

Instructions

Instructions show the steps needed in order to do/make something eg, following a recipe for fairy cakes.

Foundation Stage

- Children listen to and follow single instructions and then a series of two or three instructions.
- Give verbal instructions when playing,
- Read and follow simple classroom instructions on labels.

Year 1

- Listen to and follow more detailed instructions.
- Give clear single instructions to others.
- Sequence simple instructions in time order (chronological).

Year 2

- Write the aim of a set of instructions eg, to make a cake.
- List the materials that will be needed.
- Write simple instructions in chronological order.
- Begin to use imperative language, eg get, put, take.
- Understand that adjectives and adverbs are limited in instructions.

Year 3

- Begin to use new organisational features to make instructions easier to follow, eg, numbers, bullet points and diagrams with arrows.
- Begin to write more complicated instructions eg, how to play a playground game.

Year 4

- Evaluate sets of instructions and look at the purpose, organisation clarity and layout.
- Write instructions for a range of audiences eg, a set for younger children and a set for older children.
- To test out a set of instruction they have written in order to edit and improve them.

