

Familiarisation

Model reading instructions and following them – make a tuna sandwich from Longman cookbook

Draw up a checklist that will help people read instructions properly

Children trying out instructions to make things and noting where the instructions are not clear – evaluating and then improving them.

Identifying structure of procedural writing and the language features used – reading several types of text and identifying the procedural ones and explaining why they are procedural in terms of purpose, structure and language features. From this construct a frame that might help you to write a set of instructions. Order a jumbled up set of instructions using this knowledge. Looking at a variety of procedural texts and the different ways that are used to order the method, compare where the verbs are in sentences in the method. Draw up a criteria checklist for a really good set of instructions. Looking through all the sets of instructions we have and identifying the best ones and explaining why with reference to our checklist.

Shared Writing

Experiment with writing imperative statements for the classroom and sticking them in the appropriate place in the room e.g. Slide the door open. Stick it onto the cupboard door.

Model and experiment with writing a chronological set of statements by using linking words to do with time e.g. first, then, next, after that.

Devise a purpose for writing instructional texts e.g. a book of games to play on the playground for ourselves.

Model how to write an opening statement for a set of instructions which will set the scene for the procedures you are going to follow and model writing list of things needed, how to organise the method and how to write imperatives

Model how to relate the diagrams to the text so that they illuminate the text.

Scaffolded Writing

Guided

Writing an ordered set of sentences using linking words to do with time – frame for some children
Writing a set of instructions for games you can play on the playground and for making your special jam tarts
Drawing diagrams to make your instructions clearer
Review work for clarity, purpose and organisation

Independent

Writing imperative statements to place around the classroom
With the support of a writing frame or the checklist writing own instructions for games and for special jam tarts
Reviewing work for clarity, purpose and organisation with a partner
Following partner's instructions to see if they need clarifying any further
Presenting instructions neatly for a book

Independent Outcome (Key outcome)

A set of instructions that follow clearly the structure, purpose and organisation and language features that are found in the checklist the children have drawn up