



Instructions

Year	Composition and Effect	Text structure and organisation	Grammar	Punctuation	Sentence Structure	Sentence starters
1	<ul style="list-style-type: none"> -Think out and give simple oral instructions -Read and follow a short series of instructions in a shared context -Write a couple of consecutive instructions independently -Include direct / imperative language -Use of adjectives and adverbs limited to giving essential information 	<ul style="list-style-type: none"> -Contribute to class composition of instructions with adult scribe -Statement of purpose given, list of materials or ingredients and sequential steps written 	<ul style="list-style-type: none"> -Present tense -Second person -Simple sentences -Proper nouns 	-	<ul style="list-style-type: none"> -Write a simple sentence -Expand and develop simple sentences by adding: an adverbial phrase, a noun phrase, a prepositional phrase 	<ul style="list-style-type: none"> -Start sentences with the subject -To avoid repetition, start with a personal pronoun (I, he, she, they, it, we)
2	<ul style="list-style-type: none"> -Use direct and imperative language -Use adjectives and adverbs limited to giving essential information -Remove any emotive language -Write simple instructions independently 	<ul style="list-style-type: none"> -Ensure that there is a statement of purpose, list of materials or ingredients and sequential steps -With support, compose instructions with additional diagrams 	<ul style="list-style-type: none"> -Second person -Imperative verbs -Time connectives -Adverbs to start sentences 	-Commas in a list	<ul style="list-style-type: none"> -Write statements, questions, exclamations, commands -Change one type of sentence to form another eg statement to question -Write a compound sentence using a coordinating conjunction -Use correlative conjunctions to create a sentence 	<ul style="list-style-type: none"> -Start sentence with an adverb (usually a 'ly' word) -Start a sentence with an adverb: earlier, later, recently etc -Start a sentence with an adverb that describes how often: once, annually, daily, never
3	<ul style="list-style-type: none"> -Read and compare examples of instructional texts evaluating their effectiveness -Research an area and then prepare a set of oral instructions. Try out with others and evaluate effectiveness. Review composition in light of feedback -Write clear written instructions using correct register and devices to aid the reader 	<ul style="list-style-type: none"> -Identify organisational devices with make instructions easier to follow eg lists, numbered, bulleted points, diagrams with arrows, keys 	-	-Bullet points	<ul style="list-style-type: none"> -Write sentences using repetition for effect and persuasion -Identify and write complex sentences using subordinate conjunctions -Write 'drop in' clauses (relative clauses): which, who, where and what 	<ul style="list-style-type: none"> -Start with a prepositional phrase: above, below, underneath -Start a sentence with two 'ly' adverbs
4	<ul style="list-style-type: none"> -Follow oral instructions of increased complexity 	<ul style="list-style-type: none"> -Evaluate sets of instructions for purpose, organisation and layout, clarity and usefulness -Identify sets of instructions which are for more complex procedures, or are combined with other text types (eg some recipes). Compare these in terms of audience / purpose and form (structure and language features) 	<ul style="list-style-type: none"> -Modal verbs -Formal language 		<ul style="list-style-type: none"> -Manipulate complex sentences to show that the subordinate clause can move around the sentence -To include an 'ing' clause 	<ul style="list-style-type: none"> -Start a sentence with an 'ing' verb -Start a sentence with a simile -Start a sentence with an 'ed' word
5	<ul style="list-style-type: none"> -Give clear oral instructions to achieve the completion of a common task 	<ul style="list-style-type: none"> -Evaluate sets of instructions for purpose, organisation and layout, clarity and usefulness -Identify sets of instructions which are for more complex procedures or are combined with other text types (eg some recipes). Compare these in terms of audience / purpose and form (structure and language features) 	<ul style="list-style-type: none"> -Colons to begin a list 	<ul style="list-style-type: none"> Parthesis using hyphens, commas and brackets -Colons to begin a list 	<ul style="list-style-type: none"> -Use two coordinating conjunctions with three main clauses -Use a coordinating and subordinate conjunction with two main and one subordinate clause -Edit sentences by either shortening or lengthening 	<ul style="list-style-type: none"> -Start a sentence with an 'ed' expanded clause
6	<ul style="list-style-type: none"> -Use the language conventions and grammatical features of the different types of text as appropriate 	<ul style="list-style-type: none"> -Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types 	-	-	<ul style="list-style-type: none"> -Active and passive sentences -A sentence that lists three actions with the final two clauses separated by a conjunction 	<ul style="list-style-type: none"> -Start a sentence with a subordinate conjunction