

National Curriculum objectives

English KS2 En1/1a, 2d, 4c, 6a, 11a; En2/2c, d, 3d, e, 5a, b, c, e, f, 6, 9b, c; En3/1a, b, c, d, e, 2a, b, c, d, e, f, 7b, 9b, 12

History KS2 2a, 8a, 13

Design and Technology KS2 2c, d

ICT KS2 2b

Framework objectives for literacy

Year 3

- Explain process or present information, ensuring items are clearly sequenced, relevant details are included and accounts are ended effectively (Year 3, Strand 1)
- Develop and use specific vocabulary in different contexts (Year 3, Strand 1)
- Use some drama strategies to explore stories or issues (Year 3, Strand 4)
- Identify how different texts are organised, including reference texts, magazines and leaflets, on paper and on screen (Year 3, Strand 7)
- Explore how different texts appeal to readers using varied sentence structures and descriptive language (Year 3, Strand 7)
- Identify features that writers use to provoke readers' reactions (Year 3, Strand 8)
- Make decisions about form and purpose, identify success criteria and use them to evaluate their writing (Year 3, Strand 9)
- Write non-narrative texts using structures of different text-types (Year 3, Strand 9)
- Select and use a range of technical and descriptive vocabulary (Year 3, Strand 9)
- Use layout, format, graphics and illustrations for different purposes (Year 3, Strand 9)
- Signal sequence, place and time to give coherence (Year 3, Strand 10)
- Show relationships of time, reason and cause through subordination and connectives (Year 3, Strand 11)
- Compose sentences using adjectives, verbs and nouns for precision, clarity and impact (Year 3, Strand 11)

Year 4

- Take different roles in groups and use the language appropriate to them, including the roles of leader, reporter, scribe and mentor (Year 4, Strand 3)
- Use knowledge of different organisational features of texts to find information effectively (Year 4, Strand 7)
- Interrogate texts to deepen and clarify understanding and response (Year 4, Strand 8)
- Explore why and how writers write, including through face-to-face and online contact with authors (Year 4, Strand 8)

- Develop and refine ideas in writing using planning and problem-solving strategies (Year 4, Strand 9)
- Choose and combine words, images and other features for particular effects (Year 4, Strand 9)
- Organise text into paragraphs to distinguish between different information, events or processes (Year 4, Strand 10)

QCA Scheme of Work links

- History Unit 6A: Why have people invaded and settled in Britain in the past? A Roman case study
- History Unit 6C: Why have people invaded and settled in Britain in the past? A Viking case study
- History Unit 10: What can we find out about ancient Egypt from what has survived?

Overview of unit

Based on historical themes, this unit will encourage children to read, analyse, plan and write instruction texts, identifying and using key language and organisational features.

Key outcome of unit

Children plan, draft and write their own set of instructions for a history-based craft activity.

Introduction to the text type

Instruction texts focus on achieving a goal or a successful end product. They can focus on a sequenced process or provide guidance that is non-chronological. For example, how to make a cake will depend on ordered steps, while instructions for looking after a pet will be less time-bound.

There are several approaches to the organisation and layout of instructions, incorporating different combinations of text and image, with the use of prose paragraphs, numbered steps and ordered diagrams as possible elements.

The language of instructions can vary in formality, with the use of direct address in the second person ('you') being common. Instructions frequently begin with imperative verbs to give clear direction to the reader, while adjectives and adverbs are used to add precision.

Opportunities for using and producing instruction texts arise in many curriculum areas, including Science, Design and Technology, Art and Design and ICT. For example, children may need to follow particular ordered steps to conduct a fair test in Science, or to print a repeating pattern in Art and Design.

For further information, refer to the Primary Framework document on Progression in Instructional/procedural Texts and the Year 3 Unit 2 Non-fiction Plan for instructions.

Guided writing

Teachers will of course make their own decisions about the focus of guided writing, depending on the learning objectives for their class. However, here are some ideas specific to the text type which might typically be a focus for guided writing in groups:

- logical ordering of the text
- clarity of instructions for the reader
- imperatives ('bossy' verbs).

Additional independent/group activities for this unit

- Children could collect a range of examples of instructions from comics, magazines, books and websites, and evaluate them in groups. This could involve stages during which the children look at clarity of language, then layout and organisation.
- Which examples do they like and what would they change about others? They could communicate their ideas through group presentations.
- Provide the children with a range of opportunities to try out different sets of instructions, as part of their evaluation of different texts. Suitable contexts might arise in Science, Art and Design, Design and Technology or ICT.
- Encourage the children to identify opportunities around the school for creating instruction texts, for example to help new pupils and staff, or to accompany games or new software.

Overview

This focus gives the children models for the writing they will be building towards in the unit. Through supported reading and discussion of two model texts and associated short activities, they become tuned into the purpose and features of instruction texts.

Note: The first model text (How to Mummify a Body) is aimed at Year 3 children; the second model text (How to Arrange a Roman Feast) is aimed at Year 4 children.

Framework objectives

- Identify how different texts are organised, including reference texts, magazines and leaflets, on paper and on screen (Year 3, Strand 7)
- Explore how different texts appeal to readers using varied sentence structures and descriptive language (Year 3, Strand 7)
- Interrogate texts to deepen and clarify understanding and response (Year 4, Strand 8)

Starter

Use the animation to generate discussion about ancient Egypt. What do the children already know about how mummies are made? Start a class topic / word bank.

Teaching ideas

- After they have viewed the starter, but before they have viewed the model texts, ask the children to suggest the features they are expecting to see in the instructions (focus on language, beginning and ending, layout). List their suggestions and refer back to them after reading the model texts.
- Read the model texts, emphasising the different sections and styles of language, for example listed items with some expansive bracketed information, then sequenced instructions with imperatives.
- Ask the children to highlight any words in the model texts that are unfamiliar to them. Look at glossary definitions and discuss why these words are used (some are for historical accuracy, e.g. in model text 1: *natron*, *Horus*, *canopic*; others for technical specificity: *marinated*, *gum*).

Differentiation

To provide additional support you could:

- Give out cards, each showing a different kind of text feature, such as heading, subheading, numbering, paragraph, picture, box, bullet points, caption, speech bubble. Highlight specific parts of the text and ask the children to stand up if their feature is represented in the text. Discuss any that are unlikely to be included. (These cards are a good general resource for literacy teaching.)
- Highlight the imperative verbs that begin many of the instructions in the model texts. Play a game of Bossy Boots – one child wears a big pair of boots and has to think of as many instructions as they can to give the class. When they 'dry up' or make a mistake, another child becomes boss. Discuss the potential for these words to be too 'bossy'.

To offer additional challenge you could:

- Give the children a copy of model text 1 and ask them to highlight any imperative verbs. Can they think of alternative imperatives to use? Ask them to create a bank of such words for the class to draw on.

Independent/group activities

- Discuss the children's knowledge of the ancient Egyptians and fill in any important facts, to give them contextual background for the model texts. Provide them with reference materials and ask them to work in pairs to make a poster guide: 'How to be a good ancient Egyptian'.
- Allow the children to record their own version of model text 1 or 2, emphasising the mixture of instruction, advice and informality, and the way this affects our speaking of the text. As they listen back to themselves, talk about the fact that although the text gives information it is still fun to read, speak or listen to.
- Give the children examples of instructions that focus on how to make something. Remove all references to the object and ask them to deduce what the target end product is.

Overview

This focus takes a closer look at the model texts. Discussion and annotation of the texts give the children the opportunity to identify and analyse features, while the writer's checklist provides a reference point for your teaching. The author interview supports the idea of Reading as a Writer – the children find out the process the author went through and the rationale for features of the text.

Framework objectives

- Identify how different texts are organised, including reference texts, magazines and leaflets, on paper and on screen (Year 3, Strand 7)
- Identify features that writers use to provoke readers' reactions (Year 3, Strand 8)
- Explore why and how writers write, including through face-to-face and online contact with authors (Year 4, Strand 8)

Teaching ideas

- Read three instructions from model text 1 in the wrong order, for example numbers 9, 6 and 3 (which suggest bandaging, then stuffing, then removing organs from the body). Ask the children to identify the problem with this.
- Look at the 'what you need' section of the text. Ask the children to suggest why some text is bracketed. Is this text necessary? Could someone still follow the instructions without it? Draw out that they probably could, but might find it more difficult.
- Mask the numbering of the instructions and ask the children to comment on how this changes the text. Can they think of any alternative ways of organising the text that doesn't rely on this numbering (e.g. use of boxes or arrows)?

Differentiation

To provide additional support you could:

- Give the children small whiteboards and pens and ask them to write key nouns from model text 1 – the most important 'things' mentioned in the instructions. Which ones have they chosen? Discuss how much overlap there is with the list of what is needed.
- Ask the children, in pairs, to mime a step from the instructions, with one child as the 'body' and one as the embalmer. Can the others guess which numbered instruction is being mimed?

To offer additional challenge you could:

- Ask the children to use model text 2 to write three instructions for *ministratoris* (servants) who will be serving at a Roman feast. Instruction 6 from the text provides a lot of information about this.

Independent/group activities

- Look at two examples of instructions (these could be History-based or could focus on another topic area) and ask the children to highlight features of organisation and style. How do these differ from the model texts?
- The children could look at a range of instructions and make notes of what they consider to be 'top tips' for writing them. These could be compared/cross-referenced with the writer's checklist.
- Give the children copies of model text 1 and ask them to add a diagram for each major stage of the process. Evaluate their choices and the additional help this would give the reader.

Author Interview – video transcript

I've often wondered what it was like to live in the past and actually do some of those things that we read about or see in drawings. For example, take those Egyptians, changing their Pharaohs into mummies. They seem like mysterious, scary figures yet, underneath, a mummy is really just an ordinary body that's had a few things taken away.

When I found out how mummies were created, I thought that writing this information as instructions would be a good way of showing exactly what was involved. Rather than just describing what they used to do, I was able to split it up and show how complex the process was, and how gruesome! And, telling people how to do all those nasty things was a lot of fun.

We probably won't ever need to mummify anybody, but the instructions give a clear idea of how people used to do it. And of course, if you've got a wonderful teacher who you wouldn't want to lose, you might like to try mummification, to keep them going forever ...

Writer's checklist

See below.

Writer's checklist

(Note: This is a slightly fuller version of the writer's checklist that appears on screen.)

| | |
|-----------------|--|
| Purpose | <ul style="list-style-type: none"> To tell someone how to do something. |
| Audience | <ul style="list-style-type: none"> Someone who needs to know how to do something. |
| Structure | <ul style="list-style-type: none"> Begin by telling the reader what the instructions are for. 'What you need' – list the materials or equipment you need to carry out the instructions. 'What to do' – organise the instructions in the right order. End with any extra comments or advice |
| Language | <ul style="list-style-type: none"> Use short, clear sentences and be precise with words. Use bossy verbs to tell the reader what to do, e.g. <i>Turn the handle.</i> Use 'you' to talk to the reader, e.g. <i>Now you need to ...</i> Use technical or specialist language. Use time connectives to order your instructions, e.g. <i>first, next, after that, finally.</i> Use a colon to introduce a list or sequence, e.g. <i>What you need:</i> |
| Special Effects | <ul style="list-style-type: none"> Use a question to interest the reader, e.g. <i>Do you know how to ... ?</i> Use drawings, photos or diagrams to make the instructions clear. Use bullet points or numbers to organise your instructions. Add extra tips and advice to avoid confusion. Use humour to make your instructions interesting. |

Overview

This focus gives the children vital practice in talking the text, using the vocabulary and sentence structures they will need to write an instruction text. Two speaking and listening activities provide opportunities to role-play the part of an expert on mummies, and to give an explanation that draws on their reading of the text.

Framework objectives

- Explain process or present information, ensuring items are clearly sequenced, relevant details are included and accounts are ended effectively (Year 3, Strand 1)
- Develop and use specific vocabulary in different contexts (Year 3, Strand 1)
- Use some drama strategies to explore stories or issues (Year 3, Strand 4)
- Take different roles in groups and use the language appropriate to them, including the roles of leader, reporter, scribe and mentor (Year 4, Strand 3)

Teaching ideas

- Read through some of the instructions in the model texts, leaving out some of the key nouns and additional information. For example, in model text 1: *Cover these organs in ... , then wrap them in ... and place in ... for Soak the body in ... for ... , until* Ask the children to read out the relevant missing words from the text, and also to suggest funny alternatives.
- Write or say sentences that would be inappropriate in an instruction text. For example, in model text 1: 'Mummies are very interesting and I read a great book about one last week,' or 'When we have to take the brain out, it's going to freak me out.' Ask the children to identify why these would not be appropriate.
- Ask the children to use model text 1 to reverse the process of mummification. Collect the children's instructions and talk about how verbs are being re-used or adapted (e.g. 'unwrap' for 'wrap').

Differentiation

To provide additional support you could:

- Give the children different products or processes to focus on. Ask them, working in pairs, to discuss and then say a suitable first instruction. For example, for making a pizza, it might be: 'Take the base and spread on tomato sauce.' Highlight the beginning verb and the use of the present tense.
- Read model text 2 and ask the children to stand up every time they hear an imperative. Focus on the position of imperatives – very often at the beginning of each instruction.

To offer additional challenge you could:

- Give the children copies of model text 2 and ask them to convert it into an explanation of what happens at a Roman feast.

Independent/group activities

- Give the children toys/dolls (these could be homemade, with appropriate comic 'organs') and ask them to follow the mummification instructions in model text 1. Alternatively, provide completed 'mummies' and ask them to reverse the process in the instructions.
- Use music-making opportunities to highlight chronological sequence and instruction within music (however simple its notation). Show how a score usually reads horizontally, then vertically. As the children create or play a simple score using their own symbols, encourage one of them to conduct. Discuss how annotations such as *f* and *p* give instructions to musicians about volume.
- Give the children lists of items from the 'what you need' part of some different instruction texts. Ask them to discuss them and then work out what the end product is likely to be.

Overview

In this focus, a variety of word-, sentence- and text-level games provide the children with opportunities to become familiar with the features of information texts. They focus on imperatives, tense and person, opening and closing features, chronological sequence and purpose.

Framework objectives

- Explain process or present information, ensuring items are clearly sequenced, relevant details are included and accounts are ended effectively (Year 3, Strand 1)
- Identify how different texts are organised, including reference texts, magazines and leaflets, on paper and on screen (Year 3, Strand 7)
- Explore how different texts appeal to readers using varied sentence structures and descriptive language (Year 3, Strand 7)
- Use knowledge of different organisational features of texts to find information effectively (Year 4, Strand 7)

Teaching ideas

- Children complete the on-screen activities. They could then create similar activities of their own to try out on a partner.
- Use the pen to annotate model text 1 with additional, unnecessary phrases that make the text more 'polite' and less focused. For example: '1. I think it might be a good idea if you washed the mummy thoroughly, very well, in a large amount of water.' Add the children's suggestions and read back the text, noting how it would deter a potential user.
- Ask the children to generate alternative introductory and concluding sentences for model text 1, focusing on: attracting attention, making the reader feel that the instructions will be easy (beginning); making the reader excited to use/enjoy the end product, and pleased to have completed the task (ending). Point out that these sentences often address the reader directly.

Differentiation

To provide additional support you could:

- Designate one child as the mummy (wearing a blindfold) and another as the mummy programmer. The programmer has to give the mummy instructions for moving around the classroom or doing simple tasks. Get the children to focus on imperatives and careful choice of words.
- Give the children cut-up 'chunks' of model text 1 without any punctuation or numbering. Ask them to add punctuation, emphasising how the imperative sentence beginnings and the vertical sequence of instructions can help with this task.

To offer additional challenge you could:

- Ask the children to rewrite model text 1 without numbering, but using time connectives such as 'first', 'next', 'after that', 'finally'.

Independent/group activities

- Provide the children with sets of diagram-based instructions that are designed to serve in different countries and to work for those who speak different languages, for example flat-pack instructions, appliance instructions, toy instructions. Can they understand what's being communicated? Allow them to add labels, captions and instructions to clarify.
- Ask the children to work in pairs to write instructions they would give to an alien who landed in the playground and wanted to find the head teacher's office.
- Give the children simple instructions for 'how to' tasks focused on Art and Design, such as 'how to mix green', 'how to print a repeating pattern', but including an error. Ask for feedback after they have tried them. Can they amend the instructions?

Overview

This focus involves the children in the shared planning of instructions for making a sarcophagus, drawing on stimulus material. They encounter planning formats that help them to focus on the different aspects of their writing, and also engage with the relevant style features through speaking and listening activities.

Framework objectives

- Explain process or present information, ensuring items are clearly sequenced, relevant details are included and accounts are ended effectively (Year 3, Strand 1)
- Make decisions about form and purpose, identify success criteria and use them to evaluate their writing (Year 3, Strand 9)
- Select and use a range of technical and descriptive vocabulary (Year 3, Strand 9)
- Use layout, format, graphics and illustrations for different purposes (Year 3, Strand 9)
- Signal sequence, place and time to give coherence (Year 3, Strand 10)
- Develop and refine ideas in writing using planning and problem-solving strategies (Year 4, Strand 9)

Teaching ideas

- Look at the stimulus screens and ask the children to generate a list of imperatives that will be useful for this task, for example 'cut', 'stick', 'make', 'paint'.
- Focus on the heading *Fit for a Pharaoh?* and ask the children to suggest ideas for a suitable opening sentence for the text that would make the task sound both exciting and simple to achieve. Look back at the model texts for ideas.
- Ask the children to work with a partner to decide on one key step in the process of making the sarcophagus, and to sketch it on a small whiteboard. Select, with the children, some images that reflect a possible sequence for the instructions.

Differentiation

To provide additional support you could:

- Give the children post-it notes or cards to peg on a 'washing line' which show the key steps in the process of making the sarcophagus. Allow them to manipulate the order of these and discuss the best sequence.
- Ask the children to choose one item from the 'what you need' list and write an instruction relating to it, for example 'Paint the box carefully.'

To offer additional challenge you could:

- Ask the children to add detail to the list of items needed to make the sarcophagus, such as specific types of brushes, colours of paint or alternative forms of decoration (e.g. coloured paper to stick on the box). Encourage them to think of this kind of supportive detail for potential bracketed 'advice' in the instructions.

Independent/group activities

- Give the children the opportunity to research what a sarcophagus looks like, and to collect images/decorations that could be used.
- Show the children a relevant scene or two from the film *The Mummy* (and/or its sequels), encouraging them to make notes or sketches of what they find out about sarcophagi.
- Give the children opportunities to try making their own sarcophagus, using the listed materials. Capture the process on video / through photographs / in notes. This can be used to support the planning and writing process.

Overview

For this focus, the children review the features that are needed for a successful instruction text, and take part in the demonstration and shared writing focusing on making a sarcophagus. The author offers tips for writing and the children revisit the model texts to take another look at the overall purpose, organisation and other features used. This prepares them for shared writing, drawing on shared planning from the Stimulus and Shared Planning focus.

Framework objectives

- Make decisions about form and purpose, identify success criteria and use them to evaluate their writing (Year 3, Strand 9)
- Write non-narrative texts using structures of different text-types (Year 3, Strand 9)
- Select and use a range of technical and descriptive vocabulary (Year 3, Strand 9)
- Use layout, format, graphics and illustrations for different purposes (Year 3, Strand 9)
- Signal sequence, place and time to give coherence (Year 3, Strand 10)
- Organise text into paragraphs to distinguish between different information, events or processes (Year 4, Strand 10)

Teaching ideas

(**Note:** These ideas assume that you will be leading the shared writing, but they can be adapted for analysis and discussion of the demonstration text supplied below.)

- As you write the shared text, ask the children to 'talk a sentence' using the shared planning notes you made in the Stimulus and Shared Planning focus. Encourage the class to listen to the children's suggested sentences and, as you write them up, model the process of drafting aloud, making any amendments as you write.
- Emphasise the need to give concise instructions, with clear imperatives, while adding a few well-chosen adjectives or adverbs to support the user (e.g. 'carefully', 'thoroughly', 'curved', 'straight').
- Give the children the opportunity to read back the shared writing, as you complete each instruction. Display the writer's checklist in the Reading as a Writer focus, and the transcript of the author's tips, and ask the children to discuss in pairs how far the text fulfils these criteria.

Differentiation

To provide additional support you could:

- Conduct the shared writing with groups, to maximise the children's opportunities to contribute to the composition, particularly through them talking the text as you draft.

- Give the children cards with key imperatives and nouns relating to this task. Ask them to work in pairs to write some instructions using the cards as a starting point.

To offer additional challenge you could:

- Ask the children to draft the instructions in pairs through a series of labelled diagrams. Can they provide the whole process in this form, without prose instructions?

Independent/group activities

- Give the children examples of instructions that are more 'friendly', with phrasing such as 'First you need to cut ...'. Emphasise that this style is designed to be clear but friendly, and ask the children to amend/delete text to make a more formal style of instruction. Beginning each instruction with an imperative is a quick way to do this.
- Invite discussion of model text 1 and the sarcophagus task, highlighting that it is not intended as a 'real' set of instructions to be followed, but rather as a way of giving interesting historical information. Point out that the sarcophagus task focuses on craft materials and processes for a replica sarcophagus. Ask the children to find other instruction texts that fall into these two categories.
- Discuss the significance of the sarcophagus as a way of enclosing a dead body, and collect children's observations about other customs and traditions associated with death, including coffin burials, cremation and the traditions of burying possessions with a body. (These discussions should be handled sensitively, and with appropriate links to RE.)

Author's top tips – video transcript

Here are a few things to think about as you write your instructions. Since I'm giving instructions here, perhaps I should tell you to 'Remember these top tips!'

- List the materials and equipment first, so the reader knows what to get before they start following the instructions.
- Break up the instructions into clear steps.
- Put the instructions in the right order, so the reader does everything in the right order too.
- Use bossy verbs at the start of your instructions (like I've been doing in this list). It may sound like you're ordering the reader about, but this means they'll know what to do!
- Use pictures and diagrams where you can, to explain or show what to do.
- Add in adverbs like 'carefully' and 'slowly', and adjectives like 'large' and 'red' to give the reader more specific information.



Focus: Demonstration and Shared Writing

- Put in some useful tips.
- Add a bit of humour if you can – instructions can be a serious business, but you can always use brackets to add something funny!

Demonstration text for shared writing

See below.

Demonstration text for shared writing

How to Make an Egyptian Sarcophagus

What you need:

- a long cardboard box (you could use an empty breadstick box or a tube for crisps)
- Modroc and water (or papier mâché mixture made of wallpaper paste and strips of newspaper)
- paint (a range of colours, including blue, gold and black)
- brushes
- scissors
- sticky tape or glue
- varnish

What to do:

1. If your box doesn't have a lid, cut carefully around the length of it to make a lid you can take off and put back on again.
2. **Build** a face on one side of the lid using Modroc (or papier mâché). Remember to make the outline of the hair and to show the nose and chin.
3. **Build** feet at the other end of the lid.
4. **Allow** to dry.
5. **Place** the lid on the box and use Modroc (or papier mâché) to make a body shape on the lid and the sides of the box.
6. **Show** the body curving in at the neck, then coming out at the shoulders.
7. **Next**, make the body slope in towards the feet. **You could** hold your box upright to check if you are creating a good body shape.
8. **Allow** to dry.
9. **Paint** your box all over with yellow or gold paint.
10. **Allow** to dry.
11. Add in details for the face mask, including black eyes. **Don't** forget to paint on the ears at the side of the face.
12. **Paint** blue and gold stripes around the face, like hair.
13. Use information books and pictures to find patterns and hieroglyphs, then add these to your box.
14. **Leave** to dry.
15. **Finally**, paint with varnish.
16. **Now you have a sarcophagus fit for a pharaoh!**

Title gives clear information to reader about what the goal of the text is

Subheadings give clear information about sections and separate the key content

Imperative verbs begin instructions to keep the focus on key things the reader has to do

Numbers and words are used to emphasise the ordering of steps

List of items needed, with some useful information to help the reader find the right materials

Using the second person to talk directly to the reader and to make the advice sound friendly

Useful reminders for the reader

Closing sentence to make the reader excited about the task and show how easy it can be

Overview

In this focus, the children have the opportunity to think about editing techniques by considering examples of children's instruction texts. Three examples, at differing levels of success and with different strengths and weaknesses, are provided for discussion.

Framework objectives

- Identify how different texts are organised, including reference texts, magazines and leaflets, on paper and on screen (Year 3, Strand 7)
- Make decisions about form and purpose, identify success criteria and use them to evaluate their writing (Year 3, Strand 9)
- Signal sequence, place and time to give coherence (Year 3, Strand 10)
- Organise text into paragraphs to distinguish between different information, events or processes (Year 4, Strand 10)

Teaching ideas

- Ask the children to draw up a list of success criteria for writing instructions (or revisit the writer's checklist). Select one or more of the samples of work and have the children assess the effectiveness of these instructions against their success criteria. For example:
 - Example 1 (weak): Focus on the successful use of imperatives, numbering and the heading *What you need*. Ask the children to suggest a heading for the sequence of instructions, and to think about any information that is missing (how to make the face). Ask them to discuss this with a partner, then use the pen to add/amend text according to their suggestions. Also, focus on the repetition of *Make* and generate alternatives.
 - Example 2 (average): Focus on the effective headings and detailed list of what is needed. Ask the children to look for any instructions that do not clearly tell the reader what they should do (2, 4, 5). Use the pen to amend these so they are more focused. Ask the children to identify materials from the list that are not mentioned in

the instructions. Can they add instructions for these?

- Example 3 (good): Focus on the effective opening sentences that attract the reader, and the useful splitting of materials and equipment. Also, point out the use of bullets and time connectives rather than numbering. Can the children identify any words or details that are unnecessary? Highlight the overly chatty style and excessive descriptions.

Differentiation

To provide additional support you could:

- Give the children their own copy of one text and ask them to focus on just one aspect with a partner, for example varying the imperatives used or adding effective opening and ending sentences. They could then annotate, cut and paste, or rewrite the text.
- Ask the children to choose one sample text and write short comments giving the writer feedback.

To offer additional challenge you could:

- Ask the children to work with all three texts and cut and re-assemble them into one text that gives the clearest set of instructions, with the most helpful structure and layout.

Independent/group activities

- Write mnemonics for different features in the instructions checklist, to help the children remember them.
- Give the children a list of nonsense materials needed to make a nonsense item. For example, they could use a bikbo, 10 goblees, some plint, a large chickerlop and half a foffle to make a pirich. Get them to focus on constructing a convincing set of instructions, and encourage them to draw some suitable diagrams.
- Give the children a mystery item (this could be an obscure tool, musical instrument, cooking implement or ingredient) and ask them, in groups, to draft a set of instructions for using it.

Overview

This focus supports the children in the process of planning and drafting their own instructions. They can select from the tasks of making an Egyptian mask, a Viking brooch or a Roman soldier's shield, and are given lists of materials, some key vocabulary and images to help them plan their instructions.

Framework objectives

- Make decisions about form and purpose, identify success criteria and use them to evaluate their writing (Year 3, Strand 9)
- Write non-narrative texts using structures of different text-types (Year 3, Strand 9)
- Select and use a range of technical and descriptive vocabulary (Year 3, Strand 9)
- Use layout, format, graphics and illustrations for different purposes (Year 3, Strand 9)
- Signal sequence, place and time to give coherence (Year 3, Strand 10)
- Show relationships of time, reason and cause through subordination and connectives (Year 3, Strand 11)
- Compose sentences using adjectives, verbs and nouns for precision, clarity and impact (Year 3, Strand 11)
- Organise text into paragraphs to distinguish between different information, events or processes (Year 4, Strand 10)

Teaching ideas

- Before the children plan their writing, give them one minute to tell a partner what they intend to do, and one minute to receive feedback and discuss further ideas. Encourage the sharing of strategies and ideas.
- Give the children copies of their chosen stimulus for highlighting and annotation before and during planning. This annotated sheet might become their plan, depending on how they respond to and use alternative planning formats provided.
- If possible, give the children the opportunity to work in pairs to make the object they have chosen, working out what process they need to follow. They could then use video/photographs of this process to support their planning and drafting.

Differentiation

To provide additional support you could:

- Work with the children in small groups to sketch out the stages of their chosen task, then provide them with the sketches so they can annotate them as they plan their writing.
- Give the children a printout of the two examples in the Model Text focus to support them as they draft their own text.

To offer additional challenge you could:

- Get the children to focus on including a variety of suitable imperatives and well-chosen adverbs and adjectives.

Independent/group activities

- Allow the children to work in groups, offering their own work for editing in turn, perhaps by presenting it on the whiteboard. Remind them to refer to the writer's checklist in the Reading as a Writer focus and the author's tips in the Demonstration and Shared Writing focus.
- Provide the children with one or two examples of how other writers have written instructions for their chosen task (examples can be found in information books, museum resources and on the internet). What differences do they notice? Give them the opportunity to make selective changes to their own work, giving their reasons (discourage them from feeling that they must replicate exactly what the published resource does).
- Begin a class 'writer's audio bank', with individual children giving short explanations of the process they went through in completing a piece of writing. In this case, the children can begin, 'I chose to write instructions for making a ...', and use phrases such as 'To do this, I ...', 'That is why ...' and 'So I recommend that you should ...'.

Overview

This focus brings the children to the publishing of their writing, providing them with opportunities to explore different styles and strategies for presentation. They compare different ways of organising instruction texts, and how layout supports usability.

Framework objectives

- Identify how different texts are organised, including reference texts, magazines and leaflets, on paper and on screen (Year 3, Strand 7)
- Use layout, format, graphics and illustrations for different purposes (Year 3, Strand 9)
- Choose and combine words, images and other features for particular effects (Year 4, Strand 9)

Teaching ideas

- Use the notemaker in the Stimulus and Shared Planning focus to present a blank 'screen', then draw blocks representing text and images, as though laying out an instruction text. Ask the children to suggest where the constituent elements of materials, instructions and images might be placed and the effect this has. Focus on the need for an uncluttered layout and the mutual support of text and image.
- Ask the children to swap their edited text with a partner and spend one minute thinking about how it could be presented, giving feedback on where images might be used and whether lists might be numbered, bulleted or boxed.
- Display sections from different children's writing on the whiteboard and experiment with font style, colour, size, backgrounds and so on, discussing the various effects of these features and the need to keep the text easy to read.

Differentiation

To provide additional support you could:

- Give the children help in the production of a clean final version of their text (e.g. by supplying them with their text in word-processed form so that they are not burdened with copying all of the text).
- Provide opportunities for the children to cut and paste parts of their own text to try out different layout and organisational ideas.

To offer additional challenge you could:

- Give the children opportunities to experiment with different presentational devices designed to cater for different audiences. For example, they might try to adapt the text for readers from non-English-speaking countries (exploiting the role of diagrams) or for different age groups.

Independent/group activities

- Give the children a variety of examples of published instructions and allow them to change layout and presentation features in pairs, so that each is adapted for a different target audience. For example, they could change a 'serious'-looking recipe for adults into one that would appeal to children.
- Groups of three children who have each written a different set of instructions could assemble their own booklet of History craft activities and select additional instructions to add to this.
- Allow the children to compare their own texts with the examples in the Model Texts focus, and summarise similarities and differences in terms of organisation and layout.