

# Instructions

	<b>Composition and Effect</b>	<b>Text structure and organisation</b>	<b>Grammar</b>	<b>Punctuation</b>	<b>Sentence Structure</b>	<b>Sentence starters</b>
<b>1</b>	<ul style="list-style-type: none"> <li>-Think out and give simple oral instructions</li> <li>-Read and follow a short series of instructions in a shared context</li> <li>-Write a couple of consecutive instructions independently</li> <li>-Include direct / imperative language</li> <li>-Use of adjectives and adverbs limited to giving essential information</li> </ul>	<ul style="list-style-type: none"> <li>-Contribute to class composition of instructions with adult scribe</li> <li>-Statement of purpose given, list of materials or ingredients and sequential steps written</li> </ul>	<ul style="list-style-type: none"> <li>-Present tense</li> <li>-Second person</li> <li>-Simple sentences</li> <li>-Proper nouns</li> </ul>	-	<ul style="list-style-type: none"> <li>-Write a simple sentence</li> <li>-Expand and develop simple sentences by adding: an adverbial phrase, a noun phrase, a prepositional phrase</li> </ul>	<ul style="list-style-type: none"> <li>-Start sentences with the subject</li> <li>-To avoid repetition, start with a personal pronoun (I, he, she, they, it, we)</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>-Use direct and imperative language</li> <li>-Use adjectives and adverbs limited to giving essential information</li> <li>-Remove any emotive language</li> <li>-Write simple instructions independently</li> </ul>	<ul style="list-style-type: none"> <li>-Ensure that there is a statement of purpose, list of materials or ingredients and sequential steps</li> <li>-With support, compose instructions with additional diagrams</li> </ul>	<ul style="list-style-type: none"> <li>-Second person</li> <li>-Imperative verbs</li> <li>-Time connectives</li> <li>-Adverbs to start sentences</li> </ul>	-Commas in a list	<ul style="list-style-type: none"> <li>-Write statements, questions, exclamations, commands</li> <li>-Change one type of sentence to form another eg statement to question</li> <li>-Write a compound sentence using a coordinating conjunction</li> <li>-Use correlative conjunctions to create a sentence</li> </ul>	<ul style="list-style-type: none"> <li>-Start sentence with an adverb (usually a 'ly' word)</li> <li>-Start a sentence with an adverb: earlier, later, recently etc</li> <li>-Start a sentence with an adverb that describes how often: once, annually, daily, never</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>-Read and compare examples of instructional texts evaluating their effectiveness</li> <li>-Research an area and then prepare a set of oral instructions. Try out with others and evaluate effectiveness. Review composition in light of feedback</li> <li>-Write clear written instructions using correct register and devices to aid the reader</li> </ul>	<ul style="list-style-type: none"> <li>-Identify organisational devices with make instructions easier to follow eg lists, numbered, bulleted points, diagrams with arrows, keys</li> </ul>	-	-Bullet points	<ul style="list-style-type: none"> <li>-Write sentences using repetition for effect and persuasion</li> <li>-Identify and write complex sentences using subordinate conjunctions</li> <li>-Write 'drop in' clauses (relative clauses): which, who, where and what</li> </ul>	<ul style="list-style-type: none"> <li>-Start with a prepositional phrase: above, below, underneath</li> <li>-Start a sentence with two 'ly' adverbs</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>-Follow oral instructions of increased complexity</li> </ul>	<ul style="list-style-type: none"> <li>-Evaluate sets of instructions for purpose, organisation and layout, clarity and usefulness</li> <li>-Identify sets of instructions which are for more complex procedures, or are combined with other text types (eg some recipes). Compare these in terms of audience / purpose and form (structure and language features)</li> </ul>	<ul style="list-style-type: none"> <li>-Modal verbs</li> <li>-Formal language</li> </ul>		<ul style="list-style-type: none"> <li>-Manipulate complex sentences to show that the subordinate clause can move around the sentence</li> <li>-To include an 'ing' clause</li> </ul>	<ul style="list-style-type: none"> <li>-Start a sentence with an 'ing' verb</li> <li>-Start a sentence with a simile</li> <li>-Start a sentence with an 'ed' word</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>-Give clear oral instructions to achieve the completion of a common task</li> </ul>	<ul style="list-style-type: none"> <li>-Evaluate sets of instructions for purpose, organisation and layout, clarity and usefulness</li> <li>-Identify sets of instructions which are for more complex procedures or are combined with other text types (eg some recipes). Compare these in terms of audience / purpose and form (structure and language features)</li> </ul>	-Colons to begin a list	<ul style="list-style-type: none"> <li>-Parenthesis using hyphens, commas and brackets</li> <li>-Colons to begin a list</li> </ul>	<ul style="list-style-type: none"> <li>-Use two coordinating conjunctions with three main clauses</li> <li>-Use a coordinating and subordinate conjunction with two main and one subordinate clause</li> <li>-Edit sentences by either shortening or lengthening</li> </ul>	<ul style="list-style-type: none"> <li>-Start a sentence with an 'ed' expanded clause</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>-Use the language conventions and grammatical features of the different types of text as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>-Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types</li> </ul>	-	-	<ul style="list-style-type: none"> <li>-Active and passive sentences</li> <li>-A sentence that lists three actions with the final two clauses separated by a conjunction</li> </ul>	<ul style="list-style-type: none"> <li>-Start a sentence with a subordinate conjunction</li> </ul>

