

Writing Instructions: English : Year 1

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand the purpose of instructions	In this first lesson, children will think about what instructions are and why they are important. They will think about different types of instructions including spoken and written before helping Darcy the dancer with her new dance routine.	<ul style="list-style-type: none"> • Can children follow spoken instructions? • Can children say who might need instructions? • Can children explain what an instruction is? 	<ul style="list-style-type: none"> • Slides • Dance Move Cards • Worksheet 1A/1B • Teacher Notes
Lesson 2	To follow written instructions	In this lesson, children will be introduced to Alex the astronaut who will be teaching them how to walk on the moon. Children will learn to follow written instructions before creating their own rockets and astronauts.	<ul style="list-style-type: none"> • Can children follow simple written instructions? • Can children say what makes good instructions? • Are children able to give examples of different types of instructions? 	<ul style="list-style-type: none"> • Slides • Worksheet 2A • Astronaut Template • Astronaut Instructions 2A/2B • Rocket Instructions
Lesson 3	To use imperative verbs to complete instructions	Children will learn about bossy words/imperative verbs in this lesson with the help of Frankie the firefighter. Children will learn how to recognise imperative verbs whilst thinking about what to do in case of a fire.	<ul style="list-style-type: none"> • Can children say what an imperative verb is? • Are children able to complete instructions using imperative verbs? • Are children able to say why imperative verbs are important when following instructions? 	<ul style="list-style-type: none"> • Slides • Matching Pairs Game • Worksheet 3A/3B • Teacher Notes
Lesson 4	To explore features of instructions	In this penultimate lesson, children will explore the features of instructions with the help of Connie the cook. They will look at how to make a jam sandwich, noting the use of imperative verbs, use of numbers and subheadings. Children will then need to put Connie's muddled recipe back together. Alternatively, children can follow Connie's instructions to make their own sandwich.	<ul style="list-style-type: none"> • Can children say why it is important for instructions to be followed in order? • Are children able to point out some of the features of instructions? • Can children order instructions? 	<ul style="list-style-type: none"> • Slides • Recipe Picture Cards 4A/4B • Worksheet 4A • Recipe Instruction Cards 4A/4B
Lesson 5	To write simple instructions	In this final lesson, children will think back to what they have learnt in order to write their own simple set of instructions. Children will be challenged to write instructions for Freddie and Florence who need help getting ready for school.	<ul style="list-style-type: none"> • Are children able to draw on their own experiences when writing instructions? • Can children write a simple set of instructions? • Are children able to use imperative verbs? 	<ul style="list-style-type: none"> • Slides • Writing Frame 5A/5B/5C • Getting Ready Word Mat

Writing Instructions: English : Year 1

Reading - word reading

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading

Writing - transcription HANDWRITING

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Writing - transcription SPELLING

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week
- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound
- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Writing - composition

- saying out loud what they are going to write about
- **composing a sentence orally before writing it**
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- **read aloud their writing clearly enough to be heard by their peers and the teacher**

Reading - comprehension

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- **being encouraged to link what they read or hear read to their own experiences**
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- **discussing word meanings, linking new meanings to those already known**
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

Writing - spelling, punctuation and grammar

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing

English Appendix 2

WORD

- Regular **plural noun suffixes** –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun
- **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. helping, helped, helper)
- How the **prefix un–** changes the meaning of **verbs** and **adjectives** [negation, for example, unkind, or undoing: untie the boat]

SENTENCE

- **How words can combine to make sentences**
- Joining **words** and joining **clauses** using and

TEXT

- Sequencing **sentences** to form short narratives

PUNCTUATION

- Separation of **words** with spaces
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences**
- Capital letters for names and for the personal **pronoun I**

TERMINOLOGY FOR PUPILS

letter, capital letter
word, singular, plural
sentence
punctuation, full stop, question mark, exclamation mark