

INSTRUCTIONAL AND PROCEDURAL TEXTS

Aim	The aim of instructional and procedural texts is to ensure that something is done effectively and/or correctly with a successful outcome for the participant(s). Instructions, rules and procedures aim to ensure something is done correctly and a successful outcome achieved. If there is a process to be undertaken this is given in the order in which needs to be undertaken to achieve a successful outcome usually a series of sequenced steps. Like all text types, variants of instructions can occur (they may for example be pictorial rather than text based) and they can be combined with other text types. Instructions are found in all areas of the curriculum but are found particularly in subjects such as ICT and Design and Technology.
Typical features and conventions	Instructional language is very familiar to most children as they are usually instructed from birth. It tends to be a common language at home and school, 'Sit down', 'don't do that'. This means that patterns have probably become internalised early on. Like all text types, variants of instructions occur and they can be combined with other text types. They may be visual only (e.g. a series of diagrams with an image for each step in the process) or a combination of words and images. Instructions and procedural texts are found in all areas of the curriculum and include rules for games, recipes, instructions for making something and directions.
Structure	<ul style="list-style-type: none"> • Begin with a succinct opening , explaining to the reader why they should follow the instructions, defining the goal or desired outcome (e.g. How to make a board game). • List any material or equipment needed, usually in order. • Provide simple, clear instructions that are easy to follow even if the task being undertaken is unfamiliar or complicated. If a process is to be undertaken, present steps in the order they need to be followed to achieve the stated goal. • Diagrams or illustrations are often integral and may even take the place of some text (e.g. Diagram B shows you how to connect the wires).
Language	<p>The language features of an instruction text are often (but not always):</p> <ul style="list-style-type: none"> • Written in 2nd person e.g first you put • Use of imperative verbs (bossy verbs, commands, e.g. Cut the card...; Paint your design...). • In chronological order, e.g. first, next • • temporal signposts / connectives e.g. first, next, after that • May include negative commands (e.g. Do not use any glue at this stage). • Additional advice may be included (e.g. It's a good idea to leave it overnight if you have time; If the mixture separates...) and suggested alternatives may be offered (e.g. If you would like to make a bigger decoration, you could..) • Use of numbers, alphabet or bullet points and colour to signal order • Use of adverbs and adjectives for precision – e.g measure carefully • Focus on the generalised human agents rather than named individuals.
Knowledge for the writer:	<p>Before writing instructions be clear about what is needed and what has to be done, in what order. Think about your readers. You will need to be very clear about what to do or they will be muddled – if they are young, you may have to avoid technical language or use simple diagrams.</p> <p>The title should explain what the instructions are about – using how to...helps, e.g. How to play cricket. In your querying you may need to say when the instructions are needed, e.g. If your computer breaks down..., or for whom it is best suited, e.g. Young children may enjoy this game....</p> <p>Use bullet points, numbers or letters to help the reader. Use short clear sentences so the reader does not become muddled. Pictures and diagrams may be helpful both to show the process and to demonstrate the final outcome. Use the end statements to wrap up the writing – evaluate how useful or how much fun this will be. Make your writing friendlier by using you, or more formal by just giving orders. Use adjectives and adverbs only when needed. Tantalise the reader, e.g. Have you ever been bored – well this game will.... Draw the reader in with some 'selling points', e.g. This is a game everyone loves.... Make instructions sound easy, e.g. You are only four simple steps away....</p> <p>Finally, ask yourself whether someone who knows nothing about this could successfully use your instructions. Recognise that instruction texts can be adapted or combined with other text types depending on the audience and purpose.</p>

How to write instructional and procedural texts	<p>You can use these suggestions and prompts to help children plan and develop instructional and procedural texts.</p> <ul style="list-style-type: none"> • Use the title to show what the instructions are about (e.g. Make your own aquarium). • Work out exactly what sequence is needed to achieve the planned goal. • Decide on the important points you need to include at each stage. • Decide how formal or informal the text will be (e.g. Cook for 20 minutes... versus Pop your cheesecake in the oven for about 20 minutes...). • Present the text clearly; think about using bullet points, numbers or letters to help your reader keep track as they work their way through each step. • Keep sentences as short and simple as possible. • Avoid unnecessary description or technical words, especially if your readers are young, but do use description carefully to make things clear (e.g. Cut the thick blue thread, not the red one; Make a small, neat hole at the corner). • Appeal directly to the reader's interest and enthusiasm (e.g. You will really enjoy this game; Why not try out this delicious recipe on your friends? Only one more thing left to do now). • Include a final evaluative statement to wrap up the process (e.g. Now go and enjoy playing your new game; Your beautiful summer salad is now ready to eat). • Re-read your instructions as if you know nothing about the procedure involved. Make sure you haven't missed out any important stages or details and check that the language is as simple and clear as possible. • Use procedural texts within other text types when you need a set of rules, guidelines or instructions to make something really clear for the reader. 				
Examples of contexts	<p>Link to topic, e.g. history- how to put on a toga, how Vikings crossed the sea; science - how to look after your rabbit, how to grow a tomato plant; DT- how to make a finger puppet, how to make a sandwich; PE- how to play tag rugby, how to create a dance sequence; art - how to create a press print, how to make a paper mache hot air balloon; literature- how to make George's marvellous medicine, how to catch a troll, how to train your dragon.</p>				
Year 1	Word reading	Comprehension	Read as a writer	Creating texts that will impact on listeners and readers	Grammar for writing / suggested grammar focus
	<ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word <p>Additional key objectives to be chosen from National curriculum statutory guidance</p>	<ul style="list-style-type: none"> • To read instructional texts • Identify simple questions and use text to find answers. • Monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense • Read their reading for new and interesting words. Learn their meanings and how to use them in context. 	<ul style="list-style-type: none"> • to read and follow simple instructions, e.g. for classroom routines, lists for groups • to expect written text to make sense and to check for sense if it does not • to recognise full stops and capital letters when reading, and name them correctly 	<ol style="list-style-type: none"> 1. Think out and give clear single oral instructions. 2. Write and draw simple instructions and labels for everyday classroom use, e.g. in role-play area, for equipment Write captions and simple sentences, and to re-read, recognising whether or not they make sense 3. Contribute to class composition of instructions with teacher scribing. 4. Write simple instructions independently 	<ul style="list-style-type: none"> • to begin using the term sentence to identify sentences in text • know that a line of writing is not necessarily the same as a sentence. • Developing early writing 'Developing the concept of a sentence' p.78-82

