

Non Fiction Progression Plan: Instructions (Writing to Inform)

It is our intention that writing across the curriculum will inspire, engage and challenge all pupils, enabling them to develop the skills to effectively communicate their thoughts, ideas and emotions to others. We aim to build the pupils' stamina for writing, vocabulary knowledge and understanding of grammar, by creating a positive approach to an increasingly wide range of text types.

We recognise the importance of fostering a culture where pupils take pride in their writing, write clearly and accurately and modify their language choices to suit a variety of audiences, purposes and contexts.

To support children moving towards independent writing at the age-related standard, we provide a wide range of writing stimuli, including the use of film and imagery; modelled, shared and guided writing; peer conferencing and group discussion. We believe that these rich and varied techniques will support our writers across the curriculum.

Progression in Non-Fiction – Instruction Writing

Like all text types, variants of instructions occur and they can be combined with other text types. They may be visual only (e.g. a series of diagrams with an image for each step in the process) or a combination of words and images. Instructions and procedural texts are found in all areas of the curriculum and include rules for games, recipes, instructions for making something and directions. Rachel Clarke

Year 3/4	Year 5/6
Composition	
<p>Planning</p> <ul style="list-style-type: none"> ● Discuss writing that is similar to the writing they are planning in order to understand and learn from the structure, vocabulary and grammar. <p>Drafting</p> <ul style="list-style-type: none"> ● Compose and rehearse sentences orally (including dialogue) progressively building a rich and varied vocabulary and range of sentence structures ● Organise paragraphs around them. <p>Evaluating and Editing</p> <ul style="list-style-type: none"> ● Assess the effectiveness of their own and others' writing suggesting improvements. ● Propose changes to grammar and vocabulary to improve consistency (including the accurate use of pronouns). ● Proof read for spelling and punctuation errors. <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Planning</p> <ul style="list-style-type: none"> ● Identify the audience and purpose of the writing and select the appropriate form. ● Note and develop initial ideas, drawing on reading and research, where necessary. <p>Drafting</p> <ul style="list-style-type: none"> ● Select the appropriate grammar and vocabulary, understanding how choices can change and enhance meaning. ● Longer passages/stamina for writing. ● Use a range of devices to build cohesion within and between paragraphs. ● Consider how other writers have developed their writing in a variety of different examples. <p>Evaluating and Editing</p> <ul style="list-style-type: none"> ● Assess the effectiveness of their own and others' writing. ● Propose changes to vocabulary, grammar and punctuations to enhance effects and clarify meaning.

Inspired by Rachel Clarke's progression documents www.primaryenglishshed.co.uk. This in turn was influenced by 'Progression in Narrative' produced by the National Strategies.

	<ul style="list-style-type: none"> • Ensure the consistent and correct use of tense throughout a piece of writing. • Ensure correct subject and verb agreement when using singular and plural. • Proof read for spelling and punctuation errors. <p>Perform their own compositions, using the appropriate intonation, volume and movement so that the meaning is clear.</p>
Handwriting	
<p>Horizontal and diagonal strokes needed to join letters.</p> <p>Mostly joined/joined knowing not to join capital letters</p> <p>Increase consistency, legibility and quality of handwriting.</p>	<p>Writing legibly, fluently and with increased speed.</p> <p>Joined handwriting.</p> <p>Choosing a writing style for the task</p>

Writing a Instructions (Writing to Inform)			
Generic text Structure	Year group organisation of genre	Grammatical/sentence features/punctuation	Planning and Preparation
<p>Purpose:</p> <p>To ensure something is done effectively and/or correctly with a successful outcome for the participant/s</p> <p>To tell how to do or make something.</p> <p>To describe a process in chronological order.</p> <p>Types: DIY manual Craft Recipe Science Experiment Instructions and packaging</p>	<p><u>Year 3 and 4</u></p> <p>Clearly defined title with a picture of the finished article if relevant.</p> <p>Introduction to give the reader more detail/hook them into wanting to use the instructions</p> <p>You Will Need/Equipment Section</p> <p>Headings to separate equipment from procedure</p> <p>Clear, ordered method. Tips and precautionary advice to be embedded in the text.</p> <p>Final evaluative statement</p>	<p><u>Year 3</u></p> <p>Express time, place and cause using conjunctions (eg: when, before, after, while, so because)</p> <p>Prepositional phrases (for example, because of)</p> <p>Adverbs (for example then, next, soon)</p> <p>Headings and subheadings to aid presentation</p> <p>Use of the present perfect form of verbs</p> <p><u>Year 4</u></p>	<p>Are you writing to entertain or writing to inform?</p> <p>Discuss/explore the structure of instructions for a range of different purposes (i.e. DIY, cookery, Science experiment, games)</p> <p>Focus on the purpose of each feature and begin to look for (where previously taught) or teach (where new to Year group) grammatical features that are particularly useful for the genre.</p> <p>Children decide on equipment needed and steps through experience or research</p>

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<p>How to design and make artefacts Technical manuals: how to operate computers, phones, devices How to play a game</p> <p>Instructions have the following structure:</p> <ul style="list-style-type: none"> ✓ Begin by defining the goal or desired outcome. E.g. How to make a board game. ✓ An opening sentence or 'hook' to interest the reader. E.g. Would you like to know how to make a bird feeder? Read these instructions to find out how. 		<p>Noun phrases expanded by the addition of modifying adjectives to add clarity.</p> <p>Ideas organised around a theme (step).</p> <p>Create cohesion through use of noun. (eg Add the egg and then beat it with a whisk)</p> <p>Fronted adverbials (suggested alternatives? If you would like to make a bigger decoration,)</p> <p>Additional advice added through parenthesis (it's a good idea to leave it overnight if you have time...)</p>	<p>Oral rehearsal of ideas.</p> <p>What details are important to ensure that the instructions can be successfully carried out? What could go wrong? Make decisions about the evaluative statement depending on the type of instructions.</p> <p>Encourage children to read the text through as if they don't know how to make the item. Are they effective?</p> <p>Think about the end reader/user</p> <p>Encourage children to think about word choices i.e. how might the vocabulary differ if instructions were for small children as opposed to an adult putting furniture together.</p>
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<ul style="list-style-type: none"> ✓ List any material or equipment needed, in an order ✓ Provide simple, clear, ordered instructions to achieve the stated goal. Warnings may be given to ensure the reader stays on track. E.g Be careful to connect the wires precisely. Scissors are sharp! You may need a grown up to help. ✓ Diagrams or illustrations are often integral and may even take the place of some text (Diagram B shows you how to connect the wires.) ✓ A Final evaluative statement can be used 			<p>Appeal directly to the reader's interest and enthusiasm i.e. Only one more thing left to do now or Why not bake this delicious cake for your friends?</p>
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<p>to wrap up the process. E.g. Now go and enjoy playing your new game. Your beautiful summer salad is now ready to eat.</p>			
	<p><u>Year 5 and 6</u></p> <p>Clearly defined title with a picture of the finished article if relevant.</p> <p>Word choices and sentence structures to be used suited to the audience.</p> <p>Introduction to give the reader more detail/hook them into wanting to use the instructions</p>	<p><u>Year 5 and 6</u></p> <p>Indication of degrees of possibility using adverbs and modal verbs.</p> <p>Use layout devices to provide additional information and guide the reader.</p> <p>Create cohesion within paragraphs using adverbials.</p>	<p>Are you writing to entertain or writing to inform?</p> <p>Discuss/explore the structure of instructions for a range of different purposes (i.e. DIY, cookery, Science experiment, games)</p> <p>Children have met this genre a number of times and should be familiar with this – focus should be on the process and therefore the type of instructions best suited to serve the purpose.</p>

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	<p><i>You Will Need/Equipment</i> Section containing precise detail about items needed.</p> <p>Headings to separate equipment from procedure</p> <p>Clear, ordered method. Tips and precautionary advice to be embedded in the text. More complex processes will be described.</p> <p>Final evaluative statements with details of potential uses.</p>	<p><i>Relative clauses</i> can be used to add further information.</p> <p><i>Parenthesis</i> can be used to add clarification for technical words.</p> <p><i>Adverbs</i> of time, place, manner and to show how often.</p> <p><i>Nouns and pronouns</i> used for clarity and cohesion.</p> <p>Correct use of simple present, present progressive and present perfect.</p> <p><i>Fronted adverbials</i></p> <p><i>Implied second person</i></p> <p><i>Use of modal verbs</i></p> <p>Text changes according to text type.</p>	<p>Focus on the purpose of each feature and begin to look for (where previously taught) or teach (where new to Year group) grammatical features that are particularly useful for the genre. By Year 6 children should be selecting their own grammatical features.</p> <p>Children decide on equipment needed and steps through experience or research</p> <p>Oral rehearsal of ideas. What details are important to ensure that the instructions can be successfully carried out? What could go wrong? Make decisions about the evaluative statement depending on the type of instructions.</p>
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		<p>Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity.</p> <p><u>Year 6</u></p> <p>Adapt degrees of formality and informality to suit the form of instructions.</p> <p>Create cohesion across the text using a wide variety of cohesive devices including layout features.</p> <p>Using a colon to introduce a list and semi colons within lists.</p> <p>Bullet points to list information</p>	<p>Encourage children to read the text through as if they don't know how to make the item. Are they effective? Individual, peer and teacher feedback working more towards independently editing and re-drafting</p> <p>Think about the end reader/user</p> <p>Encourage children to think about word choices i.e. how might the vocabulary differ if instructions were for small children as opposed to an adult putting furniture together.</p> <p>Appeal directly to the reader's interest and enthusiasm i.e. Only one more thing left to do now or</p>
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			<i>Why not bake this delicious cake for your friends?</i> <i>Publish (if for a purpose)</i>
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