



Ruardean C of E Primary School

Love of learning – Love of life – Love of one another

Non-fiction Genre Skills Progression

Year 1– Year 6

V1 8-12-22

Progression in Instructional 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.

PURPOSE – Writing to Inform	Text Types
To ensure something is done effectively and/or correctly with a successful outcome for the participant/s	How to design and make artefacts Technical manuals: how to operate computers, phones, devices How to carry out science experiments or to carry out a mathematical procedure How to play a game Writing rules for behaviour How to cook and prepare food Timetables and route-finders Posters, notices and signs Instructions on packaging

Generic Text Structure – all year groups

- Begin by defining the goal or desired outcome. E.g. How to make a board game. Use the title to show what the instructions are about. E.g. How to look after goldfish
- List any material or equipment needed, in order.
- Provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal. Work out exactly what sequence is needed to achieve the 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 interest and enthusiasm. E.g. You will really enjoy this game. Why not try out this delicious recipe on your friends? Only one more thing left to do now.
- 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 to wrap up the process. E.g. Now go and enjoy playing your new game. Your beautiful summer salad is now ready to eat.

Progression of Text Features

YEAR 1	<ul style="list-style-type: none">• Listen to and follow a single more detailed instruction and a longer series of instructions• Plan and give clear single oral instructions• Routinely read and follow written classroom labels carrying instructions• Read and follow short series of instructions in shared context• Contribute to class composition of instructions with teacher scribing• Write consecutive instructions independently
YEAR 2	<ul style="list-style-type: none">• Listen to and follow a series of more complex instructions• Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams• Analyse some instructional texts and note their function, form and typical language features:• Use direct/imperative language• As part of a group with the teacher, compose a set of instructions with additional diagrams, list of materials or ingredients and sequential steps• Write extended instructions independently e.g. getting to school, playing a game• Write titles to show what the instructions are about e.g. <i>How to look after goldfish</i>• Generate synonyms for over-used imperative verbs e.g. <i>chop, slice, cut</i>• Explore and generate negative commands e.g. <i>Do not open the oven door.</i>
YEAR 3	<ul style="list-style-type: none">• Read and follow increasingly complex instructions• Read and compare examples of instructional text, evaluating their effectiveness.• Research a particular area (e.g. playground games) and work in small groups to prepare a set of oral instructions. Try these out with other children and evaluate their effectiveness• Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows, keys• Independently write clear written instructions using simple devices (such as those above and listed in Y2 examples) to aid the reader

YEAR 4	<ul style="list-style-type: none"> • In group work, give clear oral instructions to achieve the completion of a complex task. • Follow oral instructions of increased complexity • Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness • Compare these in terms of audience/purpose and form (structure and language features) • Write a set of extended instructions (using appropriate form and features) and test them out on other people, revise and try them out again • Include introductory and concluding paragraphs around the instructional material
YEAR 5	<ul style="list-style-type: none"> • Read sets of instructions which are for more complex procedures, or are combined with other text types (e.g. some recipes) and evaluate their effectiveness • Continue to develop the complexity of instructions as described in Year 4 • Write instructions that have clear sections such as introduction, equipment needed, procedure, additional advice and conclusion; ensure the text as a whole is cohesive • Interweave the use of diagrams and illustrations, using these to take the place of text where a visual would make the instructions easier to follow e.g. <i>Diagram B shows you how to connect the wires.</i>
YEAR 6	<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; explore the use of procedural writing in fiction • Continue to develop the skills set out for year 6 in relation to more complex subjects (in terms of language and processes) • Embed instructions within another text type (such as a report or explanation) and use the language conventions and grammatical features of the different types of text as appropriate • Identify effective examples of instructions and use these to study the nature of the sentence construction used e.g: <ul style="list-style-type: none"> ➤ Note the use of relatively simple sentence constructions, which include a limited number of additional clauses and phrases ➤ Note where sentences could have been combined to create a more sophisticated, complex construction, but where the author has chosen a more simplistic construction to aid the reader in following the steps ➤ Practise clarifying overly complicated instructions by reducing the complexity of the sentence construction or by adding in punctuation to avoid ambiguity and add precision to meaning ➤ Consider vocabulary choices for precision and clarity
MOVING BEYOND	Continue to develop the skills set out for year 6 in relation to more complex subjects (in terms of language and processes) and in different contexts.

Progression in Grammar

YEAR 1	<ul style="list-style-type: none"> • Separation of words with spaces • How words can combine to make sentences • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences e.g. <i>Be careful not to drop it!</i> • Joining words and joining clauses using 'and' e.g. <i>Add the milk <u>and</u> the eggs.</i> • Capital letters for names and for the personal pronoun I <p>Note: Commands (covered in the Y2 statements) are a core element in instructional writing so will be introduced in Year 1.</p>
YEAR 2	<ul style="list-style-type: none"> • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command e.g. <i>Take the cake out of the oven</i> vs. <i>Can you please take the cake out of the oven?</i> • Use commas to separate items in a list e.g. to separate items in the 'materials/equipment needed' list: <i>a bucket, scissors and card</i> • Expanded noun phrases for description and specification e.g. use expanded noun phrases to be specific about materials or equipment needed e.g. <i>a large bucket, sharp scissors, thick card</i> • Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) e.g. clarify instructions using subordination e.g. <i>Take the cake out of the oven <u>when</u> the top looks golden brown.</i> • Use of the suffixes –er, –est in adjectives e.g. <i>Put it in the hottest part of the oven.</i>

YEAR 3	<ul style="list-style-type: none"> Expressing time, place and cause using conjunctions [e.g. <i>when, before, after, while, so, because</i>] e.g. to build on the range of conjunctions used in year 2 to extend instructions Expressing time, place and cause using adverbs [e.g. <i>then, next, soon, therefore</i>] e.g. through reading, build up and use a wide range of adverbs used to sequence instructions Expressing time, place and cause using prepositions [e.g. <i>before, after, during, in, because of</i>] For example, through reading instructions written to give directions, build up and use a wide range of prepositions used to indicate and clarify position e.g. <i><u>under the bridge</u>, <u>around the pond</u>, <u>through the deep, dark woods</u></i> Introduction to paragraphs as a way to group related material. For example, explore instructions that have clear sections, e.g. introduction, equipment needed, procedure, additional advice, conclusions Headings and sub-headings to aid presentation e.g. <i><u>List of equipment</u></i>
YEAR 4 (As for Y3 plus)	<ul style="list-style-type: none"> Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>] e.g. investigate instructions with differing levels of formality and decide on an appropriate register when writing their own. For example, <i>‘Cook the cheesecake in the oven for 20 minutes.’</i> compared with <i>‘Pop the cheesecake in the oven for 20 mins.’</i> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. investigate noun phrases in instruction texts and decide when noun phrases can be pared down to avoid unnecessary complexity, and when additional detail is essential e.g. <i>Zest four unwaxed lemons and add to 50g of self-raising flour</i> rather than <i>Zest four fresh, juicy lemons and add to some flour</i> Use words and phrases that help to clarify the sequence of events <ul style="list-style-type: none"> ➤ adverbials [e.g. Next, After that, Following this,] for example, <i>After this, add the eggs</i> or <i>Add the eggs at this point.</i> ➤ use the conjunction ‘if’ to start complex sentences which give additional advice, for example, <i>If the mixture separates, ...</i> ➤ compare the clarity of the instruction when the adverbial or subordinate clause is fronted, for example, <i>Remove the cake from the oven when it turns golden brown</i> compared with <i>When the cake turns golden brown, remove it from the oven</i> Use of paragraphs to organise ideas around a theme e.g. write instructions that have clear sections, for example, introduction, equipment needed, procedure, additional advice, conclusion Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition for example <ul style="list-style-type: none"> ➤ investigate the use of nouns and pronouns in instructional texts and support the children to realise that nouns are often repeated (rather than replaced with pronouns) to ensure greater clarity e.g. <i>Step 5: Take <u>the cake</u> from the oven.</i> <i>Step 6: Ice <u>the cake</u> once it has cooled.</i>

YEAR 5	<ul style="list-style-type: none"> Linking ideas across paragraphs using cohesive devices. For example, further explore the repetition of subject nouns in effective instructional texts (see year 4), rather than the use of pronouns which may cause confusion Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun e.g. <i>Place the cake into the oven, <u>which</u> should be set at 180°.</i> Brackets, dashes or commas to indicate parenthesis e.g. <i>Then add 50g of cheese (Parmesan or Cheddar work best).</i> Use of commas to clarify meaning or avoid ambiguity e.g. <i>Add the chocolate, icing and sprinkles.</i> vs <i>Add the chocolate icing and sprinkles.</i>
YEAR 6 (As for Y5 plus)	<ul style="list-style-type: none"> Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] e.g. experiment with using different layout devices and evaluate the effectiveness of these Use of the colon to introduce a list and use of semi-colons within lists to aid clarity e.g. <i>List of ingredients: 150g self-raising flour; 150g soft brown sugar; 150g butter or margarine, softened; 3 eggs, whisked lightly; 100g strawberries, blueberries and raspberries.</i> Use of the semi-colon, colon and dash to mark the boundary between independent clauses e.g.: <ul style="list-style-type: none"> ➤ <i>Follow safety advice: do not use sharp knives unaided.</i> ➤ <i>Take the fourth turn on the left; keep walking until you get to the end of this road.</i>

Adapted from Herts For Learning non-fiction genre progression of skills documents.