Progression in Instruction Texts

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

Common Examples:

- How to design and make artefacts
- Technical manuals: how operate computers, devices etc.
- How to carry out science experiments/mathematical procedure
- How to play a game
- Recipes

Generic Structure:	**Planning and Preparation:**
- Begin by defining the goal or desired outcome eg. *How to make a board game* - List any material or equipment needed, in order - Provide simple, clear instructions. Provide steps that need to be undertaken in the order followed to achieve goal. - Diagrams or illustrations are often integral and make even take the place of some of the text. Eg. *Diagram B shows you how to connect the wires.* - A final evaluative statement can be used to wrap up the process eg. *Now go and enjoy playing your new game. Your beautiful summer salad is ready to eat.*	- Use the title to show what the instructions are about eg. *How to look after goldfish.* - Work out exactly what sequence is needed to achieve planned goal. - Decide on the important points you need to include at each stage. - Keep sentences as short and simple as possible. - Avoid unnecessary adjectives and adverbs or technical words, especially if your readers are young. - Appeal directly to the reader's interests and enthusiasm eg. *You will really enjoy this game. Why not try out this delicious recipe on your friends? Only one more thing left to do now.*

Progression in Instruction Texts

	Progression in grammatical features
EYFS	• Responds to instructions involving a two-part sequence • Carries out instructions • Uses imperative verbs when giving instructions during play
Year 1	• Write simple instructions using time words eg, *First, next,* • Use imperative verbs eg. *Cut the card… Paint your design…* (some might be negative commands) eg. *Do not use any glue at this point…*
Year 2	• Use command sentences (see Y1) • Commas in lists may be used to separate required ingredients/materials
Year 3	• Express time, place and cause using conjunctions eg. *so, because, when,* adverbs and prepositions eg. *when this has been done… next add… after doing this…* • Heading and subheadings used to aid presentation eg. *separating equipment from steps and procedure.*
Year 4	• Create cohesion through the use of nouns and pronouns to avoid repetition eg. *add <u>the eggs</u> and then beat <u>them</u> with a whisk until <u>they</u> are fluffy.* • Use fronted adverbials (conditional adverbials) to offer alternatives eg. *<u>If you would like to make a bigger decoration,</u> you can either double the dimensions or just draw bigger flowers.* • Headings and subheadings used to aid presentation.
Year 5	• Parenthesis can be used to add additional advice eg. (*It's a good idea to leave it overnight if you have time*)… • Relative clauses can be used to add further information eg. *add further decoration to the Christmas tree, which can be home-made or shop bought…* • Modals can be used to suggest degrees of possibility eg. *you should… you might want to…* • Use layout devices to provide additional information and guide the reader eg. *diagrams, bullet points, numbers or letters will help the reader to keep tack as they work their way through each step*
Year 6	• Adapt degrees of formality and informality to suit the form of the instructions eg. *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 a beginner: 'Just use the egg yolks for now. Put the whites in the fridge (you can make an omelette with them another day!* • Create cohesion across the text using a wide range of cohesive devices including layout feature to guide the reader.