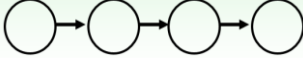

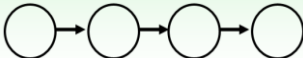

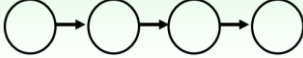
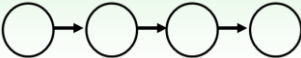


Writing Progression Text Level: Instruction (To ensure something is done effectively and/or correctly with a successful outcome).

Year group/ Age	Purpose/Audience Examples of this text type	Possible planning format	Language features	Organisational features
Year 1 expected	<p>Audience: Someone who wants to know what to do</p> <p>Purpose: To help the reader to achieve the aim easily</p> <p>Examples of text type: Recipe, science experiment, instructions on packaging, how to make/ do something</p>	<p>Plan uses sequential order</p>  <p>Could use washing line with pictures</p>  <p>Do or make the activity to help plan</p>	<p>Simple clear language</p> <p>If person is used - use of second person You</p> <p>Time conjunctions First, second, next, after, finally</p> <p>Imperative verbs (commands) Cut, chop, grate, sprinkle, paint, glue</p>	<p>Title - End goal e.g. How to make a pizza</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">List of materials or equipment needed</div> <div style="border: 1px solid black; padding: 5px;">Simple clear instructions in chronological order First you spread the tomato sauce. Next you sprinkle the cheese on the sauce.</div> <p>Diagram (labels) or illustration may be used to support steps</p>
Year 2 expected	<p>Audience: Someone who wants to know what to do</p> <p>Purpose: To help the reader to achieve the aim easily</p> <p>Examples of text type: Recipe, science experiment, instructions on packaging, how to make/ do something</p>	<p>Plan uses sequential order</p>  <p>Could use washing line with pictures</p>  <p>Do or make the activity to help plan</p>	<p>See year 1</p> <p>Additional year 2 language features Instructions may include negative commands. Do not use any glue at this stage</p> <p>Extend complexity of sentences where appropriate using conjunctions And....because</p>	<p>Title - End goal e.g. How to make a pizza</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">List of materials or equipment needed Bullet points</div> <div style="border: 1px solid black; padding: 5px;">Simple clear instructions in chronological order Bullet points or numbers may be used to further organise the writing</div> <p>Diagram (labels) or illustration may be used to support steps</p>
Year 3 expected	<p>Audience: Someone who wants to know what to do</p> <p>Purpose:</p>	<p>Plan uses sequential order</p> 	<p>See year 1 and 2</p> <p>Additional year 3 language features Instructions may give additional advice. e.g. It's a good idea to leave it overnight if you have time. If the mixture separates...</p>	<p>Title - End goal e.g. How to make a pizza</p> <div style="border: 1px solid black; padding: 5px;">List of materials or equipment needed</div>

Writing Progression Text Level: Instruction (To ensure something is done effectively and/or correctly with a successful outcome).

	<p>To help the reader to achieve the aim easily</p> <p>Examples of text type: Recipe, science experiment, instructions on packaging, how to make/ do something</p>	<p>Do or make the activity to help plan</p>	<p>or suggested alternatives <i>If you would like to make a bigger decoration, you could either double the dimensions of the base or just draw bigger flowers</i></p> <p>Extend complexity of sentences where appropriate using conjunctions from writing progression in sentence level document</p>	<p>Bullet points</p> <p>Simple clear instructions in chronological order <i>Bullet points or numbers may be used to further organise the writing</i></p> <p>Include a final evaluative statement to wrap up the process. <i>Your beautiful summer salad is now ready to eat.</i></p> <p>Diagram (labels) or illustration may be used to support steps</p>
<p>Year 4 expected</p>	<p>Audience: Someone who wants to know what to do</p> <p>Purpose: To help the reader to achieve the aim easily</p> <p>Examples of text type: Recipe, science experiment, instructions on packaging, how to make/ do something</p>	<p>Plan uses sequential order</p>  <p>Do or make the activity to help plan</p>	<p>See previous years</p> <p>Additional year 4 language features</p> <p>Introduce <i>third person instructions</i> by writing instructions for more than one person. <i>E.g. Instructions for games</i></p> <p>Written in present tense Provides names and labels Player A takes a card..... <i>Team 1 tries to score points....</i> <i>Team 2 tries to stop them....</i> <i>The batting side.....</i> <i>The fielding side.....</i></p> <p>Imperative verbs (commands) are more advanced within sentences <i>Mix the flour..... Cut along the line..... Press the space bar.....</i> <i>Feed and exercise your dog..... Always use the correct safety equipment...</i></p> <p>Appeal directly to the reader's interest and enthusiasm. <i>You will really enjoy this game. Why not try out this delicious recipe on your friends? Only one more thing left to do now.</i></p> <p>Extend complexity of sentences where appropriate using conjunctions from writing progression in sentences level document</p>	<p>Title - End goal e.g. <i>How to make a pizza</i></p> <p>List of materials or equipment needed Bullet points</p> <p>Simple clear instructions in chronological order <i>Bullet points or numbers may be used to further organise the writing</i></p> <p>Include a final evaluative statement to wrap up the process. <i>Now go and enjoy playing your new game.</i> <i>Your beautiful summer salad is now ready to eat.</i></p> <p>Diagram (labels) or illustration may be used to support steps</p>

Writing Progression Text Level: Instruction (To ensure something is done effectively and/or correctly with a successful outcome).