use of imperative verbs to begin each step.</p> <p>Add a key word, caption or short sentence (which starts with an imperative verb) beneath each photograph to instruct the reader as to what to do.</p>
Y1	<ul style="list-style-type: none"> • Listen to and follow a single more detailed instruction and a longer series of instructions. 	

	<ul style="list-style-type: none"> • Think out and give clear single oral instructions. • Routinely read and follow written classroom labels carrying instructions. • Read and follow short series of instructions in shared context. • Contribute to class composition of instructions with teacher scribing, suggesting 'bossy verbs' to begin each step in the sequence. • Write a short list of items needed. • Write two or more consecutive instructions independently showing an awareness of the use of imperative verbs. • Use numbers to sequence the instructions. • Use a capital letter to start each sentence in the instruction text and a full stop to end the sentence. 	<p>I can form lower case letters in the correct direction.</p> <p>I can form capital letters, starting and finishing in the right place.</p> <p>I can form the digits 0 - 9.</p> <p>I can put words together to make a sentence.</p> <p>Write a list of what is needed followed by two or more consecutive instructions showing an awareness of the use of imperative verbs to begin each step. Use numbers to order the steps in the process.</p> <p>I can join 2 sentences using 'and'.</p> <p>(1. Beat the butter and the sugar in a bowl.)</p> <p>I can separate the words in my sentences using finger spaces.</p> <p>I can use a capital letter to start a sentence.</p> <p>I can use a full stop to end a sentence.</p>
Y2	<ul style="list-style-type: none"> • Listen to and follow a series of more complex instructions. • Give clear oral instructions to members of a group. • Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams. Analyse simple 	<p>I can begin to talk about models of the text I intend to write and explain some of the structure and language features of the text.</p>

	<p>instructional texts and discuss the organisation and key language features:</p> <ul style="list-style-type: none"> - statement of purpose, list of materials or ingredients, sequential steps, - direct/imperative language (bossy verbs) - use of adjectives and adverbs limited to giving essential information <ul style="list-style-type: none"> • Write simple instructions independently using key organisation features (title, list of what you will need; numbered steps) and language features (imperative verbs; sequential language; adverbs and adjectives for precision). • Begin to explain why vivid adjectives not appropriate. 	<p>I can write for different purposes.</p> <p>I can use the present tense correctly.</p> <p>I can use different sentence types correctly - command, statement.</p> <p>I can almost always use capital letters and full stops correctly.</p> <p>I can use coordinating conjunctions (and, or) to link ideas in my writing.</p> <p>I sometimes use subordinating conjunctions (when) to connect ideas in my writing.</p> <p>Write a set of instructions which include a list of what is needed followed by consecutive instructions, showing an awareness of the use of imperative verbs and the use of adjectives or adverbs to add clarity.</p> <p>(When the butter and sugar are pale yellow, add a tablespoon of flour to the bowl and mix well.)</p>
	<p>N.C. English Y3/4: <i>'Pupils should be taught to plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar'.</i></p>	
Y3/4	<ul style="list-style-type: none"> • Read and compare examples of instructional text, evaluating their effectiveness. Analyse more complicated instructions and identify organisational devices which make them easier to follow (lists, numbered steps, bullet points, diagrams with arrows, keys). • Research a particular area (playground games) and work in small groups to prepare a set of oral instructions. Try out with other 	<p>I can discuss models of the text I intend to write and explain the purpose, structure and language features of the text.</p> <p>I can suggest improvements to my writing using what I know about the organisation and grammar of the text type.</p> <p>I can write an instruction text using simple organisational devices.</p>

	<p>children, giving instruction and listening and following theirs. Evaluate effectiveness of instructions.</p> <ul style="list-style-type: none"> • Write clear written instructions using the correct structure and language features and include devices such as diagrams or additional boxed information, to aid the reader. Ensure that these extra devices are presented so that they do not affect the clarity of the instructions. • Convert sections of instruction texts (written in response to an activity carried out by pupils) to a recount text. Discuss the differences in tense and person between the text-types. 	<p>Write an instruction text with multiple steps. Use numbered steps or adverbials to signal order; bullet points to list items; sub-headings such as 'You will need' and 'Method'. Add additional boxes of tips/hints to support the reader.</p> <p>I can use adverbials to express time.</p> <p>I always use full stops and capital letters accurately to demarcate sentences.</p> <p>I can use sentences with more than one clause by using a range of subordinating conjunctions</p> <p>Y4:</p> <p>I can discuss models of the text I intend to write and explain the purpose, structure, grammatical features and use of vocabulary in the text.</p> <p>I can compose sentences using a range of structures appropriate to the text type I am writing.</p> <p>I can use headings, <u>sub-headings</u> and appropriate connecting devices to organise my non-narrative writing.</p> <p>I can use expanded noun phrases and precise adjective choices (to provide clarity).</p> <p><u>Method</u></p> <p>(When the butter and sugar are pale and smooth, carefully add one beaten egg and stir gently until it is combined.)</p>
	<p>N.C. English Y5/6: <i>'Pupils should be taught to plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.'</i></p>	
Y5/6	<ul style="list-style-type: none"> • Evaluate sets of instructions (including attempting to follow some of them) for 	

<p>purpose, organisation and layout, clarity and usefulness.</p> <ul style="list-style-type: none"> • Identify sets of instructions which are for more complex procedures or are combined with other text types (found in many recipes with a persuasive paragraph to hook the reader). Compare the elements of the text in terms of audience/purpose and form (structure and language features). • Write a set of instructions (using the language conventions and grammatical features of the different types of text as appropriate) and test them out on other people; revise and edit to ensure clarity of steps, signal correct order through the inclusion of key words e.g. 'meanwhile'. Show awareness of the reader and establish a writer's voice within the text (e.g. Have you ever been bored? Well, this game... You are only four simple steps away from making...) • Write an instruction text for a game of 2 or more players where the steps must be labelled clearly and the reader for each step identified using third person, impersonal language to direct the reader correctly to the next step. 	<p>Write an instruction text for a more complex process (where steps happen simultaneously) or for a game of 2 players. Use numbered steps or adverbials to signal order; bullet points to list items; sub-headings for 'You will need' and 'Method'. Add additional boxes of tips/hints to support the reader and an introduction which engages/shows awareness of the reader.</p> <p>I can use the organisation, grammatical features and vocabulary appropriate for a range of text types.</p> <p>I can ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>I can establish a writer's voice.</p> <p>(This delicious cake will transform afternoon tea into something truly memorable!)</p> <p>I can use complex sentence structures accurately and edit to ensure clarity (When the butter and sugar are combined and have become smooth and pale in colour, carefully stir in one level tablespoon of flour.)</p> <p>Y6:</p> <p>I can use the grammatical structures and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear.</p> <p>I sustain and develop ideas logically... using a wide range of devices to build cohesion.</p>
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