Progression in Instructional and Procedural Texts

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|  | Progression in instructional/procedural texts |
| Rec | * Listen to and follow single instructions, and then a series of two and three instructions  Give oral instructions when playing. * Read and follow simple classroom instructions on labels with additional pictures or symbols. * Attempt to write instructions on labels, for instance in role play area |
| Y1 | * Listen to and follow a single more detailed instruction and a longer series of instructions. * Think out and give clear single oral instructions. * Routinely read and follow written classroom labels carrying instructions. * Read and follow short series of instructions in shared context. * Contribute to class composition of instructions with teacher scribing.  Write two consecutive instructions independently * . |
| Y2 | * Listen to and follow a series of more complex instructions. * Give clear oral instructions to members of a group. * Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams. Analyse some instructional texts and note their function, form and typical language features:  statement of purpose, list of materials or ingredients, sequential steps, * direct/imperative language * use of adjectives and adverbs limited to giving essential information * emotive/value-laden language not generally used * As part of a group with the teacher, compose a set of instructions with additional diagrams. Write simple instructions independently e.g. getting to school, playing a game |
| Y3 | * Read and follow instructions. * Give clear oral instructions to members of a group. * Read and compare examples of instructional text, evaluating their effectiveness. Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows, keys. * Research a particular area ( e.g. playground games) and work in small groups to prepare a set of oral instructions. Try out with other children, giving instruction and listening and following theirs. Evaluate effectiveness of instructions. * Write clear written instructions using correct register and devices to aid the reader. |
| Y4/Y5 | * In group work, give clear oral instructions to achieve the completion of a common task. Follow oral instructions of increased complexity. * Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness. * Identify sets of instructions which are for more complex procedures , or are combined with other text types (e.g. some recipes).Compare these in terms of audience/purpose and form (structure and language features). * Write a set of instructions (using appropriate form and features) and test them out on other people, revise and try them out again. |
| Y6 | * Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types. * Use the language conventions and grammatical features of the different types of text as appropriate. |