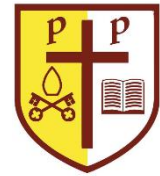


# Progression in Writing - Instructions



## Audience

Always consider your audience before beginning to plan and write.

## Purpose

To ensure something is done effectively and/or correctly with a successful outcome for the reader.

## Generic Text Structure

Structure often includes:

- A title
- An introduction which may include rhetorical questions to capture the reader's interest (KS2)
- Subheadings e.g. What you need/ What to do
- List of items needed
- Numbered steps to explain the process

## Planning and preparation

- Practical experience of making the item to be written about.
- Sequencing pictures related to process (EYFS/KS1)
- Use of a script to embed language in readiness for independent writing.
- Contextualised SPAG (see below)
- N.B instructions can also be creative e.g. 'how to trap a dragon'. This type of instruction writing can be useful as it allows children to be imaginative about the steps necessary.
- Drama/role play
- Planning grids/ boxing up.

## Progression in skills

**EYFS**

- Title (can be given).
- Use of 'bossy' verbs.
- Simple instructional sentences written next to a given picture of step or steps.

## KS1

- Simple time words first, next etc.
- Use of imperative verbs e.g. Cut the card.... Paint your design... Begin to extend each instruction across two or more sentences using phrases like: Make sure/ Never / Ask a grown-up/ Always/ If/ Carefully/Do not
- (Y2) Commas in lists may be used to separate required ingredients/materials.
- Title e.g. How to
- Bullet points or numbers
- May include pictures with captions
- Simple subheadings e.g. What you need/ What to do (can be given)

### **Possible text structure:**

#### **Introduction**

Sentence to introduce item to be produced. List of ingredients and quantities beneath a subheading (can be given)

#### **Main body**

Sentences to describe each step with specific information. Numbered steps

#### **Conclusion**

A simple sentence to say what the end product will be like and what it can be used for.

<p style="text-align: center;"><b>LKS2</b></p>	<p>Higher order conjunctions e.g. unless, until, so that etc.</p> <ul style="list-style-type: none"> <li>• Express time, place and cause using conjunctions, adverbs and prepositions e.g. when this has been done... next add... after doing this...</li> <li>• (Y4) Create cohesion through the use of nouns and pronouns to avoid repetition e.g. add the eggs and then beat them with a whisk until they are fluffy.</li> <li>• (Y4) Use fronted adverbials (conditional adverbials) to offer alternatives e.g. If you would like to make a bigger decoration, you could either double the dimensions or just draw bigger flowers.</li> <li>• Headings and subheadings to guide the reader.</li> <li>• Written in paragraphs.</li> <li>• May include labelled illustrations or diagrams to support specifics in the text.</li> </ul> <p><b><u>Possible text structure:</u></b></p> <p><b><u>Introduction</u></b></p> <p>This may include rhetorical questions to engage the reader e.g. have you ever wanted to know how to ____? List of ingredients or quantities under a sub heading.</p> <p><b><u>Main body</u></b></p> <p>Sentences to describe each step with specific information and detail beneath subheading.</p> <p><b><u>Conclusion</u></b></p> <p>A concluding paragraph to say what the end product will be like and what it can be used for.</p>
<p style="text-align: center;"><b>UKS2</b> <b>As for LKS2</b> <b>plus:</b></p>	<ul style="list-style-type: none"> <li>• Parenthesis can be used to add additional advice e.g. (It's a good idea to leave it overnight, if you have time.)</li> <li>• Relative clauses can be used to add further information e.g. add further decorations, which can be home-made or shop bought...</li> <li>• Modals can be used to suggest degrees of possibility e.g. you should... you might want to...</li> <li>• Avoid personalisation i.e. use of 'you' especially when making the instructions sound more formal.</li> <li>• (Y6) Adapt degrees of formality and informality to suit the</li> </ul>

form of the instructions e.g. if writing for a traditional cookery book aimed at experienced cooks 'separate the egg yolks, putting the whites to one side, and add to the mixture.' Or for a website aimed at the beginner. 'Just use the egg yolks for now. Put the whites in the fridge (you can make an omelette with them another day!)

- (Y6) Create cohesion across the text using a wide of cohesive devices.
- Use a variety of layout features to guide the reader including diagrams, fact boxes etc.

**Possible text structure:**

**Introduction**

This may include rhetorical questions to engage the reader e.g. have you ever wanted to know how to\_\_\_\_\_?

List of ingredients or quantities under a sub heading.

**Main body**

Sentences to describe each step with specific information and detail beneath subheading.

**Conclusion**

A concluding paragraph to say what the end product will be like and what it can be used for.