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

Features of an instructional text

*Non-Fiction Texts produced by the National Strategies

Generic text structure	Grammatical features	Planning and preparation
- Begin by defining the goal or desired outcome. E.g. How to make a board game. - 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. - 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.	- Use of imperative/command sentences 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... - Commas in lists can be used to separate require ingredients/materials - Conjunctions, adverbs and prepositions can be used to order and explain the procedure e.g. when this has been done...next add...after doing this... - Relative clauses can be used to add further information e.g. Collect your jam from the fried, which may be bought or homemade... - Cohesion can be created, and repetition avoided through the use of nouns and pronouns e.g. Add the egg and then beat it with a whisk. - Additional advice can be added through the use of parenthesis e.g. (It's a good idea to leave it overnight if you have time) ... - Conditional adverbials can be used, including as fronted adverbials to make suggested alternatives e.g. If you would like to make a bigger decoration, you could either double the dimensions of the base or just draw bigger flowers. - Modals can be used to suggest degrees of possibility e.g. you should...you might want to... - Different degrees of formality may be required e.g. Cook for 20 minutes/Pop your cheesecake in the oven for 20 minutes. - Headings can be used to separate the equipment from the procedure. - Layout devices such as bullet points, numbers or letters to help your reader keep track as they work their way through each step.	- Use the title to show what the instructions are about. E.g. How to look after goldfish. - 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. - 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.

Progression by year group

*Jane Considine text progression document

Year 1

Text Structure	Sentence	Useful Vocab	Word classes	Punctuation
- Ideas grouped in sentences in time sequence. - Written in the imperative e.g. sift the flour. - Use of numbers or bullet points to signal order.	- Simple connectives are used to construct simple sentences e.g. and, but, then, so. - Imperative verbs start sentences e.g. spread, slice, cut. - Sentences do not include pronouns and are written impersonally	1, 2, 3, 4, 5 First Next After Cut Move Fold Stir Colour Paint	**Noun** What a noun is. Regular plural nouns with 'er' **Verbs** Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' **Adjectives** Add 'er' and 'est' to adjectives where no change is needed to root word. **Connectives/conjunctions** Join words and sentences using and/ then. **Tense** Simple past tense 'ed'	- Use spaces to separate words. - Begin to use full stops. - Begin to use exclamation marks. - Capital letters for start of sentence, names, personal pronouns. - Read words with contractions.

Year 2

Text Structure	Sentence	Useful Vocab	Word classes	Punctuation (new to year group)
- A goal is outlined – a statement about what is to be achieved. - Written in sequenced steps to achieve the goal. - Diagrams and illustrations are used to make the process clearer.	- Imperative verbs are used to begin sentences. - Use simple adverbs e.g. slowly, quickly. - Use simple noun phrases e.g. long stick.	First of all To start with Firstly Lastly Finally Carefully Gently Slowly Softly	**Noun** Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. **Verbs** Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. **Adjectives** Add 'er' and 'est' to adjectives where no change is needed to root word. **Connectives/conjunctions** Subordination – when, if, that, because Coordination – or, and, but. **Tense** Correct and consistent use of past and present tense. **Adverbs** 'ly' added to adjective to form adverb.	- Use spaces that reflect the size of the letters. - Use full stops correctly. - Use question marks correctly. - Use exclamation marks correctly. - Use capital letters correctly. - Apostrophes for contractions. - Possessive apostrophes for singular nouns. - Commas to separate items in lists.

Year 3

Text Structure	Sentence	Useful Vocab	Word classes	Punctuation (new to year group)
• A set of ingredients and equipment needed are outlined clearly. • Organised into clear points denoted by time	• Simple sentences with extra description. • Some complex sentences using when, if, as etc. • Adverbials e.g. When the glue dries, attach the paperclip.	Afterwards After that To begin with Begin by Secondly The next step is to With a slow movement With a quick pull Try to	**Noun** Form nouns using prefixes. Nouns and pronouns used to avoid repetition. **Verbs** Present perfect forms of verbs instead of 'the' **Adjectives** Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because) **Tense** Correct and consistent use of past and present tense. **Adverbs** Introduce/revise adverbs. Express time and cause; then, next, soon.	• Introduce possessive apostrophes for plural nouns. • Introduce inverted commas.

Year 4

Text Structure	Sentence	Useful Vocab	Word classes	Punctuation (new to year group)
• A set of ingredients and equipment needed are outlined clearly. • Sentences include precautionary advice e.g. Be careful not to over whisk as it will turn into butter. • Friendly tips/suggestions are included to heighten the engagement. e.g. This dish is served best with a dash of nutmeg.	• Variation in sentence structures e.g. While the pastry cooks… As the sauce thickens… • Include adverbs to show how often e.g. • additionally, frequently, rarely.	Continue by… Carry on… Do this until… Stop when… When you have done this… Try not to.. Avoid..	**Noun** Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. **Verbs** Standard English forms for verbs. **Adjectives** Choose appropriate adjectives. **Connectives/conjunctions** Use a wide range of connectives. **Tense** Correct use of past and present tense. **Adverbs** Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials	• Apostrophe to mark singular and plural possession. • Commas after fronted adverbials. • Use inverted commas and other punctuation to indicate direct speech

Year 5

Text Structure	Sentence	Useful Vocab	Word classes	Punctuation (new to year group)
• Consolidate work from previous learning. • Can write accurate instructions for complicated processes. • Can write imaginative instructions using flair and humour.	• Sentence length varied e.g short/long. • Wide range of subordinate connectives e.g. whilst, until, despite….	Don't forget to.. Be careful of… Don't worry about… Concentrate on… At this point…	**Noun** Locate and identify expanded noun phrases. **Verbs** Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. **Adjectives** Choose appropriate adjectives **Connectives/conjunctions** Use a wide range of connectives. **Tense** Change tense according to features of the genre. **Adverbs** Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.	• Consolidate all previous learning. • Brackets • Dashes • Colons • Semi colons

Year 6

Text Structure	Sentence	Useful Vocab	Word classes	Punctuation (new to year group)
• Consolidate work from previous learning.	• Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally. • Sentence length and type varied according to purpose. • Fronted adverbials use to clarify writers position e.g. If the temperature gets too high… • Complex noun phrases used to add detail e.g. The golden pastry can be decorated with smaller pastry petals. • Prepositional phrases used cleverly e.g. In the event of overcooking…	Whilst that is… Focus on… Try to make sure that… When you do, don't.. I would suggest… Many people at this stage…	**Noun** Expanded noun phrases to convey complicated information concisely. **Verbs** Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. **Adjectives** Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. **Tense** Change tense according to features of the genre. **Adverbs** Link ideas across a text using cohesive devices such as adverbials.	• Use a wide range of punctuation throughout the writing.