

# English Progression Map: Instruction Texts

Suggested approaches by year group:

Reception	<ul style="list-style-type: none"> <li>• Follow instructions for a sequence of actions</li> <li>• Give oral instructions when playing</li> <li>• Use imperative verbs in both talk and writing e.g. put, get</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• Listen to and follow a longer series of instructions</li> <li>• Plan and give clear single oral instructions</li> <li>• Routinely read and follow written classroom labels carrying instructions</li> <li>• Read and follow short series of instructions in shared context</li> <li>• Contribute to class composition of instructions with teacher scribing</li> <li>• Write consecutive instructions independently</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Listen to and follow a series of more complex instructions</li> <li>• Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams</li> <li>• Analyse some instructional texts and note their function, form and typical language features:</li> <li>• Include: a statement of purpose, list of materials or ingredients, sequential steps,</li> <li>• Use direct/imperative language</li> <li>• As part of a group with the teacher, compose a set of instructions with additional diagrams</li> <li>• Write extended instructions independently e.g. making lunch for a dragon</li> </ul>
Year 3/4	<ul style="list-style-type: none"> <li>• Read and follow increasingly complex instructions</li> <li>• Read and compare examples of instructional text, evaluating their effectiveness.</li> <li>• Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows, keys</li> <li>• Research a particular area (e.g. playground games) and work in small groups to prepare a set of oral instructions. Try these out with other children and evaluate their effectiveness</li> <li>• Independently write clear written instructions using simple devices to aid the reader</li> </ul>
Year 5/6	<ul style="list-style-type: none"> <li>• In group work, give clear oral instructions to achieve the completion of a complex task.</li> <li>• Follow oral instructions of increased complexity</li> <li>• Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness</li> <li>• Identify sets of instructions which are for more complex procedures, or are combined with other text types (e.g. some recipes)</li> <li>• Compare these in terms of audience/purpose and form (structure and language features)</li> <li>• Write a set of extended instructions (using appropriate form and features) and test them out on other people, revise and try them out again</li> <li>• Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types</li> <li>• Interweave the use of diagrams and illustrations, using these to take the place of text where a visual would make the instructions easier to follow e.g. Diagram B shows you how to connect the wires</li> <li>• Use the language conventions and grammatical features of the different types of text as appropriate</li> </ul>

