



Rowsley Church of England Primary School

Progression in Instructional Writing

‘Let our hearts wait and take courage that He will reveal Himself. Let us find contentment in the perfection of His word and see poetry as yet another jay of clay He shines through.’ (2 Corinthians 4:7-9)

“Life in all its fullness.” John 10:10

Purpose:

To ensure something is done effectively and/or correctly with a successful outcome for the participant/s

Generic Text Structure

Structure often includes:

- A title
- An introduction which may include rhetorical questions to capture the reader’s interest (KS2)
- Subheadings e.g. What you need/ What to do
- List of items needed
- Numbered steps to explain the process

Planning and Preparation

- Practical experience of making the item to be written about
- Sequencing pictures related to process (EYFS/KS1)
- Use of T4W script to embed language in readiness for independent writing.
- Contextualised SPAG (see below)
- N.B instructions can also be creative e.g. ‘how to trap a dragon’. This type of instruction writing can be useful as it allows children to be imaginative about the steps necessary.
- Drama/role play
- Planning grids/ boxing up (KS1/LKS2T4W)

Progression in skills

<p>EYFS</p>	<ul style="list-style-type: none"> • Use of ‘bossy’ verbs (can be verbal and scribed) • Title (can be given). • Simple instructional sentences written next to a given picture of step or steps.
<p>KS1</p>	<ul style="list-style-type: none"> • Simple time words first, next etc. • Use of imperative verbs e.g. Cut the card.... Paint your design... Begin to extend each instruction across two or more sentences using phrases like: Make sure/ Never / Ask a grown-up/ Always/ If/ Carefully/Do not • (Y2) Commas in lists may be used to separate required ingredients/materials. • Title e.g. How to ... • Bullet points or numbers • May include pictures with captions • Simple subheadings e.g. What you need/ What to do (can be given) <p><u>Possible text structure:</u> Introduction - Sentence to introduce item to be produced. List of ingredients and quantities beneath a subheading (can be given)</p>

	<p>Main body - Sentences to describe each step with specific information. Numbered steps</p> <p>Conclusion - A simple sentence to say what the end product will be like and what it can be used for.</p>
LKS2:	<ul style="list-style-type: none"> • Higher order conjunctions e.g. unless, until, so that etc. • Express time, place and cause using conjunctions, adverbs and prepositions e.g. when this has been done... next add... after doing this.... • (Y4) Create cohesion through the use of nouns and pronouns to avoid repetition e.g. add the eggs and then beat them with a whisk until they are fluffy. • (Y4) Use fronted adverbials (conditional adverbials) to offer alternatives e.g. If you would like to make a bigger decoration, you could either double the dimensions or just draw bigger flowers. • Headings and subheadings to guide the reader. • Written in paragraphs. • May include labelled illustrations or diagrams to support specifics in the text. <p><u>Possible text structure:</u></p> <p>Introduction - This may include rhetorical questions to engage the reader e.g. have you ever wanted to know how to? List of ingredients or quantities under a sub heading.</p> <p>Main body - Sentences to describe each step with specific information and detail beneath subheading.</p> <p>Conclusion - A concluding paragraph to say what the end product will be like and what it can be used for.</p>
UKS2:	<ul style="list-style-type: none"> • Parenthesis can be used to add additional advice e.g. (It's a good idea to leave it overnight, if you have time)... • Relative clauses can be used to add further information e.g. add further decorations, which can be home-made or shop bought.... • Modals can be used to suggest degrees of possibility e.g. you should... you might want to... • Avoid personalisation i.e. use of 'you' especially when making the instructions sound more formal. • (Y6) Adapt degrees of formality and informality to suit the form of the instructions e.g. if writing for a traditional cookery book aimed at experienced cooks 'separate the egg yolks, putting the whites to one side, and add to the mixture.' Or for a website aimed at the beginner. 'Just use the egg yolks for now. Put the whites in the fridge (you can make an omelette with them another day!) • (Y6) Create cohesion across the text using a wide of cohesive devices. • Use a variety of layout features to guide the reader including diagrams, fact boxes etc. <p><u>Possible text structure:</u></p> <p>Introduction - This may include rhetorical questions to engage the reader e.g. have you ever wanted to know how to? List of ingredients or quantities under a sub heading.</p> <p>Main body - Sentences to describe each step with specific information and detail beneath subheading.</p> <p>Conclusion - A concluding paragraph to say what the end product will be like and what it can be used for.</p>