## SKILLS PROGRESSION: INSTRUCTIONAL/ PROCEDURAL TEXTS

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

**Examples of text type:**
- How to design and make artefacts
- Technical manuals: how to operate computers, phones or other devices
- How to carry out science experiments or to carry out a mathematical procedure
- How to play a game
- Writing rules for behaviour
- Recipes
- Timetables and route-finders
- Posters, notices and signs
- Instructions on packaging

| Generic Text Structure | Planning and Preparation |
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| - Begin by defining the goal or desired outcome. E.g. How to make a board game.<br>- List any material or equipment needed, in order.<br>- 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.<br>- Diagrams or illustrations are often integral and may even take the place of some text. (Diagram B shows you how to connect the wires.)<br>- 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. | - Use the title to show what the instructions are about. E.g. How to look after goldfish.<br>- Work out exactly what sequence is needed to achieve the planned goal.<br>- Decide on the important points you need to include at each stage.<br>- Keep sentences as short and simple as possible.<br>- Avoid unnecessary adjectives and adverbs or technical words, especially if your readers are young.<br>- 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. |

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| | - Use procedural texts within other text types when you need a set of rules, guidelines or instructions to make something really clear for the reader |

| SKILLS PROGRESSION | |
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| **EYFS** | - Responds to instructions involving a two part sequence.<br>- Carries out instructions which contain several parts in a sequence. (ELG).<br>- Writes simple instructional sentences which can be read by himself/herself and others (ELG).<br>- Uses some key features of genre e.g. imperative verbs in his/her writing (ELG Exc) |
| **YEAR 1** | - Write simple instructions using time words first, next etc. and imperative verbs e.g. Cut the card…. Paint your design… some of these may be negative commands e.g. Do not use any glue at this stage… |
| **YEAR 2** | - Use of command sentences (see Y1)<br>- Commas in lists may be used to separate required ingredients/materials. |
| **YEAR 3** | - Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions e.g. when this has been done… next add… after doing this…<br>- Heading and subheadings used to aid presentation e.g. separating equipment from steps or procedure. |
| **YEAR 4** | - 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.<br>- Use fronted adverbials (conditional 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.<br>- Heading and subheadings used to aid presentation |
| **YEAR 5** | - Parenthesis can be used to add additional advice e.g. (It's a good idea to leave it overnight if you have time)… |

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| | - Relative clauses can be used to add further information e.g. add further decorations to the Christmas tree, which can be homemade or shop bought…<br>- Modals can be used to suggest degrees of possibility e.g. you should… you might want to…<br>- Use layout devices to provide additional information and guide the reader e.g. diagrams, bullet points, numbers or letters will help the reader to keep track as they work their way through each step. |
| **YEAR 6** | - 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!)'<br>- Create cohesion across the text using a wide of cohesive devices including layout features to guide the reader. |