

Non-Fiction: Instructions.

National curriculum Objectives:

retrieve and record information from non-fiction
 discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 in non-narrative material, use simple organisational devices (for example, headings and sub-headings)

Express time, place and cause using conjunctions (for example, when, before, after, while, so, because), adverbs (for example, then, next, soon, therefore), or prepositions (for example, before, after, during, in, because of)

assess the effectiveness of their own and others' writing and suggesting improvements
 propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
 proof-read for spelling and punctuation errors

Key Vocabulary

instructions	non-fiction	headings
imperative verb	layout	organise
chronological	conjunction	Information
subheadings	adverb	present tense

Key: **Disciplinary** **Substantive** **Bigger picture**

Glossary

Imperative verb	
chronological	
layout	



Learning intents questions	Pupil	Teacher
Do we know the purpose of, and the key features, that make up an instructional text?		
Have we used simple organisational devices, such as headings and sub headings?.		
Have we used imperative verbs in a set of instructions?		
Have we used time conjunctions to sequence our instructions?		
Have we used adverbs to explain how an action is done?		
Is our set of instructions a suitable layout and structure?		
Are our instructions clear, concise and easy to follow?		