



# Holly Park School Writing Learning Organiser

## Year 2

**Genre: Instructions**

**Phase: KSI**

**Purpose: Inform**

### Learning Objectives

Pupils should be taught to develop positive attitudes towards and stamina for writing by:

writing narratives about personal experiences and those of others (real and fictional)      writing about real events      writing poetry      writing for different purposes

Consider what they are going to write before beginning by:

planning or saying out loud what they are going to write about      writing down ideas and/or key words, including new vocabulary      encapsulating what they want to say, sentence by sentence

make simple additions, revisions and corrections to their own writing by:

evaluating their writing with the teacher and other pupils      re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including

verbs in the continuous form      proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

read aloud what they have written with appropriate intonation to make the meaning clear.

Prior Knowledge	Progression in Skills	Vocabulary
<ul style="list-style-type: none"> <li>Understand what instructions are and why we need them.</li> <li>To know that instructions follow an order (time sequence).</li> <li>To know instructions need a title.</li> <li>Instructions should be numbered or separated by bullet points.</li> </ul>	<p>Listen to and follow a series of more complex instructions. Give clear oral instructions to members of a group. Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams. Analyse some instructional texts and note their function, form and typical language features: statement of purpose, list of materials or ingredients, sequential steps, direct/imperative language use of adjectives and adverbs limited to giving essential information Although emotive/value-laden language is not generally used – it is possible to use Nigella-type cookery descriptions and use an introduction and are more emotive etc</p>	<p>Introduction – the action of introducing something. Outcome – the way a thing turns out. Chronological (time) order – following in the order they occur.</p>
<p><b>What will I know by the end of the unit?</b></p>	<p>use of adjectives and adverbs limited to giving essential information Although emotive/value-laden language is not generally used – it is possible to use Nigella-type cookery descriptions and use an introduction and are more emotive etc</p>	<p>Method- a particular way of doing something. Ingredients - any of the foods and substances combined to make a dish.</p>
<ul style="list-style-type: none"> <li>How to present the instructions, with a suitable layout.</li> <li>An outcome (or goal) will be outlined in a brief introduction explaining what is to be achieved e.g. <i>‘These instructions will tell you how to make a bird feeder’</i>.</li> <li>Instructions will be sequenced steps to allow the reader to achieve that goal.</li> <li>A list of equipment and/or items (e.g. ingredients) need to be included.</li> <li>Instruction texts will include commands and connectives.</li> <li>Diagrams and illustrations are used to make the process clearer.</li> </ul>	<p>As part of a group with the teacher, compose a set of instructions with additional diagrams. Write simple instructions independently e.g. getting to school, playing a game</p> <p><b>Purpose</b> To tell how to do or make something To give information on how to complete a task To describe a process in chronological order</p> <p><b>Instruction Text</b> Pupils’ writing should come from their own experience.</p>	<p>Sequence – a particular order that things follow each other. Equipment – necessary items for a particular purpose.</p> <p><u>Connectives:</u></p> <ul style="list-style-type: none"> <li>after</li> <li>while</li> <li>lastly</li> <li>finally</li> </ul> <p><u>Commands:</u></p> <ul style="list-style-type: none"> <li>spread</li> <li>mix</li> <li>attach</li> </ul>

## Possible Curriculum Links

Science – Plants. How to plant, nurture and grow a plant.  
How to make magic potions

Instructions should be planned and/or verbalised before writing.  
The text must have a title.  
It will have a short introduction that will include the intended outcome (goal) of the instructions.  
The instructions will be separated using bullet points or numbers.  
Instructions will be clear.  
It will include imperative verbs and time connectives.  
Simple adverbs can be included to make instructions clearer (e.g. stir quickly, carefully add).

### Possible text structure:

Title and sub-headings.

Introduction – a short paragraph that includes the intended outcome of the instructions.

A list of equipment needed.

List of clear instructions, in the appropriate time order.

Illustrations – pictures or diagrams to support their writing.

### How to Make Fairy Cakes

#### 1 Ingredients

- 4 • 100g self-raising flour
- 6 • 100g sugar
- 8 • 100g butter
- 10 • two eggs
- 12 • icing sugar
- 13 • sprinkles



#### 14 Method

- 14 1. Turn the oven on at 180°C or gas mark 4.
- 11 2. Mix the sugar and the butter together.
- 14 3. Sieve the flour gently into the bowl and fold it into the mixture.
- 13 4. Whisk the eggs and stir them into the mixture.
- 16 5. Divide the cake mixture evenly between 12 cake cases in a baking tray.
- 12 6. Ask a grown-up to help you to put the cakes into the oven for 20 minutes.

### How to Make a Daisy Chain

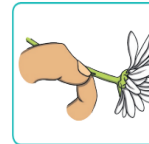
Daisy chains are a lovely thing to do on a sunny day. Use these step-by-step instructions to make a daisy chain.



#### You Will Need

- A few daisies with their stems.

1. Hold a daisy in your hand.
2. Use your thumbnail to make a small slit in the stem of the daisy.
3. Pick up another daisy and thread that stem through the slit.
4. Then make a slit in the new daisy stem you have just threaded through.



- continue
- place

#### Adverbs:

- slowly
- carefully
- gently

## PUNCTUATION

- Use spaces that reflect the size of the letters.
- Use full stops correctly.
- Use question marks correctly.
- Use exclamation marks correctly.
- Use capital letters correctly.
- Apostrophes for contractions.
- Possessive apostrophes for singular nouns.
- Commas to separate items in lists

## GRAMMAR

### Noun

Form nouns using suffixes and compounding.  
Expanded noun phrases for description.  
Add 'es' to nouns. and **-s for plurals**

### Verbs

Progressive form of verbs in the past and present tense.

	<p>Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but.</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs 'ly' added to adjective to form adverb</p>
<b>TEXT STRUCTURE</b>	<b>SENTENCE</b>
<ul style="list-style-type: none"> <li>• Title and sub-headings.</li> <li>• Introduction.</li> <li>• Instructions listed in sentences, in time sequence.</li> <li>• Diagrams and/or pictures to support text.</li> </ul>	<ul style="list-style-type: none"> <li>• Imperative verbs are used to begin sentences.</li> <li>• Use simple adverbs e.g. slowly, quickly.</li> <li>• Use simple noun phrases e.g. long stick.</li> </ul>