



CREATING INSTRUCTIONAL TEXTS

- Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types.
- Use the language conventions and grammatical features of the different types of text as appropriate.

YEAR

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CREATING INSTRUCTIONAL TEXTS

- In group work, give clear oral instructions to achieve the completion of a common task. Follow oral instructions of increased complexity.
- Evaluate sets of instructions for purpose, organization and layout, clarity and usefulness.
- Identify sets of instructions which are for more complex procedures, or are combined with other text types (e.g. some recipes). Compare these in terms of audience/purpose and form (structure and language features).
- Write a set of instructions and test them out on other people, revise and try the out again.

YEAR

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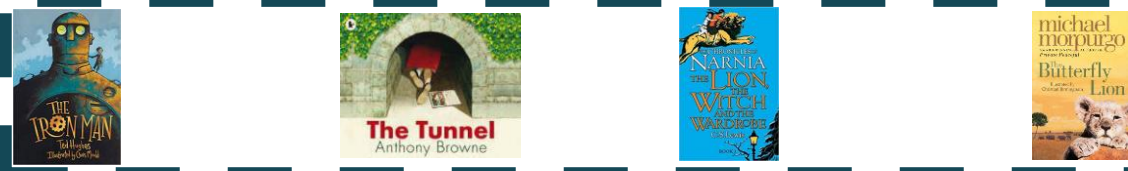


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CREATING INSTRUCTIONAL TEXTS

- Read and follow instructions.
- Give clear oral instructions to members of a group.
- Read and compare examples of instructional text, evaluating their effectiveness. Analyse more complicated instructions and identify organisational devices which make the easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows, keys.
- Research a particular area and work in small groups to prepare a set of oral instructions. Try out with other children, giving instruction and listening and following theirs. Evaluate effectiveness of instructions,
- Write clear written instructions using correct register and devices to aid the reader.

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CREATING INSTRUCTIONAL TEXTS

- Listen to and follow a series of more complex instructions.
- Give clear oral instructions to members of a group.
- Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams. Analyse some instructional texts and note their function, form and typical language features:
 - Statement of purpose, list of materials or ingredients, sequential steps,
 - Direct/imperative language
 - Use of adjectives and adverbs limited to giving essential information
 - Emotive/value-laden language not generally used
- As part of a group with the teacher compose a set of instructions with additional diagrams. Write simple instructions independently e.g. getting to school, playing a game.

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CREATING INSTRUCTIONAL TEXTS

- Listen to and follow single more detailed instruction and a longer series of instructions.
- Think out and give clear single oral instructions.
- Routinely read and follow written classroom labels carrying instructions.
- Read and follow short series of instructions in shared context.
- Contribute to class composition of instructions with teacher scribing.
- Write two consecutive instructions independently.

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CREATING INSTRUCTIONAL TEXTS

- Listen to and follow single instructions, and then a series of two and three instructions.
- Give oral instructions when playing.
- Read and follow simple classroom instructions on labels with additional pictures or symbols.
- Attempt to write instructions on labels, for instance in role play area.

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LANGUAGE FEATURES— instruction text are often (but not always):

- written in the imperative, e.g. sift the flour or 2nd person e.g. first you put...
- in chronological order
- use of numbers, alphabet or bullet points and colour to signal order
- use of adverbs and adjectives for precision – e.g. measure carefully
- focus on the generalised human agents rather than named individuals.

PROGRESSION—

- speaking and listening preceding reading and writing
- teacher modelling and scribing preceding children's independent attempt
- increased understanding by the children of the form and features of the text type and then increasing ability to manipulate elements of various text-types to fulfil a writing purpose
- increasing complexity, such as length, obscurity of task, adding additional features such as diagrams
- increasing ability to evaluate texts ad their own work