

Progression in instructional/procedural writing - Make links with other subjects, especially DT and science to ensure real life contexts are utilised and formal tone exploited appropriately.

Context will also help to increase the complexity of the writing and for children to make deliberate choices to suit the purpose.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Oracy to support comprehension and writing</p> <p>Give oral instructions when playing a game.</p> <p>Use imperative verbs in both talk and writing e.g. put, get, take</p> <p>Writing composition</p> <p>Write simple sentences which can be read by themselves and others following a practical activity .e.g. 'How to look after a mini beast'. How to be kind</p>	<p>Oracy to support comprehension and writing</p> <p>Listen to and follow a single more detailed instruction and a longer series of instructions</p> <p>Plan and give clear single oral instructions</p> <p>Read and follow short series of instructions in shared context</p> <p>Writing composition</p> <p>Contribute to class composition of instructions with teacher scribing</p>	<p>Oracy to support comprehension and writing</p> <p>Listen to and follow a series of more complex instructions</p> <p>Read out loud and follow simple sets of instructions such as recipes, plans, constructions which include diagrams</p> <p>Analyse some instructional texts and note their function, form and typical language features</p> <p>Writing composition</p> <p>Understand the purpose of a set of instructions and the</p>	<p>Oracy to support comprehension and writing</p> <p>Read and follow increasingly complex instructions Read and compare examples of instructional text, evaluating their effectiveness Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows, keys</p> <p>Research a particular area and work in small groups to prepare a set of oral instructions. Try</p>	<p>Oracy to support comprehension and writing</p> <p>Orally rehearse instructions with different levels of formality, enhancing and improving based on adult and peer feedback and edit levels of formality.</p> <p>Writing composition</p> <p>Investigate instructions with differing levels of formality and decide on an appropriate register when writing their own, for example, 'Cook for 20 mins'</p>	<p>Oracy to support comprehension and writing</p> <p>In group work, give clear oral instructions to achieve the completion of a complex task.</p> <p>Follow oral instructions of increased complexity</p> <p>Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness</p> <p>Identify sets of instructions which are for more complex procedures, or are combined with other text types</p>	<p>Oracy to support comprehension and writing</p> <p>Use the language conventions and grammatical features of the different types of text as appropriate in spoken language</p> <p>Writing composition</p> <p>Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types</p> <p>Interweave the use of diagrams and illustrations, using these to take the place of text where a visual would make the</p>

	<p>Write consecutive instructions independently</p> <p>Grammar Focus: How words can combine to make sentences</p> <p>Joining words and joining clauses using and</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p>	<p>importance of giving clear direction in a logical order.</p> <p>Include: a statement of purpose, list of materials or ingredients, sequential steps</p> <p>Write titles to show what the instructions are about, for example, make a moving picture.</p> <p>Grammar focus</p> <p>Use direct/imperative language and recognise the sentence structure as a command.</p> <p>Use statements (e.g. It will be ready when... and understand the difference between a statement and a command.</p>	<p>these out with other children and evaluate their effectiveness.</p> <p>Writing composition</p> <p>Independently write clear written instructions using simple devices to aid the reader</p> <p>Headings and sub-headings to aid cohesion.</p> <p>Grammar Focus:</p> <p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because] e.g. build on the range of conjunctions used in year 2 to extend instructions</p> <p>Expressing time, place and cause using adverbs [for example, then, next, soon, therefore] e.g.</p>	<p>compared with 'Pop the cheesecake in the oven for 20 minutes.'</p> <p>Grammar focus Use 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</p> <p>Fronted adverbials [for example, Once you have finished ...</p> <p>Use the conjunction 'if' to start complex sentences which give additional</p>	<p>Compare these in terms of audience/purpose and form (structure and language features)</p> <p>Writing composition Write a set of extended instructions (using appropriate form and features) and test them out on other people, revise and try them out again</p> <p>Grammar Focus: Use of relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Use of brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity e.g. identify effective examples of instructions and use these to study the nature of the</p>	<p>instructions easier to follow e.g. Diagram B shows you how to connect the wires</p> <p>Grammar Focus</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase e.g. further explore the repetition of subject nouns in effective instructional texts (see year 4), rather than the use of pronouns which may cause confusion</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] e.g. experiment with using different layout devices and evaluate the effectiveness of these</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, Test the connection; if it lights</p>
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		<p>Begin to add specificity to instructions by using subordination (when, if, because) and coordination (and, so). Understand that this adds clarity and therefore meets the desired purpose</p> <p>Use expanded noun phrases for description and specification e.g. use expanded noun phrases to be specific about materials or equipment needed, for example, a large bucket, sharp scissors, thick card.</p> <p>Generate synonyms for over-used imperative verbs, for example, chop, slice, cut explore and generate negative commands, for example, Do not open the oven door.</p>	<p>through reading, build up and use a wide range of adverbs used to sequence instructions</p> <p>Expressing time, place and cause using prepositions [for example, before, after, during, in, because of] 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</p> <p>Introduction to paragraphs as a way to group related material e.g. explore instructions that have clear sections, for examples, introduction, equipment needed,</p>	<p>advice, for example, 'If the mixture separates, ...'</p> <p>Compare the clarity of the instruction when 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'</p> <p>Use of paragraphs to organise ideas around a theme e.g. write instructions that have clear sections, for example, introduction, equipment needed, procedure, additional advice, conclusions</p>	<p>sentence construction used note the use of relatively simple sentence constructions, which include a limited number of additional clauses and phrases</p> <p>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</p> <p>Practise simplifying overly complicated instructions by reducing the complexity of the sentence construction</p>	<p>up, this has been wired correctly]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists e.g. further explore the simplistic nature of sentence constructions in this text type (see year 5).</p>
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