

# Previous instruction writing in year 1

Thursday, 1<sup>st</sup> October 2020

LO: To write instructions

1. Tip it all in a big bowl
2. Mix it all up
3. Roll it out and cut it
4. Finally cook in a hot oven

d d d d d d d d

- Numbered steps
- Verb choice
- Adverbs at the start of a step
- “What you will need” list
- Title
- Second person
- And to join clauses
- Simple past tense

Wednesday, 20<sup>th</sup> November 2019

LO: To write imaginative instructions

How to look after a pet

What you need:

- A pet
- a good
- and a lead
- A eas

Some have some have

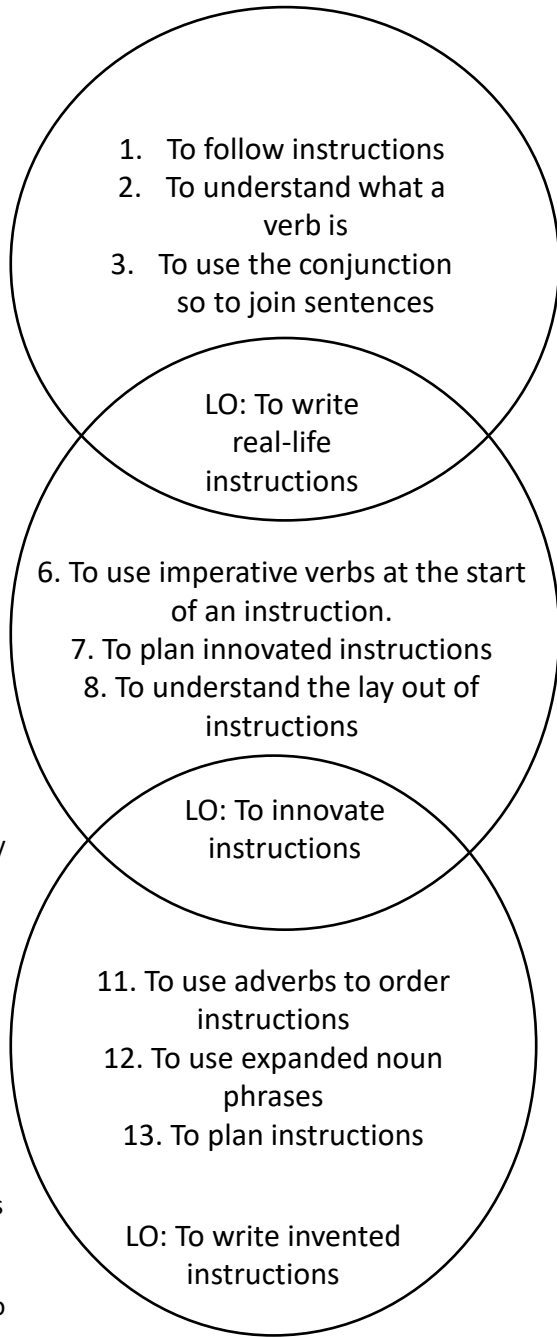
What to do:

1. let it ~~have~~ have some good and let it sing woftr.
2. let it play in the park
- But maye shop you do not put a lead on your pet.
3. Take it to a walk

three tighms a day.

4. Finally wash your pet but in it has to be glittery and gold.

4. Finally wash your pet but sense has to be glittery and gold.



SC:  
Use conjunctions (so, and)  
Full stops and capital letters

SC:  
Use conjunctions (so, and)  
Set out your instructions clearly  
Full stops and capital letters

SC:  
Use adverbs to order the steps  
Use conjunctions (so, and)  
Full stops and capital letters  
Use expanded noun phrases to specify

1. Get children to brush their teeth. What did you do? How would you break it down into steps? Follow instructions on brushing your teeth – has that helped you to brush them more thoroughly? Order pictures and label with sentences.
2. A verb is a doing or being word and has a tense. Give children a list of verbs to act out. Then give them a list of words (some not verbs), can they sort them? Which verbs would be useful for writing instructions? Make a list of verbs to use later in the week, putting them into sentences where appropriate.
3. Show two sentences and how “and” can join them. Introduce “so”. So is a co-ordinating conjunction too, which means it joins two sentences. Show some examples of so joining sentences (including from teeth instructions). Chn match sentences using the conjunction so (keep in the context of instructions).
- 4&5 Write real-life instructions. During input discuss the opening – way of hooking the reader in and explaining what the instructions will be about (might be only HAPS do this to start with)
6. The Thing is too scared to go to bed. Need to relax him and get him ready so that he has a good night sleep. What things could he do? Read a story, sing a lullaby, get in fresh pyjamas, have a cup of warm milk etc. Discuss how all of these ideas start with a verb (imperative verb). Children draw their ideas and label, starting with the imperative verb (extension: write why it will help using so, get them to pair ideas and use and)
7. Give learners a an image of each step. They change the pictures (innovate) and write their sentence next to it.
8. Show examples of instructions, discuss layout – title, questions to hook the reader, list of “you will need”, new line for each item and for each step. Children practise the layout for their extended write.
- 9&10. Write innovated instructions – encourage children to layout instructions clearly – title, you will need, what to do
11. What is an adverb? Describes when, how or where to do the verb. Can use adverbs instead of numbers. Give children a list of adverbs – Should any go near the end of the instructions? Do they have different meanings? Oracy discussion. Give children the instructions from the previous circle, can they change the numbers to adverbs?
12. Set context for next write: the Thing has slept well and didn’t wake you up so you want to give him a special treat – his favourite meal. What would the Thing like to eat? Draw his meal (with added decorations e.g. flowers), use ENP to label. During lesson: discuss ENP to specify – what would be more useful in instructions “put the yummy, juicy sausage on the plate” “put the cooked sausage on the plate”? Why?
13. Share box up structure for instructions. Children plan their instructions. Re-cap conjunctions and chn to include conjunctions in their plan.
- 14&15. Write invented instructions

Lesson 4 & 5

L.O: To write real life instructions

SC:

Use conjunctions (so, and)

Full stops and capital letters

### How to brush your teeth

Did you know that you should brush your teeth twice a day? It can be tricky to brush your teeth **so** follow these instructions to make sure you do it really well.

You will need:

A toothbrush

Toothpaste

Water

1. Wet your toothbrush.
2. Put a pea-sized amount of toothpaste on your brush.
3. Brush your teeth for two minutes. Set a timer **so** you can make sure you do it for long enough.
4. Make sure you brush each tooth **and** you reach those teeth right at the back!
5. Spit out any toothpaste left in your mouth and wash your brush.
6. Swill your mouth out with water **so** you can get rid of any toothpaste left in your mouth.

L.O: To innovate instructions

SC:

Use conjunctions (so, and)

Set out your instructions clearly

Full stops and capital letters

### How to get the Thing to sleep

Have you had a Thing stay in your house? Were they too scared to go to bed? Follow these instructions to reassure and calm them **so** that they are ready for a good night's sleep.

You will need:

A good book

A toothbrush and toothpaste

A cuddly

1. Before the Thing gets into bed, make sure he has brushed his teeth.
2. Get into bed **and** read a story together.
3. Give the Thing his cuddly **and** wrap him up in the covers.
4. Tell him that he has been a good boy **and** that he is safe tucked up in bed.
5. Finally, kiss him good night **so** that he knows he needs to go to sleep.

LO: To write invented instructions

SC:

Use adverbs to order the steps

Use conjunctions (so, and)

Full stops and capital letters

Use expanded noun phrases to specify

### How to make a surprise breakfast for the Thing

Has the Thing slept through the night for the first time? Are you really proud and want to congratulate him? Follow these instructions to make a lovely, surprise breakfast so you can say well done.

You will need:

A beautiful flower in a vase

A tray

Cutlery

His favourite breakfast cereal

Milk

A bowl

First, sneak downstairs quietly so you don't wake up the Thing.

Next, get your tray and place the vase in the top right corner.

Then, pour the cereal into the bowl and add cold, fresh milk.

After, place the bowl of cereal onto the tray with a spoon.

Finally, carefully carry the tray upstairs and wake up the Thing with your lovely, surprise breakfast.