

Elston Hall Learning Trust Writing Skills Ladder: **Procedural texts/instructions**

EYFS/ Reception	KS1	KS1	Y3/4	Y3/4	Y5/6	Y5/6	Y6 GDS	Y6 GDS
	LAYOUT	LANGUAGE	LAYOUT	LANGUAGE	LAYOUT	LANGUAGE	LAYOUT	LANGUAGE
<p>Picture sequencing and verbal</p> <p>Use of visual symbols and picture instructions</p> <p>Attempt to write instructions on labels for role play areas</p> <p>Verbal instructions to encourage logical thinking</p> <p>Listen to and follow instructions</p> <p>Single instructions</p> <p>Relate to children's experiences- what they know already or what they have done in class</p> <p>Verbal instructions- following and giving</p>	<p>Sequenced series of steps- series of two and three instructions</p> <p>Title</p> <p>List of what is needed</p> <p>Put steps in order</p> <p>Use bullet points/numbers</p>	<p>Expanded noun phrases</p> <p>Commas in a list</p> <p>Second person- first you put in the flout...</p> <p>Present tense</p> <p>Subject specific words</p> <p>Focus on generalised human agents rather than named individuals</p> <p>Time words: after that, afterwards, now</p> <p>Time words: first, then next, finally</p> <p>Start with time word</p> <p>Generic audience</p> <p>Teacher modelling and scribing preceding children's independent attempt</p> <p>Bossy words</p> <p>Time conjunctions</p> <p>Adjectives to describe</p>	<p>Varied sentence structure - start some instructions with adverbs</p> <p>Top tips</p> <p>How to tell if you have been successful at following these instructions</p> <p>Include an ending to wrap up the instructions- evaluate how useful or fun this will be</p> <p>Subheadings and organizational devices</p> <p>List of equipment/requirements</p> <p>Method</p> <p>Two step instructions e.g. get a piece of paper and draw a box</p> <p>Pictures and labelled diagrams</p> <p>Instructions linked to other subjects</p>	<p>Use of adjectives and adverbs only when needed</p> <p>Precise quantities/details for equipment</p> <p>Consider formality- make writing fun by using second person (you) or more formal by using direct imperative- consider the audience</p> <p>Conjunctions</p> <p>Direct imperative language</p> <p>Precise word choices</p> <p>technical language</p> <p>Short clear sentences for clarity</p>	<p>Include a statement of purpose</p> <p>Make the instructions sound easy; you are only four simple steps away from...</p> <p>Draw reader in with selling points: this is one thing that everyone is talking about</p> <p>Conclusion</p> <p>Finally- ask yourself- whether someone who knows nothing about this topic follow and successfully use these instructions?</p> <p>Increase children's ability to manipulate elements of various text types to fulfil w writing purpose</p> <p>Increased complexity, such as length, obscurity of task, adding additional features such as diagrams</p> <p>Use of parenthesis for extra information and reader asides</p> <p>Multi clausal sentences</p> <p>Relative clauses</p> <p>Colon</p> <p>Modal verb</p>	<p>Use of correct register to suit purpose and audience:</p> <p>formal/informal</p> <p>Prepositional phrases for detail and clarity</p> <p>Nominalisation for succinctness</p> <p>Tantalise the reader with direct reader address: have you ever...? Well, this will help you...</p> <p>Increasing ability to evaluate own and other's work</p> <p>Test, improve and refine instructions</p> <p>No use of emotive/value -laden language</p> <p>Use adjectives and adverbs only when needed</p>	<p>Instructions for more complex procedures with a specific audience and purpose</p> <p>End with a statement that wraps up the writing: think about how amazing/fun this will be. Amaze your friends with your new skills/creation.</p>	<ul style="list-style-type: none"> • Range of clauses for impact • Authoritative tone • Informal tone to seem personal at start and draw the reader in, then switch to formal and impersonal for a more conventional tone for clear instructions. • Draw on their reading of instructional texts and sales literature and promotional videos. Hybrid approach - instructional and persuasive. • Elaboration on hypothetical scenarios to broaden the purpose of the text. Exaggerated claims to impact on the reader. <p>Be creative with subject matter - appeal to interest</p>