



Instructions

- ❖ Heading
- ❖ Introduction to instructions to set the scene in form of questions - Year 4 upwards
- ❖ List of equipment
- ❖ Use **bullet points**
- ❖ Write in **second person**
- ❖ Write in **present tense**
- ❖ Step by step instructions in **chronological order**
- ❖ Time connectives and other connectives e.g. **firstly, secondly, thirdly**
- ❖ **Bossy verbs/ Imperative verbs** (You could also use an adverb)
- ❖ Brief sentences
- ❖ **Conjunctions** to link sentences together
- ❖ Use diagrams

- ❖ **Challenge:**
Can you use **humour to hold attention** e.g. like a safety tip or a warning.

Don't forget that all instructions still need punctuation too!



Instructions

These are used to describe, explain or instruct how to do something. They are usually presented in a step by step sequence

- ❖ Include a **title** and a sentence explaining the purpose e.g., Instructions on to make a perfect paper plane.
- ❖ **Introduction** to instructions to set the scene in form of questions - Year 4 upwards
- ❖ List of **equipment**
- ❖ Use **bullet points**
- ❖ Write in **second person**
- ❖ Write in **present tense**
- ❖ Step by step instructions in **chronological order**
- ❖ Time connectives and other connectives e.g. **firstly, secondly, thirdly**
- ❖ **Bossy verbs/ Imperative verbs** (Such as mix, fold, cut, throw, turn, share, screw) (You could also use an adverb)
- ❖ Brief sentences
- ❖ **Conjunctions** to link sentences together
- ❖ Use diagrams

- ❖ **Challenge:**
Can you use **humour to hold attention** e.g. like a safety tip or a warning.

Don't forget that all instructions still need punctuation too!

