

Instructions Skills Progression

Year 1	<ul style="list-style-type: none"> ● Use of 'bossy' verbs ● Title (can be given) ● Simple instructional sentences written next to a given picture of step or steps ● Simple time words first, next etc. ● Bullet points or numbers ● May include pictures with captions
Year 2	<ul style="list-style-type: none"> ● 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 ● Commas in lists may be used to separate required ingredients/materials ● Title e.g. How to ● Simple subheadings e.g. What you need/ What to do (can be given) <p style="text-align: center;"><u>Possible text structure:</u></p> <p style="text-align: center;">Introduction: Sentence to introduce item to be produced. List of ingredients and quantities beneath a subheading (can be given) Main body: Sentences to describe each step with specific information. Conclusion: A simple sentence to say what the end product will be like and what it can be used for.</p>
Year 3	<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.... ● Headings and subheadings to guide the reader ● Written in paragraphs ● May include labelled illustrations or diagrams to support specifics in the text
Year 4	<ul style="list-style-type: none"> ● 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. ● Use fronted 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 <p style="text-align: center;"><u>Possible text structure: (LKS2)</u></p> <p style="text-align: center;">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.</p>

<p>Year 5</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.
<p>Year 6</p>	<ul style="list-style-type: none"> ● (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.