

## Week1 instructional texts

Day	Text	Word/Sentence	Guided	Independent	Plenary
<b>Mon</b>	Looking at a variety of genre and answering the questions what is the purpose of the text? Who is it written for? What kind of writing is it? Explain that I want to make something new for my lunch, that I am bored with the foods I normally have. Where would I look and what type of text might I expect to find?	Revising what verbs are from sentences that are written on card. A sentence between each pair of children. Model how to find the verb and how to decide whether the verb is in the past, present or future. In pairs children decide on the verb in their sentence and its tense and then tell the others. (Complexity of sentences can be varied for differentiation)	Supported reading – all children with the classroom assistant reading the instructions and making jam tarts. One group of 6 each day.	In pairs the children looking through a variety of texts and picking out the ones that are procedural texts. Jotting down how they knew it was a procedural text. Completing a chart about the text explaining what the purpose of the text is, who it is written for and what kind of writing they think it is. (worksheet appendix 1) (In order for all children to be able to do this activity pair most able with least able)	Explain how you knew they were procedural texts (starting to draw up a checklist of features that procedural texts have)
<b>Tues</b>	Modelling how I would go about reading a set of instructions, following a set of instructions to make myself a Greek salad from the Longman book of recipes from around the world. Drawing up a list of instructions for reading instructions.	Give out sentence cards again but give pairs a different one. Quietly in their pairs work out which is the verb and what tense it is. Stand up if; <ul style="list-style-type: none"> <li>you have a verb in the present tense (or past or future)</li> <li>your verb is at the beginning of the sentence (or the end)</li> </ul> Discuss patterns that emerge of those standing	Guided reading group making jam tarts.	Children following a set of instructions to make a blow dart. They must read them following the list we made of how to read instructions. (Differentiate work with the type of instructions that you give to children. Those that struggle with reading will need a set of instructions with very clear pictures to assist them may need to have the instructions on tape to follow. Longman have some simple instructions in their non-fiction book project.)	Using a list of irregular verbs in the past tense discussing how we can learn to spell them and trying out some of the strategies.
<b>Wed</b>	Structure of procedural texts. How is this information organised? What comes first? What comes next? Why is it in that order? What would happen if it wasn't in that order? Draw up a checklist of things we have found out about the structure of procedural texts.	Using sentence cards again do the stand up routine again with a variety of questions but ending up with stand up if you think your sentence could have come from a procedural text. Stick those cards on the board and discuss similarities and differences and any patterns that they can see.	Guided reading group making jam tarts.	Children continuing to make their blow darts following the instructions but noting on the sheet anywhere where they do not think the instructions are very clear. Able children compose a new set of instructions for darts incorporating the best features of existing instructions and new information.	What notes did you make? How could we make these instructions better?
<b>Thurs</b>	Language features of procedural texts Is the reader referred to? How are verbs used? What tense are they? How do we know what order to follow the method?	Discuss the term imperative and how the verb comes at the beginning of the sentence. Orally in pairs, work out some imperatives to share with the rest of the class.	Guided reading group making jam tarts.	With a procedural text children highlight the verbs in the method. Discuss patterns they found and try and identify the sentences that are imperatives. (To differentiate for the less able readers give them the list of verbs that can be found in the text and get them to scan the text to find them and highlight them. To extend the more able ask them to highlight the nouns in a different colour and discuss the patterns they find.) Able children could highlight the pronouns which refer to nouns identified helping them to realise when you can use a pronoun and when the noun needs to be repeated for clarity. e.g. Fold the <b>paper</b> and then fold <b>it</b> again.	Look at the sentences with an adverb first followed by a verb. Is the verb first in these sentences?
<b>Fri</b>	Draw up a checklist of things that really good sets of instructions have in them.	Model how to write some imperative statements that could be stuck around the classroom e.g. Slide the tray out to put books inside, and stick it near the trays. Model keeping the statement impersonal.	Guided reading group making jam tarts.	Children writing imperative statements to stick in the classroom or down the corridor. Working in pairs checking the verb comes first and that they are impersonal. When finished learning spellings from individual self-generated lists of words.	Homework – bring in a set of instructions that you have at home and be ready to tell us where they are from.