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

	Write consecutive	importance of giving	these out with other	compared with	Compare these in	instructions easier to
	instructions	clear direction in a	children and evaluate	'Pop the	terms of	follow e.g. Diagram B
	independently	logical order.	their effectiveness.	cheesecake in the	audience/purpose and	shows you how to
	independentiy			oven for 20	form (structure and	connect the wires
	Grammar Focus:	Include: a statement	Writing composition	minutes.'	language features)	
	How words can	of purpose, list of				Grammar Focus
	combine to make	materials or	Independently write	Grammar focus	Writing composition	
	sentences	ingredients,	clear written	Use noun phrases	Write a set of	Linking ideas across
		sequential steps	instructions using	expanded by the	extended instructions	paragraphs using a
	Joining words and		simple devices to aid	addition of	(using appropriate	wider range of cohesive
	joining clauses using	Write titles to show	the reader	modifying	form and features)	devices: repetition of a
-	and	what the instructions		adjectives, nouns	and test them out on	word or phrase e.g.
		are about, for	Headings and sub-	and preposition	other people, revise	further explore the
1	Introduction to	example, make a	headings to aid	phrases e.g.	and try them out	repetition of subject
	capital letters, full	moving picture.	cohesion.	investigate noun	again	nouns in effective
	stops, question			phrases in	Grammar Focus:	instructional texts (see
1	marks and			instruction texts	Use of relative clauses	year 4), rather than the
	exclamation marks	Grammar focus	Grammar Focus:	and decide when	beginning with who,	use of pronouns which
1	to demarcate			noun phrases can	which, where, when,	may cause confusion
	sentences	Use	Expressing time,	be pared down to	whose, that, or an	
		direct/imperative	place and cause using	avoid unnecessary	omitted relative	Layout devices [for
		language and	conjunctions [for	complexity, and	pronoun	example, headings,
		recognise the	example, when,	when additional		sub-headings, columns,
		sentence structure as	before, after, while,	detail is essential	Use of brackets,	bullets, or tables, to
		a command.	so, because] e.g.		dashes or commas to	structure text] e.g.
			build on the range of	Fronted adverbials	indicate parenthesis	experiment with using
		Use statements (e.g.	conjunctions used in	[for example, Once		different layout devices
		It will be ready	year 2 to extend	you have finished	Use of commas to	and evaluate the
		when and	instructions	•••	clarify meaning or	effectiveness of these
		understand the			avoid ambiguity e.g.	Use of the semi-colon,
		difference between a	Expressing time,	Use the	identify effective	colon and dash to mark
		statement and a	place and cause using	conjunction 'if' to	examples of	the boundary between
		command.	adverbs [for example,	start complex	instructions and use	independent clauses
			then, next, soon,	sentences which	these to study the	[for example, Test the
			therefore] e.g.	give additional	nature of the	connection; if it lights

specificity to instructions by using subordination (when, if, because) and coordination (and,build up and use a wide range of adverbs used to instructionsexample, 'If the mixture separates, 'used note the use of relatively simple sentencecorrectly]Use of the colon to instructions (when, if, because) and coordination (and,adverbs used to instructions'sentence compare the clarity of theUse of the colon to include a limited	rr					,
instructions by using subordination (when, if, because) and coordination (and, so). Understand that this adds clarity and desired purposewide range of adverbs used to sequencemixture separates, compare the clarity of the instruction when instruction when number of additional clauses and phrasesUse of the colon to introduce a list and use of semi-colons within lists e.g. further explore the adverbial or subordinate clause subordinate clause subordinate clause subordinate clause is fronted, for example, before, example, before, example, before, example, before, example, fremove to gelace and cause using phrases for the section e.g. use expanded noun phrases to be specific about materials or equipment needed, for example, a large bucket, sharp scisors, thick card.wide range of adverbs used to action, for use and cause use to generate synonyms for over-usedrelatively simple sentence compare the compare the sometanee data constructions, which number of additional clauses and phrases sentence construction to did her eader indicate and clarify position, for uside range of indicate and clarify position, for equipment needed, for over-usedwide range of prepositions used to indicate and clarify position, for e.g. write e.g. write e.g. write around a theme e.g. write instructions that have clearPractise simplifying overly complicated instructions by reducing the sentence constructionindicate and clarify position, for over-usedGenerate synonyms for over-usedGenerate synonyms for over-usedValue of same clarity of the instructions that have clearPractise simplifying overly complicated		Begin to add	through reading,	advice, for		up, this has been wired
subordination (when, if, because) and coordination (and, so). Understand that this adds clarity and therefore meets the desired purposeadverbs used to sequence instructions'sentence compare the clarity of the instruction when the adverbial or subordinate clause subordinate clause the adverbial or subordinate clause is fronted, for example, before, example, before, example, before, example, before, example, before, example, herough reading specification e.g. use equipment needed, for example, a large bucket, sharp scissors, thick card.use of the colon to introduce a list and use of semi-colons within instructions whoth where sentences or out have been combined to create a more sophisticated, compare dwith but where the author but where the author to give directions, build up and use a wide range of prepositions, for equipment needed, for example, a large bucket, sharp scissors, thick card.use average of prepositions used to indicate and clarify position, for ee, write ee, write sentence constructions that have clearUse of the colon to introduce a list and use of semi-colons within lists e.g. further explore the simplistic construction, to aid the reader in following the stepsUse of the colon to introduce allist and use or semi-construction the schosen a more to aid the reader in following the stepsGenerate synonyms for over-usedGenerate synonyms for over-usedadverbs used to instructions that have clearSentence complicated instructions that have clearPractise simp				• •		correctly]
if, because) and coordination (and, so). Understand that this adds clarity and therefore meets the desired purposesequence instructionsCompare the clarity of the instruction when instruction when instruction when the adverbial or subordinate clause is fronted, for example, before, example, new the cake from the complex description and specification e.g. us phrases to be specific about materials or equipment needed, for example, alarge bucket, sharp position, forSequence instructions compare the clarity of the subordinate clause is fronted, for example, newore could have been could have been could have been could have been could have been could have been could have been complex construction, but where the author has chosen a more simplistic construction to aid the reader in for over-usedintroduce a list and use of semi-colons within lists e.g. further explore example, hefore, example, newore could have been compared with through reading golden brown' compared with through reading instructions written to give directions, wide range of prepositions used to indicate and clarify position, forCompare the example, newor compared with threake truns goldenintroduce a list and use of semi-colons within instructions the the simplifying overly complicated instructions by reducing the example, dark woodsGenerate synonyms for over-usedfor example, alarge pond, through the deep, dark woodsCompare the compare that compare sent to predication sent to predicate and clarify position, forSe of paragraphs reducing the complicated around a theme example, park woodsPractise simplifying 				•		
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equipment needed, for example, a large bucket, sharp scissors, thick card.prepositions used to indicate and clarify position, forfrom the oven'following the stepsVse of paragraphs to organise ideas product the bridge, around the pond, through the for over-usedPractise simplifying overly complicated instructions by reducing the sentence construction		phrases to be specific	build up and use a	turns golden	simplistic construction	
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bucket, sharp scissors, thick card. Generate synonyms for over-used bucket, sharp scissors, thick card. bridge, around the pond, through the for over-used bridge, around the pond, through the for over-used bridge, around the pond, through the to organise ideas around a theme e.g. write instructions that have clear bridge, around the e.g. write bridge, around the e.g. write bridge, around a theme complexity of the sentence construction		equipment needed,	prepositions used to	from the oven'	following the steps	
scissors, thick card.example, under the bridge, around the pond, through the deep, dark woodsto organise ideas around a theme instructions by reducing the complexity of the sentence construction		for example, a large	indicate and clarify			
bridge, around the pond, through the for over-usedbridge, around the pond, through the deep, dark woodsaround a theme e.g. writeinstructions by reducing the instructions that bave clear		bucket, sharp	position, for	Use of paragraphs	Practise simplifying	
Generate synonyms for over-usedpond, through the deep, dark woodse.g. write instructions that have clearreducing the complexity of the sentence construction		scissors, thick card.	example, under the	to organise ideas	overly complicated	
Generate synonyms for over-useddeep, dark woods have clearinstructions that have clearcomplexity of the sentence construction			bridge, around the	around a theme	instructions by	
for over-used have clear sentence construction			pond, through the	e.g. write	reducing the	
		Generate synonyms	deep, dark woods	instructions that	complexity of the	
imperative verbs, for Introduction to sections, for		for over-used		have clear	sentence construction	
		imperative verbs, for	Introduction to	sections, for		
example, chop, slice, paragraphs as a way example,		example, chop, slice,	paragraphs as a way	example,		
cut explore and to group related introduction,		cut explore and	to group related	introduction,		
generate negative material e.g. explore equipment		generate negative	material e.g. explore	equipment		
commands, for instructions that have needed,			instructions that have	needed,		
example, Do not clear sections, for procedure,		example, Do not	clear sections, for	procedure,		
open the oven door. examples, additional advice,		open the oven door.	examples,	additional advice,		
introduction, conclusions			introduction,	conclusions		
equipment needed,			equipment needed,			

	1		
Use of capital letters,	procedure, additional	Appropriate choice	
full stops, question	advice, conclusions	of pronoun or	
marks and		noun within and	
exclamation marks to		across sentences	
demarcate sentences		to aid cohesion	
		and avoid	
Use of commas to		repetition e.g.	
separate items in a		investigate the use	
list e.g. use commas		of nouns and	
to separate items in		pronouns in	
the		instructional texts	
'materials/equipment		and support the	
needed'		children to realise	
		that nouns are	
		often repeated	
		-	
		-	
	full stops, question marks and exclamation marks to demarcate sentences Use of commas to separate items in a list e.g. use commas to separate items in the 'materials/equipment	full stops, question marks and exclamation marks to demarcate sentences Use of commas to separate items in a list e.g. use commas to separate items in the 'materials/equipment	full stops, question marks and exclamation marks to demarcate sentencesadvice, conclusionsof pronoun or noun within and across sentencesUse of commas to separate items in a list e.g. use commas to separate items in the 'materials/equipment needed'of pronoun or noun within and across sentences