INSTRUCTIONAL TEXTS

"Instructions, rules and procedures aim to ensure something is done correctly and a successful outcome achieved. If there is a process to be undertaken this is given in the order in which it needs to be undertaken to achieve a successful outcome -usually a series of sequenced steps."

Like all text types, variants of instructions occur and they can be combined with other text types. They may be visual only (e.g. a series of diagrams with an image for each step in the process) or a combination of words and images. Instructions and procedural texts are found in all areas of the curriculum and include rules for games, recipes, instructions for making something and directions.

Generic Structure

- Begin by defining the goal or desired outcome. (How to make a board game.)
- List any material or equipment needed, in order.
- Provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal.
- Diagrams or illustrations are often integral and may even take the place of some text. (Diagram B shows you how to connect the wires).

Language Features

- Use of imperative verbs (commands), e.g. Cut the card … Paint your design …
- Instructions may include negative commands. (Do not use any glue at this stage.)
- Additional advice (It's a good idea to leave it overnight if you have time. If the mixture
- separates …) or suggested alternatives (If you would like to make a bigger decoration, you could either double the dimensions of the base or just draw bigger flowers.).

Suggested Contexts

- KS1: recipes & familiar games
- LKS2: procedural texts in science & DT, instructions in computing
- UKS2: application across a range of subject areas and contexts – build into explanatory or report texts, cross genre texts (e.g. a recipe for an adventure…)

WORD

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Formation of nouns by compounding	Formation of nouns using a range of prefixes (super-, anti-, auto-)	Standard forms of English verb inflections (we were rather than we was, I did	Verb prefixes (dis-, de-, mis-, over-, re-)	Difference between formal and informal vocabulary and structures

	Generate synonyms for over-used imperative verbs, for example, chop, slice, cut	Use of 'a' or 'an' according to whether the next word starts with a vowel	rather than I done) e.g. investigate instructions with differing levels of formality and decide on an appropriate register when writing their own, for example, 'Cook for 20 mins' compared with 'Pop the cheesecake in the oven for 20 minutes' Use of articles (a, an, the) as determiners		

SENTENCE

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Oral rehearsal of sentence structure Joining words and joining clauses using 'and' and 'because' First person	Functions of sentence types: statement, command, exclamation or question - write titles to show what the instructions are about, for example, how to look after goldfish - explore and generate negative commands, for example, Do not open the oven door Expanded noun phrases to describe and specify (use of adjectives before the noun or preposition phrase after the noun)	Use of prepositions (during, in, because of, before, after), e.g. through reading instructions written to give directions, build up and use a wide range of prepositions used to indicate and clarify position, for example, under the bridge, around the pond, through the deep, dark woods Use of adverbs (next, soon, therefore) e.g. through reading, build up and use a wide range of	Use of preposition phrases as adverbials to express time, cause or place Use of Fronted adverbials - Use of subordinate clauses ass adverbials to express time and cause e.g. once the mixture has settled - use the conjunction 'if' to start complex sentences which give additional advice, for example, 'If the mixture separates, ...' - compare the clarity of the instruction when	Use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use of Fronted adverbials Precise use of preposition phrases, subordinate clauses and noun phrases as adverbials to indicate time, place, manner or frequency. Explore the balance of long, complicated sentence constructions within this text type, compared with shorter, simple sentence	Precise use of preposition phrases, subordinate clauses and noun phrases as adverbials to indicate time, place, manner or frequency.

e.g. use expanded noun phrases to be specific about materials or equipment needed, for example, a large bucket, sharp scissors, thick card Use of coordinating (and, or, but) and subordinating conjunctions (when, if, that, because) e.g. clarify instructions using subordination, for example, Take the cake out of the oven when the top looks golden brown. First & third person Subject/ verb agreements	adverbs used to sequence instructions Use of conjunctions (when, while, after, because, soon, while) to express time and cause e.g. build on the range of conjunctions used in Year 2 to extend instructions Formation of subordinate clauses using subordinating conjunctions	the adverbial or subordinate clause is fronted, for example, 'Remove the cake from the oven when it turns golden brown' compared with 'When the cake turns golden brown, remove it from the oven' Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. investigate noun phrases in instruction texts and decide when noun phrases can be pared down to avoid unnecessary complexity, and when additional detail is essential	constructions, noting the need for both

TEXT

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Sequencing sentences to form short passages	Correct choice and use of present tense or past tense throughout writing Use of past progressive form to report events	Introduce paragraphs as a way to group related information e.g. explore instructions that have clear sections, for examples, introduction, equipment needed,	Use of paragraphs to organise ideas around a theme e.g. write instructions that have clear sections, for example, introduction, equipment needed,	Devices to build cohesion within a paragraph (then, after, that, this, firstly) Use of adverbs of time (soon, later, after), place (nearby) and number	Use of a wider range of cohesive devices to link ideas across paragraphs e.g. further explore the repetition of subject nouns in effective instructional texts (see

	Use of present progressive in direct speech	procedure, additional advice, conclusions. Use of present and past perfect verb forms to reports events or quote direct speech Headlines and subheadings to organise information and aid presentation	procedure, additional advice, conclusions Appropriate choice of pronoun (person or possessive) or noun, within and across sentences to aid cohesion and avoid repetition e.g. investigate the use of nouns and pronouns in instructional texts and support the children to realise that nouns are often repeated (rather than replaced with pronouns) to ensure greater clarity Headlines and subheadings	(secondly) to link ideas across paragraphs	Year 4), rather than the use of pronouns which may cause confusion Use of a range of layout devices to structure text - headings & subheadings - columns & captions - bullet points & tables Experiment with using different layout devices and evaluate the effectiveness of these

PUNCTUATION

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Separating words with spaces Use of capital letters and full stops to demarcate sentences Introduction to exclamation marks and question marks	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Use commas to separate items in a list e.g. use commas to separate items in the 'materials/equipment needed' list	Consolidation of Key stage 1 punctuation	Use of commas after fronted adverbials Apostrophes for plural possession	Brackets, dashes and commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity - identify effective examples of instructions and use these to study the	Use of semi-colon, colon or dash to mark the boundary between independent clauses Use of the colon to introduce a list and use of semi-colons within lists e.g. further explore the simplistic nature of

Use of capital letters for names and the pronoun I	Apostrophes for singular possession			nature of the sentence construction used - note the use of relatively simple sentence constructions, which include a limited number of additional clauses and phrases - note where sentences could have been combined to create a more sophisticated, complex construction, but where the author has chosen a more simplistic construction to aid the reader in following the steps - practise simplifying overly complicated instructions by reducing the complexity of the sentence construction	sentence constructions in this text type (see Year 5)