

## 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

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

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<p><b>Year 3/4</b></p>	<p>Read and discuss a variety of instructions that are structured in different ways and have different purposes (<i>Who is this for? Why might you need this?</i>)</p> <p>Explore and discuss vocabulary and grammar used</p> <p>Ask questions to develop understanding</p> <p>Discuss how language, structure and presentation support meaning</p> <p>Discuss and record ideas in advance of writing</p> <p>Increase range of sentence structures</p> <p>Use a wider range of conjunctions to explain (<i>when, if, because, although, etc.</i>)</p> <p>Select nouns and pronouns for clarity and cohesion</p> <p>Adverbs and prepositions to express time and cause (<i>meanwhile, after a while, with, before, until, onto, etc.</i>)</p> <p>Use simple organisational devices such as headings and sub-headings</p> <p>Evaluate own and other's writing by suggesting improvements</p> <p>Suggest changes to grammar and vocabulary to improve consistency</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud with appropriate intonation controlling the tone and volume so that the meaning is clear</p>
<p><b>Year 5/6</b></p>	<p>Read and discuss a wider range of instructions with different structures and purposes</p> <p>Recommend instructions, giving reasons for their choices: This one is clear because...</p> <p>Compare instructions: This one has... so that..., but this one doesn't... because...</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Identify audience and purpose for writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Note initial ideas</p> <p>Select appropriate grammar and vocabulary, giving attention to enhancing meaning</p> <p>Use modal verbs or adverbs to indicate degrees of possibility (<i>you could..., this will certainly...</i>)</p> <p>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</p> <p>Colons to introduce a list</p> <p>Punctuating bullet points consistently</p> <p>Using further organisational and presentational devices to structure and guide the reader: headings, bullet points, underlining <b>could</b> be used</p> <p>Evaluate how effective their own and others' writing is</p> <p>Propose changes to vocabulary, grammar and punctuation to clarify meaning</p> <p>Ensure consistent and correct use of tense throughout</p> <p>Ensure appropriate register for writing</p> <p>Proof-read for spelling and punctuation errors</p>