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| To create instructions which tells the reader what to do in a clear and concise way, you might want to: |
| **EYFS** | **Year 1 & Year 2** | **Year 3 & Year 4** | **Year 5 & Year 6** |
| * Based on a real experience, discuss and list what is needed to tell someone how to do something and what steps need to be taken *e.g. a class cooking activity, cleaning my teeth, How to get to another part of the school to another etc.*
* Make a map to show a process getting the steps in the right order
* Use the map to learn and retell instructions with a few simple steps, with appropriate actions emphasising use of language features:
	+ Time conjunctions/signposts: first second; then, next, after that etc. as for recounts.
	+ Imperative (bossy) language e.g. Put the flour in the bowl, then add some water, mix them together etc.
* Invent and retell new instructions by changing the map.

(These can be imagined and creative to practice and learn the structures above *e.g. How to get to the moon; How to make baby bear happy; How to make soup for a giant etc.)* | * Use a clear title starting with ‘How to…’ e.g. *How to make a model lighthouse.*
* Have clear subtitles: *What you need: / What to do:*
* Underline your title and subtitles.
* Have a clear list of needed equipment/ingredient
* Use bullet points to organise equipment/ingredients.
* Use numbers or letters to organize steps
* Carefully select bossy (imperative) verbs to clearly state what to do e.g. *cut, bake, glue, fold, mix etc.* Try to avoid general imperatives: get, put etc,
* Use time conjunctions/signposting to clearly sequence the steps: *first, next, after that, then, finally*
* Keep your sentences short, clear and concise.
* Sparingly use some controlled adverbs and adjectives to help explain how to carry out a step, *e.g. Carefully glue the bottle tops to the red card.*
* Use diagrams, arrows, pictures etc. alongside text, where it helps to make instructions clear.
 | * Have an interesting title to grab reader’s attention

 * Consider sparing use of adverbs and adjectives for brevity and precision
* Experiment with varied sentence order and openings for emphasis and effect *e.g. Carefully, place them on the board before …,*
* Use diagrams etc. alongside text to clarify meaning
* Include introductions to interest or hook the reader *e.g. These simple directions will help you to… Have you ever wondered how to…? Have you ever been bored by…Well this game will give you hours of fun…*
* And conclusions to wrap up and summarise *e.g. Follow these directions carefully and you will never need to…; These simple instructions should enable anyone to…*
* Use appropriate punctuation: commas for lists, colons and bullets, for points and sub-points, new lines and paragraphs etc. to frame the sequence for readers.
* Use a range of add-on and drop-in phrases/clauses to advise and warn *e.g. Without spilling it, transfer the powder to…; the next player, who should have taken a card already... ; First climb up the beanstalk, taking care not to…,*
* Use a range of prepositions appropriately to indicate place, position and time accurately, e.g. *in front of, behind, beside, while etc.*
 | * Increase the complexity of topics and steps to include to include:
	+ explanations *e.g.: who the instructions are intended for;*
	+ to introduce technical language;
	+ to guide readers on how to use the instructions;
	+ to describe/define outcomes *e.g. what counts as winning, what a product should look or taste like, how it should behave; etc.*
* Experiment with multiple prior or parallel steps where appropriate, *e.g. Before this can be done, the ends should be tied off so that …While the glue is setting, cut the wires to fit round …*
* Give your reader options, *e.g. at this point you can either (a)…or (b)…; …any player may roll the dice but only the player with…etc*.
* Add advice or hints and tips *e.g. Before you take the wrapping away…, You may need another pair of hands to help you do this…, although this could be done without drawing the lines,…*
* Decide whether it will help to use symbols, diagrams, pictures, flow charts etc. to support the text.
* Vary the tone and formality e.g. to make instructions to sound:
	+ authoritarian with uncompromising imperatives e.g. Leave the building quietly, Do not leave the area until…,
	+ or more friendly and reasonable by using modal verbs may, might, should, could, would etc. and phrases like provided that…, so long as… etc.
	+ speak to a general audience e.g. These regulations are intended for the use of…,
	+ or to an individual e.g. To get the best results, take a few minutes t …
* When you have finished, check carefully to ensure your instructions are:
	+ make sense and are free of ambiguity and contradiction,
	+ effectively sequenced to achieve their objective,
	+ can be understood by others.
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**Typical ingredients of instructions text:**



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| **Audience** | * Someone who needs to know how to do something
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| **Purpose** | * To inform the reader about how to accomplish something in as clear a way as possible.
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| **Typical Structure** | * Opening that explains what the instructions are for and why they might be necessary.
* List of what is needed in order to use.
* List of steps to be taken in chronological order.
* Often uses diagrams
* Ending – that adds in any extra points, reminders, warnings or encouragement to the reader.
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| **Typical Language Features** | * Temporal signposts to organize the steps taken, e.g. ‘first’, ‘next’, ‘after that’, ‘then’, ‘so’, ‘finally’.
* Steps to be taken: organized by numbers, letters of the alphabet or bullet points.
* Fairly formal as the reader may be unknown.
* Use of short sentences to make the writing very clear and easy to follow.
* Use of ‘bossy’ words (imperatives), e.g. ‘turn’, ‘push’, ‘click’, ‘stir’, etc.
* Subject specific and technical vocabulary.
* Commas used when writing a list of ingredients or tools. Possible use of colon before a list, e.g. What you need: a spade, bucket and trowel.
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| **Examples** | * How to make a pizza.
* How to invade a walled city.
* How to keep ourselves warm.
* How to work the computer.
* How to keep an alien happy.
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