



Non-Fiction Writing Progression - Instruction

Like all text types, variants of instructions occur and they can be combined with other text types. They may be visual only (e.g. a series of diagrams with an image for each step in the process) or a combination of words and images.

Purpose: To ensure something is done effectively and/or correctly and a successful outcome is achieved.		Examples of text types: -Technical manuals: how to operate computers, phones, devices -How to carry out science experiments or to carry out a mathematical procedure -How to play a game -How to cook and prepare food -Directions to a location	
Audience: -Those who wish to complete a task successfully. -Those who are unfamiliar with how to complete a task, play a game, make something, etc.			
Generic Structure: -Begin by defining the goal or desired outcome. <i>e.g. How to make a summer salad</i> - List any material or equipment needed, in order. These can be bullet pointed. -Provide clear sequenced steps (in the correct order) to achieve the goal, <i>e.g. Slice the cucumber</i> -Diagrams or illustrations are often integral and may even take the place of some text <i>e.g. Diagram B shows you how to connect the wires.</i> - A final evaluative statement can be used to wrap up the process. <i>e.g. Your beautiful summer salad is now ready to eat</i>		Knowledge for the writer: -Ensure the title shows the reader what the instructions are about <i>e.g. How to look after goldfish.</i> -Work out exactly what sequence is needed to achieve the planned goal. -Decide on the important points needed to be included at each stage. -Keep sentences as short and simple as possible. -Avoid unnecessary adjectives and adverbs or technical words, especially if the intended audience are young. -Appeal directly to the reader's interest and enthusiasm. <i>e.g. Why not try out this delicious recipe on your friends? Only one more thing left to do now.</i> -Use instructional texts within other text types when you need a set of rules or guidelines to make something really clear for the reader.	
Genre progression		Language features	
Text features			
EYFS (Orally and in simple sentences) - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. -Listen to and follow single instructions, and then a series of two and three instructions. -Give oral instructions to others when playing. -Read and follow simple classroom instructions on labels with additional pictures or symbols. -Use print and letter knowledge to write simple instructions when playing, <i>e.g. writing instructions on how to use the washing machine in domestic role play</i> -Articulate instructions in in well-formed sentences -Connect one idea or action to another using a range of connectives -Learn and use new vocabulary that is not in everyday use but occurs frequently in books and other contexts -Internalise language features of instructional texts by joining in with communal re-tellings			
Year 1 (Orally and in simple sentences) -Listen to and follow a single more detailed instruction and a longer series of instructions. -Give single oral instructions that include specific detail to aid the listener in following the instructions, <i>e.g. 'Pick up the red ball,' rather than 'Get that'.</i> -Routinely read and follow written classroom labels carrying instructions. -Read and follow a short series of instructions in pairs and groups. -Contribute to a class composition of instructions with the teacher scribing. -Write and draw at least two consecutive instructions independently.			
		-Say and write simple sentences starting with imperative verbs <i>eg Paint...Put... Cut...</i> -Join words and clauses with 'and' -Use capital letters and full stops to demarcate sentences	
Year 2 build on previous year's learning and... -Listen to and follow a series of more complex instructions in a variety of settings -Give clear oral instructions to members of a group in a variety of settings. -Read and follow simple sets of instructions in small groups. -Analyse some instructional texts and note their function, form and typical language features. -Through discussion, compose a set of instructions as a class. -Write simple instructions independently, organised sequentially, using diagrams and appropriate register.			
		-Use of imperative/ command sentences <i>e.g. Cut the card ... Paint your design....</i> -Limit the use of adjectives and adverbs to giving essential information -Use coordinating conjunctions (and, or) to link ideas together - Commas in lists can be used to separate required ingredients / materials	
		<i>See generic structure and..</i> -Include a goal which is likely to be just a title or a simple sentence -Include a simple list of materials or ingredients needed to complete the task -Write in sequential steps to enable task to be completed	
Year 3 build on previous year's learning and...			

<p>-Read and follow instructions.</p> <p>-Give clear oral instructions to members of a group.</p> <p>-Read and compare examples of instructional text, evaluating their effectiveness.</p> <p>-Analyse more complicated instructions and identify organisational devices which make them easier to follow, <i>e.g. lists, numbered, bulleted points, diagrams with arrows, keys.</i></p> <p>-Research a particular area (<i>e.g. playground games</i>) and work in small groups to prepare a set of oral instructions. Try out with other children, giving instruction and listening and following each other's. Evaluate the effectiveness of the instructions.</p> <p>-Write clear written instructions using the correct register and devices to aid the reader.</p> <p>-Write instructions using a range of organisational devices.</p>	<p>-Use of imperative/command sentences <i>e.g. Cut the card ... Paint your design....</i></p> <p>-Use of the present perfect form may appear when constructing commands <i>e.g. 'Once it has boiled, remove the pan from the heat.' 'After it has been washed, chop the tomato.'</i></p> <p>-Use of precise adjectives and adverbs to provide clarity to the direction <i>e.g. 'Carefully chop the carrot into even slices'</i></p> <p>-Begin to adopt a more formal tone to the writing depending on the audience</p> <p>-Use pronouns to avoid repetition <i>e.g. Add the egg and then beat it with a whisk.</i></p> <p>-Begin to use conjunctions, adverbs and prepositions to order and explain the procedure <i>e.g. when this has been done, place...next, add...after doing this, put...</i></p>	<p>-Use organisational devices which make the steps easier to follow, <i>e.g. lists, numbers, diagrams with arrows, keys</i></p>
<p>Year 4 build on previous year's learning and...</p>		
<p>-In group work, give clear oral instructions to achieve the completion of a common task. Follow oral instructions of increased complexity.</p> <p>-Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness.</p> <p>-Begin to identify sets of instructions which are for more complex procedures, or are combined with other text types (<i>e.g. some recipes</i>). Compare these in terms of audience/purpose, structure and language features.</p> <p>-Write a set of instructions (using appropriate form and features) and test them out on other people, revise and try them out again.</p> <p>-Write clear instructions, using link phrases and clauses, <i>e.g. 'After ten minutes...'</i> <i>'Once the chocolate has melted...'</i> and organisational conventions.</p>	<p>-Use of imperative/command sentences <i>e.g. Cut the card ... Paint your design ...some of these may be negative commands e.g. Do not use any glue at this stage...</i></p> <p>-Conjunctions, adverbs and prepositions can be used to order and explain the procedure <i>e.g. when this has been done, place...next, add...after doing this, put...</i></p> <p>-Cohesion can be created, and repetition avoided through the use of nouns and pronouns <i>e.g. Add the egg and then beat it with a whisk.</i></p> <p>- Different degrees of formality may be required depending on the audience <i>e.g. Cook for 20 minutes/Pop your cheesecake in the oven for 20 minutes</i></p> <p>-Include, where appropriate, controlled, multi-step instruction, including additional detail, <i>e.g. 'Once the water has boiled, remove the pan from the heat and carefully strain the pasta into a colander, before shaking it to remove excess water.'</i></p>	<p>-Include a precise title and goal</p> <p>-Headings can be used to separate the equipment from the procedure</p>
<p>Year 5 build on previous year's learning and...</p>		
<p>-Identify sets of instructions which are for more complex procedures, or are combined with other text types (<i>e.g. some recipes</i>). Compare these in terms of audience/purpose structure and language features.</p> <p>-Write instructional texts and test them out modifying them in the light of feedback to make them more effective.</p>	<p>-Begin to adapt necessary language features to allow for the link to other text types <i>e.g. a persuasive introduction, using exaggerate language and an enthusiastic tone might begin instructions for participating in a sport</i></p> <p>-Use relative clauses to develop instruction <i>e.g. Add the sauce, which can be warmed if desired, on top of the pasta</i></p> <p>-Use brackets to indicate parenthesis <i>e.g. tomatoes (thinly sliced)</i></p> <p>-Modal verbs can be used to suggest degrees of possibility <i>e.g. you should...you might want to...</i></p>	<p>- Where necessary, include additional details for clarity in the list of materials/equipment needed, <i>e.g. tomatoes (thinly sliced)</i>, to streamline the instructional process</p>
<p>Year 6 build on previous year's learning and...</p>		
<p>-Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types.</p> <p>-Use the language conventions and grammatical features of the different types of text as appropriate.</p>	<p>- Include the use of the passive voice to avoid the generic 'you' to further develop a formal tone</p> <p>-Conditional adverbials can be used, including as fronted adverbials to make suggested alternatives <i>e.g. If you would like to make a bigger decoration, you could either double the dimensions of the base or just draw bigger flowers.</i></p> <p>-Adapt degrees of formality and informality to suit the form of the instructions</p> <p>-Conscious decisions are made for the use of bullet pointed lists and numbered steps to guide the reader</p> <p>-Make deliberate choices about the best combination of text types to complement instructions and further engage the reader, including necessary adaptation of language features <i>e.g. a brief biography of a significant individual before instructions on how to make something (Alexander Graham Bell biography before instructions on how to make a string telephone) or explanation (an explanation of what a fossil is before instructions on how to make a replica)</i></p>	<p>-Write a clearly defined introduction using other text types as required <i>e.g. persuasion and explanation</i></p>