

Instructional texts



Sharing Aspirations Inspiring Learners

Purpose

To ensure something is done effectively and/or correctly with a successful outcome for the participant/s

Generic Text Structure

Structure often includes:

- A title
- An introduction which may include rhetorical questions to capture the reader's interest (KS2)
- Subheadings e.g. What you need/ What to do
- List of items needed
- Numbered steps to explain the process

Planning and Preparation

- Practical experience of making the item to be written about
- Sequencing pictures related to process (EYFS/KS1)
- Contextualised SPAG (see below)
- N.B instructions can also be creative e.g. 'how to trap a dragon'. This type of instruction writing can be useful as it allows children to be imaginative about the steps necessary.
- Drama/role play
- Planning grids/ boxing up.

Progression in skills

EYFS

- Spoken/ pictorial instructions
- Use of 'bossy' verbs
- Title (can be given).
- Simple instructional sentences written next to a given picture of step or steps.

<p style="text-align: center;">KS1 As for EYFS plus</p>	<ul style="list-style-type: none"> • Simple time words first, next etc. • Use of imperative verbs e.g. Cut the card.... Paint your design... Begin to extend each instruction across two or more sentences using phrases like: Make sure/ Never / Ask a grown-up/ Always/ If/ Carefully/Do not • (Y2) Commas in lists may be used to separate required ingredients/materials. • Title e.g. How to • Bullet points or numbers • May include pictures with captions • Simple subheadings e.g. What you need/ What to do (can be given) <p><u>Possible text structure:</u></p> <p><u>Introduction</u></p>
	<p>Sentence to introduce item to be produced. List of ingredients and quantities beneath a subheading (can be given)</p> <p><u>Main body</u></p> <p>Sentences to describe each step with specific information. Numbered steps</p> <p><u>Conclusion</u></p> <p>A simple sentence to say what the end product will be like and what it can be used for.</p>

<p style="text-align: center;">LKS2</p>	<ul style="list-style-type: none"> • Higher order conjunctions e.g. unless, until, so that etc. • Express time, place and cause using conjunctions, adverbs and prepositions e.g. when this has been done... next add... after doing this.... • (Y4) Create cohesion through the use of nouns and pronouns to avoid repetition e.g. add the eggs and then beat them with a whisk until they are fluffy. • (Y4) Use fronted adverbials (conditional adverbials) to offer alternatives e.g. If you would like to make a bigger decoration, you could either double the dimensions or just draw bigger flowers. • Headings and subheadings to guide the reader. • Written in paragraphs. • May include labelled illustrations or diagrams to support specifics in the text. • <u>Possible text structure:</u> <u>Introduction</u> This may include rhetorical questions to engage the reader e.g. have you ever wanted to know how to? List of ingredients or quantities under a sub heading. <u>Main body</u> Sentences to describe each step with specific information and detail beneath subheading. <u>Conclusion</u> A concluding paragraph to say what the end product will be like and what it can be used for.
<p style="text-align: center;">UKS2</p>	<ul style="list-style-type: none"> • Parenthesis can be used to add additional advice e.g. (It's a good idea to leave it overnight, if you have time)... • Relative clauses can be used to add further information e.g. add further decorations, which can be home-made or shop bought....

- Modals can be used to suggest degrees of possibility e.g. you should... you might want to...
- Avoid personalisation i.e. use of 'you' especially when making the instructions sound more formal.
- (Y6) Adapt degrees of formality and informality to suit the form of the instructions e.g. if writing for a traditional cookery book aimed at experienced cooks 'separate the egg yolks, putting the whites to one side, and add to the mixture.' Or for a website aimed at the beginner. 'Just use the egg yolks for now. Put the whites in the fridge (you can make an omelette with them another day!)
- (Y6) Create cohesion across the text using a wide of cohesive devices.
- Use a variety of layout features to guide the reader including diagrams, fact boxes etc.

Possible text structure:

Introduction

This may include rhetorical questions to engage the reader e.g. have you ever wanted to know how to?

List of ingredients or quantities under a sub heading.

Main body

Sentences to describe each step with specific information and detail beneath subheading.

Conclusion

A concluding paragraph to say what the end product will be like and what it can be used for.