Non-fiction: Instructions/procedural texts

Key subject knowledge

- Could be just visual or a combination of text and visuals
- Title reflects content: How to….
- May define the goal in the opening
- Contain a list of equipment needed
- Sequential order: may use devices such as bullet points, numbers and letters to support
- May sum up the process in the conclusions
- Imperative verb: **Fetch** the ball… **Slice** the bread…
- Could include warnings of what not to do: Be careful not to
- May offer additional advice/suggestions: It may be useful to…. You could…
- Could be informal/formal depending on audience
- Adjectives and adverbs to support the reader's understanding, rather than describing for effect
- May directly address the reader: You will enjoy this… Have you considered…
- Could be used within another text type

Purpose for writing

- Ensure something is done effectively/correctly

Ideas for publication

- Rules for a game
- Recipes
- How to make something
- Directions
- Experiments
- Signs/notices

Consider carefully who your **audience** will be. This will inform how it is written, how much detail is needed and the level of formality

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Progression

The table below illustrates progression in the national curriculum and how it **could** be linked to the text type

Year 1	Read, follow and understand simple instructions and link these to their own experiences Give oral instructions Discuss the significance of the title Compose instructions orally before writing Sequence instructions and/or write a sequence of instructions Discuss instructions with the teacher or other pupils Read instructions out loud Re-read to check for sense Use 'and' to join clauses Punctuate using capital letters and full stops *(other punctuation **could** be used: question marks, exclamation marks)* Use a capital letter for people, places, days of week and person pronoun, 'I' as needed
Year 2	Discuss and give views on instructional writing: clarity, sequence, language, vocabulary, sense Write instructions about real events Have a clear purpose for instructions Before writing, say and note key ideas and appropriate vocabulary Punctuate using capital letter and full stops *(other punctuation **could** be used: exclamation marks, question marks, commas for lists and apostrophes for contraction and possession)* Statements and commands *(other sentence types **could** be used: questions, exclamations)* Noun phrases to support clarity/essential information (***little** glue, **blue** paper, use a **sharp** knife)* Conjunctions *(if, when, so that, etc.)* Adverbs of time to support sequence *(first, then, after that, etc.)* Imperative verb form (*fetch, get, etc.*) Evaluate writing for sense, correct verb form, including the progressive (where appropriate) Proof-read for spelling, punctuation and grammar Read aloud with appropriate intonation to support meaning

Year 3/4	Read and discuss a variety of instructions that are structured in different ways and have different purposes *(Who is this for? Why might you need this?)* Explore and discuss vocabulary and grammar used Ask questions to develop understanding Discuss how language, structure and presentation support meaning Discuss and record ideas in advance of writing Increase range of sentence structures Use a wider range of conjunctions to explain *(when, if, because, although, etc.)* Select nouns and pronouns for clarity and cohesion Adverbs and prepositions to express time and cause *(meanwhile, after a while, with, before, until, onto, etc.)* Use simple organisational devices such as headings and sub-headings Evaluate own and other's writing by suggesting improvements Suggest changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors Read aloud with appropriate intonation controlling the tone and volume so that the meaning is clear	<u>Year 3 (Grammar specific)</u> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Express time, place and cause using **conjunctions** [for example, *when, before, after, while, so, because*], **adverbs** [for example, *then, next, soon, therefore*], or **prepositions** [for example, *before, after, during, in, because of*] Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation <u>Year 4 (Grammar specific)</u> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*) **Fronted adverbials** [for example, <u>*Later that day*</u>, *I heard the bad news.*] Use of paragraphs to organise ideas around a theme Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid cohesion and avoid repetition **Apostrophes** to mark **plural** possession [for example, *the girl's name*, *the girls' names*] Use of commas after **fronted adverbials**

| Year 5/6 | Read and discuss a wider range of instructions with different structures and purposes
Recommend instructions, giving reasons for their choices: This one is clear because...
Compare instructions: This one has… so that…, but this one doesn't… because…
Identify how language, structure and presentation contribute to meaning
Identify audience and purpose for writing, selecting the appropriate form and using other similar writing as models for their own
Note initial ideas
Select appropriate grammar and vocabulary, giving attention to enhancing meaning
Use modal verbs or adverbs to indicate degrees of possibility *(you could…, this will certainly…)*
As appropriate: commas to clarify meaning; hyphens to avoid ambiguity; bracket, dashes or commas to indicate parenthesis, semi-colons, colons or dashes to mark boundaries between independent clauses
Colons to introduce a list
Punctuating bullet points consistently
Using further organisational and presentational devices to structure and guide the reader: headings, bullet points, underlining **could** be used
Evaluate how effective their own and others' writing is
Propose changes to vocabulary, grammar and punctuation to clarify meaning
Ensure consistent and correct use of tense throughout
Ensure appropriate register for writing
Proof-read for spelling and punctuation errors | Year 5 (Grammar specific)
Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]
Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]
Brackets, dashes or commas to indicate parenthesis
Use of commas to clarify meaning or avoid ambiguity
Use expanded noun phrases to convey complicated information concisely
Use the perfect form of verbs to mark relationships of time and cause |
| | | Year 6 (Grammar specific)
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*]
The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend, isn't he?*, or the use of **subjunctive** forms such as *If I were* or *Were they to come* in some very formal writing and speech]
Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*]
Use of the colon to introduce a list and use of semi-colons within lists
Punctuation of bullet points to list information
How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]
Use expanded noun phrases to convey complicated information concisely
Use the perfect form of verbs to mark relationships of time and cause |

Instruction planning frames