

Non-fiction Progression (Instructional texts)

Purpose	To ensure a successful outcome by following or creating a chronological process			
Audience	Those who wish to complete a task successfully; those who are unfamiliar with how to complete a task e.g. play a game, follow a recipe			
Generic Structure	Goal: a statement of what is to be achieved	Materials/equipment needed, listed in order (often bullet pointed)	Sequenced steps to achieve the goal, increasing in specificity	Often diagrams or illustrations are included to help aid the process
	Progression	Language Features	Text Features	Knowledge for the Writer
EYFS	<ul style="list-style-type: none"> 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 			
Year 1 build on previous study of instructional texts and... (Orally and in simple sentences)	<ul style="list-style-type: none"> Listen to and follow a single more detailed instruction and a longer series of instructions. This could be through Talk Tins and iPads for independent activities to allow them to listen multiple times. Give single oral instructions that include specific detail to aid the listener in following the instructions, e.g. 'Pick up the red ball,' rather than 'Get that' Routinely read and follow written classroom labels carrying instructions Read and follow short a series of instructions in pairs and groups Contribute to class composition of instructions with teacher scribing Write two consecutive instructions independently Write and draw simple instructions for everyday classroom use 	Orally and through written work... <ul style="list-style-type: none"> Starting with imperative verbs, make simple sentences Joining words and sentences using 'and' Begin to consider use of capital letters and full stops 		<ul style="list-style-type: none"> Before writing instructions be clear about what is needed and what has to be done, in what order.
Year 2 build on previous study of instructional texts and...	<ul style="list-style-type: none"> Listen to and follow a single more detailed instruction and a longer series of instructions. This could be through Talk Tins and iPads for independent activities to allow them to listen multiple times. Give single oral instructions that include specific detail to aid the listener in following the instructions, e.g. 'Pick up the red ball,' rather than 'Get that' Routinely read and follow written classroom labels carrying instructions Read and follow short a series of instructions in pairs and groups Contribute to class composition of instructions with teacher scribing Write two consecutive instructions independently Write and draw simple instructions for everyday classroom use 	Orally and through written work, build on previous knowledge of instructional text and... <ul style="list-style-type: none"> Include command verbs e.g. Mix the ingredients... Cut the wood.... Measure 10cm... Limit use of adjectives and adverbs to giving essential information Use coordinating conjunctions (and, or) to link ideas together Commas used to separate items in a list 	(See generic structure) <ul style="list-style-type: none"> Include a goal which is likely to be just a title or a simple sentence Include a simple list of materials or ingredients needed to complete the task Write in sequential steps to enable task to be completed Accurately utilise present tense 	Build on previous knowledge of instructional text and... <ul style="list-style-type: none"> Ensure the title explains what the instructions are about – using how to...helps, e.g. How to play cricket.
Year 3 build on previous study of instructional text and...	<ul style="list-style-type: none"> 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. Write instructions using a range of organisational devices 	Oral and through written work, build on previous knowledge of instructional text and... <ul style="list-style-type: none"> Emotive or persuasive language is not generally used Use of imperative verbs (command verbs) Use of the present perfect form may appear when constructing commands e.g. 'Once it has boiled, remove the pan from the heat.' 'After it has been washed, chop the tomato.' Use of precise adjectives and adverbs to provide clarity to the direction e.g. 'Carefully chop the carrot into even slices' The use of contractions should become less at this stage as a more formal tone is being adopted Use pronouns to avoid repetition Expressing time, place and cause using conjunctions, adverbs and prepositions e.g. before, after, during, in) 	Through written work, build on previous knowledge of instructional text and... (see generic structure) <ul style="list-style-type: none"> Use organisational devices which make the steps easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows, keys Heading used where appropriate 	Build on previous knowledge of instructional text and... <ul style="list-style-type: none"> Write in sequential steps should be very clear to avoid misunderstanding Use bullet points, numbers or letters to help the reader Use short clear sentences so the reader does not become muddle
Year 4 build on previous study of instructional text and...	<ul style="list-style-type: none"> 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 Begin to 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 Write clear instructions, using link phrases and clauses, e.g. 'After ten minutes...' 'Once the chocolate has melted...' and organisational conventions 	Through written work, build on previous knowledge of instructional text and... <ul style="list-style-type: none"> Use of imperative verbs (command verbs) may include negative forms e.g. 'Do not cut the fabric until it has been measured carefully.' Include, where appropriate, controlled, multi-step instruction, including additional detail, e.g. 'Once the water has boiled, remove the pan from the heat and carefully strain the pasta into a colander, before shaking it to remove excess water.' Choose nouns or pronouns appropriately for clarity and cohesion, and to avoid repetition Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases e.g. the flour expanded to the new self-raising flour on the work surface. This will help to clarify instructions and ensure accuracy. Begin to use passive voice to avoid the use of 'you' to further develop formal tone Begin to use fronted adverbials e.g. Later in the recipe, _____ Use of commas for fronted adverbials 	Through written work, build on previous knowledge of instructional text and... (see generic structure) <ul style="list-style-type: none"> Include a precise title and goal Where necessary, include additional details for clarity in the list of materials/equipment needed, e.g. 'Tomatoes (thinly sliced)', to streamline the instructional process Opportunity for grammatical difference between plural and possessive 's'. e.g. "the baker's flour" or "the cake's the baker made." 	Build on previous knowledge of instructional text and... <ul style="list-style-type: none"> Ensure instructions clearly outline the process for a successful result Consider audience e.g. if they are young, it may be necessary to avoid technical language and use simple diagrams