

# **Instructions Writing**

## **Samples**

# Notes

This document contains sample slides from our range of Instructions Writing resources.

It is NOT a lesson!

The unit contains a Teacher Guidance document which supports teachers planning a unit of work using our resources. Only the class teacher knows the needs of their class, with this in mind, we have prepared a wide range of resources for each unit for teachers to choose to adapt and use with their class.

For Instructions Writing, there are 12 editable PowerPoints which include the features of instruction writing and the different text types.

In addition, there is a range of activities to support teaching the relevant features; WAGOLLS are integrated into PowerPoints.

Planners and Steps to Success are available too.

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## Where can instructions be found?

Did you get these?

- Recipes
- Instruction leaflets EG for an air fryer
- Rules for a game EG chess
- Rules for a sport EG football
- How to guide EG look after a dog
- Directions EG a route between 2 places
- Science EG how to evaporate a liquid

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# Activity 1

Put these instructions in the correct order.

- Pick up where you left off.
- Continue on to the next rounds.
- Scatter the jacks onto the playing surface.
- Pick up a single jack.
- Let the ball bounce once and catch it.
- Play until you have a winner.
- Throw the ball again and pick up a single jack.
- Toss the ball into the air.
- Move on to the next player after a foul.



# Do exactly what I say!

- With your partner, decide who is giving the instructions and who is doing the instructions.
- The person doing the instructions cannot speak but must do exactly what their partner has said.

First of all, you...



Tanice

Which title is best?

1

Recipe  
You will need:  
apples  
pastry

2

Recipe for Apple Pie  
You will need:  
apples  
pastry

3

How to make Apple Pie  
You will need:  
apples  
pastry

4

Apple Pie  
You will need:  
apples  
pastry

SAMPLE

# Great resources for you to choose

## Writing Non Fiction Instructions Teacher Guide

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### PLANNING A UNIT OF WORK (continued)

#### WRITING

This phase can be further subdivided into:

- planning writing
- model writing
- shared writing
- independent writing

The duration spent at each stage will vary with the experience of the children.

1. **PLANNING** - all writing should be planned using a format that is suitable for the type of record being written. Allow plenty of time for this - children need to formulate their ideas and organise the information they have gathered in the previous phase. Depending on the children's experience, you may need to model this too.

2. **MODEL** - this is teacher led using different information from that which will be used by the children. The dialogue as you write is the most important element as you point out the features that you are including. It is recommended that you model a paragraph at a time. As you write, revise and edit your work, take suggestions from the children too.

3. **SHARED** - Children write with a partner or in a small group (which could be adult led) to write a similar paragraph to that modelled using the information they have gathered. Allow the children to write on large sheets of sugar paper or mini whiteboards to give them the freedom to alter, revise and edit their writing. An important step at this stage is the reading out loud of what they have written - does it make sense?

A good idea at this stage is peer review. Children could be put into small groups, each pair reads out their writing. The other pairs listen and then offer feedback linked to the features of the text. For example, you have used past tense but there are no time words. For this to be useful there must be a comfortable classroom culture for peer feedback. Following feedback, there must be the opportunity to make further amendments.

Steps 3 and 4 should alternate to be beneficial. For example:

- Model writing of introduction
- Shared writing of introduction
- Model writing of paragraph 2
- Shared writing of paragraph 2
- etc.

This stage could take several sessions.

4. **INDEPENDENT** - the children write independently. Resources relevant to the text type, collected during the unit, on the Working Wall are invaluable and children should be encouraged to refer to them when necessary. You may need to break this stage over a couple of sessions depending on the writing stamina of the children. Two shorter sessions are more likely to produce more successful writing than 1 long marathon session.

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### Grammar Hunt

I am looking for the use of formal language.

I have found the following:

- 
- 
- 
- 
- 

I have written my own example:

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### Bullet Points/Numbers

Rewrite these instructions using bullet points or Numbers.

#### Activity 1

##### Chocolate Chip Cookies

Heat the oven to 180°/ 160°C fan or gas mark 4. Line 2 baking sheets with baking parchment. Cream the butter and sugar until pale and fluffy. Beat in the eggs and the vanilla. Stir in the flour, bicarbonate of soda and 1 teaspoon of salt. Scoop 10 large tablespoons of the mixture onto the trays, leaving enough space between each one to allow for spreading. Bake for 10 - 12 minutes until firm at the edges but still soft in the middle. Leave to cool on the tray for a few minutes before eating warm or transfer to a wire rack to cool completely. Keep in an air tight container for up to 3 days.

#### Activity 2

##### How to plant seeds

Fill the seed tray with compost. Use a small piece of wood to press down onto the compost to 1 cm below the rim of the tray to make it firm. Empty the seed packet onto your hand. Take a small pinch and spread them evenly over the compost. Cover the seeds with a light sprinkling of compost. Use a watering can with an upside-down rose to create a gentle spray and avoid dislodging the seeds. Add a label with the name of the seeds and the date sown. Cover the tray with a piece of glass or plastic to speed up germination. Place the tray in a warm sunny place.

#### Activity 3

##### How to cross the road safely

Find a safe place to cross the road. Stand on the pavement near the kerb. Look all round for traffic and listen. If traffic is coming, let it pass. Then look all round again. When there is no traffic near, walk straight across the road. Keep looking and listening for traffic while crossing.

#### Activity 4

##### Rules for Snakes and Ladders

Each player puts their counter on the space that says 'start here'. Take it in turns to roll the dice. Move your counter forward the number of spaces shown on the dice. If your counter lands at the bottom of a ladder, you can move up to the top of the ladder. If your counter lands on the head of a snake, you must slide down to the bottom of the snake. The first player to get to the space that says 'home' is the winner.

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### Investigating Texts

On your table there are a selection of texts for you to investigate.

Read each one carefully.

Discuss the texts with your group. Use the questions below to guide your discussion.

What are the texts about?

What is different about the texts?

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### STEPS TO SUCCESS - Autobiography

FEATURES	✓
I have written a title.	
I have included an equipment list	
I have organised my writing in chronological order.	
I have used bullet points or numbering	
I have used clear, simple sentences.	
I have used second person.	
I have used sequencing words.	
I have used imperative verbs	
I have used adverbs of time.	
I have included adverbs of manner.	
I have included technical vocabulary.	

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