

Instructions Progression Map KS2

Audience:

- someone who wants to know how to do something.

Purpose:

- to inform the reader about what they need, and steps they should follow.

Year 3	Year 4	Year 5	Year 6
Structure <ul style="list-style-type: none"> • Title • Opening sentence. • Headings for 'What You Need' and 'What To Do'. • Short bullet pointed list of equipment (up to 5 items). • Simple sequenced steps in chronological order. 	Structure <ul style="list-style-type: none"> • Title • Simple opening (2/3 sentences). • Headings for 'What You Need' and 'What To Do'. • Bullet pointed list of equipment. • Sequenced steps in chronological order. • Concluding sentence with additional information or a word of warning. 	Structure <ul style="list-style-type: none"> • Title • Opening paragraph which tries to interest the reader. • Headings for 'What You Need' and 'What To Do', marked with a colon. • Bullet pointed list of equipment with additional detail. • Begin to use detailed sequenced steps in chronological order. • Short conclusion stating what has been achieved and with hints for the reader. 	Structure <ul style="list-style-type: none"> • Title • Opening paragraph which established why the reader should follow the instructions. • Headings to tell the reader equipment needed and steps to follow. • Bullet pointed list of equipment with alternatives specified. • Detailed sequenced steps in chronological order. • Concluding paragraph which links back to the opening.
Language Features <ul style="list-style-type: none"> • Present tense. • Adjectives to describe and specify equipment needed. • Imperative verbs. • Begin to use adverbs to clarify meaning. • Use adverbs of time to start sentences. • See 'Sentence Structure' & 'Punctuation' Progression Map. 	Language Features <ul style="list-style-type: none"> • Present tense. • Begin to use technical vocabulary. • Adjectives to describe and specify equipment needed. • Imperative verbs. • Use adverbs to clarify meaning. • Use fronted adverbials, marked with a comma. • See 'Sentence Structure' & 'Punctuation' Progression Map. 	Language Features <ul style="list-style-type: none"> • Present tense. • Rhetorical question. • Technical and precise vocabulary. • Carefully-chosen adjectives to describe and specify. • Imperative and modal verbs (could/might/will) • Use adverbs to clarify meaning. • Use fronted adverbials, marked with a comma. 	Language Features <ul style="list-style-type: none"> • Present tense. • Rhetorical question. • Technical and precise vocabulary. • Carefully-chosen adjectives to describe and specify. • Imperative and modal verbs (could/ might/will) • Use adverbs to clarify meaning. • Shift in formality within the text.

- See 'Sentence Structure' & 'Punctuation' Progression Map.

- See 'Sentence Structure' & 'Punctuation' Progression Map.

Instructions Progression Map KS1

Audience:

- someone who wants to know how to do something.

Purpose:

- to inform the reader about what they need, and steps they should follow.

EYFS	Year 1	Year 2
New Expectations: <ul style="list-style-type: none"> • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. 	Structure <ul style="list-style-type: none"> • Title (How to...) • Simple opening sentence. • Headings for 'What You Need' and 'What To Do'. • Short bullet pointed list of equipment (up to 5 items). • Simple numbered steps in chronological order. 	Structure <ul style="list-style-type: none"> • Title (How to...) • Simple opening sentence. • Headings for 'What You Need' and 'What To Do'. • Short bullet pointed list of equipment (up to 5 items). • Simple numbered steps in chronological order.
	Language Features <ul style="list-style-type: none"> • Present tense. • Simple imperative verbs. • See 'Sentence Structure' & 'Punctuation' Progression Map. 	Language Features <ul style="list-style-type: none"> • Present tense. • Begin to use adjectives to describe equipment needed. • Imperative verbs. • Begin to use adverbs of time to start sentences. • See 'Sentence Structure' & 'Punctuation' Progression Map.