

Phase ① Features of instructions

Learning outcomes

- Children can recognise the structure and language features of instructional text.
- Children can express a view clearly as part of a class or group discussion.

Success criteria

I can identify features of an instructional text.

Setting the context

This activity should be carried out after the children have explored the purpose and language features of instructional text through shared, guided and independent reading. They should have read instructional text both in print and on screen, and watched an instructional programme, for example, a cookery programme. They should have had opportunities to explore and identify key language and layout features. Invite children working at levels 4-5 to annotate the photocopiable page 'Features of instructions' (version 2) independently. Children working at levels 2-3 work in a small group supported by an adult, using version 1 of the photocopiable page.

Assessment opportunity

Children working at levels 2-3 work in a supported group and discuss the text as a group before annotating the page independently. The adult asks the children to find features by posing questions such as, *How does the text indicate the aim? What is the purpose of the bulleted list? Why are numbers used? Where is the verb in most of the sentences?* and so on. The supporting adult makes notes of the children's responses. Children working at levels 4-5 work in independent groups and discuss the features and effectiveness of the text. They then annotate the text independently.

Assessment evidence

At levels 2-3, children will successfully identify most of the basic text features but will find it difficult to comment on them. At levels 4-5, children will show greater awareness of the writer's craft and will better understand the functions of the features. They will be able to comment on the text with remarks showing an understanding of why the author has approached a particular detail in a certain way, and why it is in its current position. Use the children's written responses, oral feedback and notes made during the levels 2-3 discussions to provide evidence for Reading AF4.

Next steps

Support: Children who need extra practice perform the interactive sequencing activity 'Sequencing instructions'.

Extension: Ask the children to practise giving a set of oral instructions to a partner using the typical language features of instructional text.

Key aspects of learning

Information processing: Children will process information from a range of media and use the information for their own instructional sequences.

Social skills: When orally rehearsing instructions, children will learn about relating to group members effectively.

Communication: Children will often work collaboratively in paired, group and whole-class contexts. They will communicate outcomes orally, in writing and through ICT if appropriate.

