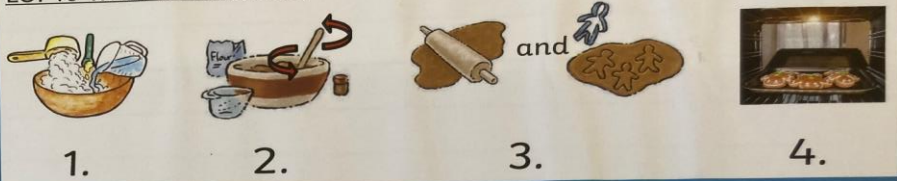


Previous instruction writing in year 1

Thursday, 1st 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

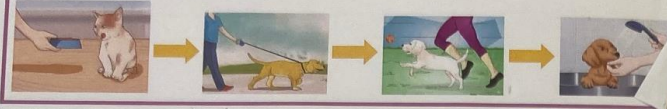
Second person

And to join clauses

Simple past tense

Wednesday, 20th 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 ~~eat~~ ^{have} some good and let it sing woftr.
2. let it play in the park

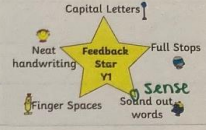
But maye shop you do not put a lead on your pet.

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.



Previous instruction writing in year 2

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 of the tray.

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.

Numbered steps

Verb choice

Introduction

Adverbs at the start of a step

“What you will need” list

Title

Second person

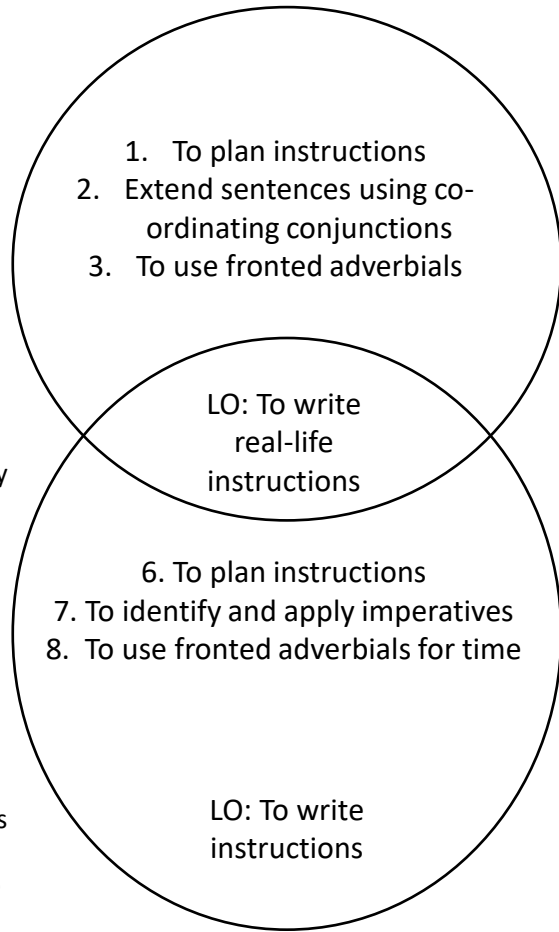
And, so to join clauses

Precise use of expanded noun phrases

Simple past tense

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

SC:
Use a range of imperative verbs
Use co-ordinating conjunctions
Use fronted adverbials for time



1. Re-cap features of instructions, spot features. Teacher to make a cheese salad sandwich. Children to record each step – what information is useful? What needs to go on the instructions? Model what could happen if the instructions are too simple (e.g. cutting a big chunk of cheese rather than a slim slice)
 2. And, but, so, or. Discuss how co-ordinating conjunctions join two sentences, re-cap what makes a sentence (subject, verb, makes sense on its own). HAPS - explain that you can have more than one co-ordinating conjunction in a sentence, but not the same one twice.
 3. Give chn some instructions where the steps have been cut up – can they order them based on the adverbials? E.g. First... once you have fried... Explain that the adverbials tell you when, where or how to do the verb. Give children another set of instructions – can they add in appropriate adverbials? Discuss – why would you not put an adverbial at the start of ever sentence?
- 4&5. Write instructions on how to make a cheese salad sandwich

6. Escaping from an ogre – what is an ogre? Role play the different steps – how would you escape from an ogre?
Be careful that the example text doesn't become memorised – use it as a plan (adverbials different). (HAPS might change the location for their extended write e.g. How to Escape an Ogre in the Supermarket).
 7. What is an imperative verb? Identify imperative verbs from example texts – which ones could you magpie? Address black hat words, put into sentences, pair synonyms and word pairs
 8. Re-cap fronted adverbials, explaining they can be used to explain when the verb was used. Extend simple instructions with a fronted adverbial. (NB: try to keep it to fronted adverbials rather than starting discussions around subordinate clauses – even though some of your examples might be clauses!)
- 9&10. Write instructions on how to escape an ogre from the classroom (HAPS might change the location for their extended write e.g. How to Escape an Ogre in the Supermarket).

Lesson 4 & 5

L.O: To write real life instructions

SC:

Use co-ordinating conjunctions

Use adverbials

How to make a sandwich

Have you ever wondered what you're having for lunch? A sandwich is a quick, easy way to fill you up. You can eat it when relaxing at home **or** when you're on the move.

You will need:

Ingredients:

- Bread
- Butter (optional)
- Lettuce
- Cucumber
- Tomato
- Cheese (optional)

Equipment:

- Knife
- Chopping board
- Plate
- Bowl

Method

1. **First**, wash your hands **and** get two slices of bread. Make sure you put them on a plate **so** no crumbs go on the table.
2. **After you have done this**, butter one side of each slice of bread. Do this carefully **so** the bread does not break.
3. **Before you cut your vegetables**, make sure they are washed **and** remove any dirt
4. Start with the lettuce and slice it into thin strips **but** make sure they're not too small as they will fall out easily.
5. **After that**, slice the cucumber into small, round discs.
6. **Once you have done this**, cut the tomatoes in half.
7. **If you would like cheese in your sandwich**, cut it into thin, rectangular shapes.
8. Assemble your sandwich by putting all the fillings on one slice of the bread.
9. **Finally**, put your second slice of bread on top.

Top tip

Cut your sandwich in half for a more manageable portion size.

Now it is time for you to relax and enjoy your sandwich, knowing you will be full for the rest of the afternoon.

L.O: To write instructions

SC:

Use a range of imperative verbs

Use co-ordinating conjunctions

Use fronted adverbials for time

How to escape an ogre in your classroom

If by chance an ogre stumbles into your classroom whilst you are learning, these instructions will help you to trap him and escape safely.

What you need:

- A place to hide (table)
- String
- A key for your classroom door
- Phone

Method:

1. When you see the creature, scurry under a table so you are well hidden.
2. Grab your shoe and throw it towards the ogre to confuse him.
2. While the ogre is distracted, creep through his legs but make sure you don't get stamped on.
3. After that, locate some string and tie its ankles together.
4. Once the monster is unstable, push him over or grab any of its weapons.
5. Before you head to the door, phone the office to inform of this incident.
6. Finally, lock the door behind you so he can't escape.

Top tip: When tying the string, double knot it to make it strong.

Other examples to use

How to escape from a dragon

Escaping a dragon is a complex task. Follow these instructions to give yourself the best chance of success.

What you need:

- Post
- Equipment
- Rope

1. When you see the creature, hurry to your closest shelter.
2. While you are hiding, peek at the dragon to ensure it is not looking at you.
3. Then, use any equipment available to distract the dragon.
4. Next, dodge the dragon's flames so you don't get burnt.
5. As you are bent down, dash through its legs and tie its ankle to the nearest post with rope.
6. Finally, go and find help and inform others not to go where the dragon is trapped.

Top tip: Make sure you don't get stamped on as you run through its legs.

How to escape from the black dog

If you come face to face with a black dog, you might need an escape route. Read very carefully for your safety.

What you need:

- Snacks
- Tree branch

1. Firstly, dash through its legs as this will disorientate the dog.
2. After that, launch a trail of snacks to distract the dog.
3. When he has finished eating, scurry to your closest park.
4. Next, creep under the swings and go around the roundabout.
5. As the dog is following you, rush to the forest so you can trap him underneath a branch.
6. Finally, sprint back to your house where it is safe.

Top tip: Use dog treats as this will entice the dog.