

Non-fiction toolkit – Instructions

N/YR Y1/2	Y3/4	Y5/6
<p>N/YR 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...</p> <p>Make a map to show a process getting the steps in the right order.</p> <p>Use the map to learn and retell instructions with a few simple steps, with appropriate actions emphasising use of language features:</p> <ul style="list-style-type: none"> – a title which should explain what is to be done e.g. <i>getting to the hall from Red Class; making peppermint creams</i> – numbers, numerical or time connectives <i>1,2,3; first second; then, next, after that...</i> – short, clear direct sentences – imperative (bossy) language <i>put the flour in the bowl, then add some water, mix them together</i> <p>Use shared writing to invent and retell new instructions by changing the map. These can be imagined and creative to practice and learn the structures above <i>How to get to the moon; How to make baby bear happy; How to make soup for a giant...</i></p> <p>Y1/2 Building on N/YR work: Expand the range and scale of instructions using exemplar texts, building in language features from N/YR</p> <ul style="list-style-type: none"> – title – sequential connectives – short clear sentences – imperative language e.g. recipes, directions to get somewhere, simple instructions for games, how to make a scary mask, how to grow butter beans. <p>Use shared writing to invent and write new instructions by changing the map; these can be inventive and creative to practice and learn</p>	<p>Building on Y1/2 work: Expand the range and scale of instructions using exemplar texts, building in and extending language features from Y1/2:</p> <ul style="list-style-type: none"> – an interesting title to grab reader’s attention – extended range of connectives – short clear sentences – imperative language – precise nouns and verbs – sparing use of adverbs and adjectives for brevity and precision – varied sentence order and openings for emphasis and effect <i>Carefully, place them on the board before ...</i> – diagrams etc. alongside text to clarify meaning <p>Include introductions to interest or hook the reader <i>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...</i> and conclusions to wrap up and summarise <i>Follow these directions carefully and you will never need to... These simple instructions should enable anyone to...</i></p> <p>Use appropriate punctuation: commas for lists, colons and bullets, for points and subpoints, new lines and paragraphs to frame the sequence for readers.</p>	<p>Building on Y3/4 work: Other subjects in the curriculum should provide rich content for instruction writing which can be taken to challenging levels with older children. This form of writing is common in:</p> <ul style="list-style-type: none"> – Maths: <i>directions for playing games, solving problems, doing calculations, constructing shapes and designs</i> – Science: <i>writing up processes and procedures: How to build an electrical circuit with a switch..., measuring time using the sun...</i> – Geography: <i>calculating the height of trees...</i> – PHSE: <i>steps to take in dealing with hostile behaviour; safety first instructions in case of emergencies...</i> – Design and technology: <i>rules for safe handling of tools and materials; directions for constructing, assembling, programming...</i> <p>Increase the complexity of topics and steps to include:</p> <ul style="list-style-type: none"> – explanations: 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... – multiple prior or parallel steps: <i>Before this can be done, the ends should be tied off so that ... While the glue is setting, cut the wires to fit round ...</i> – options: <i>at this point you can either (a)...or (b)...; ...any player may roll the dice but only the player with...</i> – advice: <i>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,...</i>

<p>the structures above leading to independent writing based on the structure with new invented content.</p> <p>Extend range of connectives used to include: -number <i>first second, firstly, secondly...</i> -co-ordinating conjunctions <i>and, but, so</i> - time connectives <i>before, after, when, finally;</i></p> <p>Use a range of prepositions appropriately to indicate place, position and time accurately <i>in front of, behind, beside, while...</i></p> <p>Use appropriate punctuation: commas for lists, bullet points, new lines to frame the sequence for readers</p> <p>Keep sentences short by choosing precise nouns and verbs (words and phrases) <i>whisk; select, twist, arrange, the red door by the entrance, the top shelf, a cold dark cupboard ...</i></p> <p>Use adverbs and adjectives sparingly and only to add precision: – <i>stir carefully, press hard, at the top step, after three turns...</i> – comparatives and superlatives: <i>green– er, green-est;</i> – adjectives of degree: <i>boiling-warm tepid; quarter-half-three quarters; dark-pale-light</i></p> <p>Use diagrams, arrows, pictures etc. alongside text, where it helps to make instructions clear.</p>	<p>Use a range of add-on phrases/clauses to advise and warn <i>Without spilling it, transfer the powder to... First climb up the beanstalk, taking care not to...</i></p> <p>Through shared writing and invention, practice and use the tools above to create imagined instructions and directions which practice using the structures so they become transferrable <i>How to tame a house goblin... The popular new game Crunket: How to play it... How to cross a river with no bridge, without getting wet...</i></p> <p>Apply instructional writing to work in other curricular areas <i>how to play mathematical games or do calculations, how to find something on the internet, how to assemble a model, what to do in an emergency</i></p>	<p>Decide whether it will help to use symbols, diagrams, pictures, flow charts etc. to support the text.</p> <p>Vary the tone and formality to make instructions sound: – authoritarian with uncompromising imperatives: Leave the building quietly, Do not leave the area until... – or more friendly and reasonable by using modal verbs <i>may, might, should, could, would</i> and phrases like <i>provided that..., so long as...</i> – speak to a general audience <i>These regulations are intended for the use of...</i> – or to an individual To get the best results, take a few minutes to ...</p>
--	---	--