

Instructions 1

Structure

The structure of an instruction text is often (but not always):

- goal - a statement of what is to be achieved, e.g. how to make a sponge cake
- materials/equipment needed, listed in order, e.g. 2 eggs, flour
- sequenced steps to achieve the goal, e.g. cream the sugar and butter.
- often diagrams or illustrations to help understanding of the steps taken

Language Features

The language features of an instruction text are often (but not always):

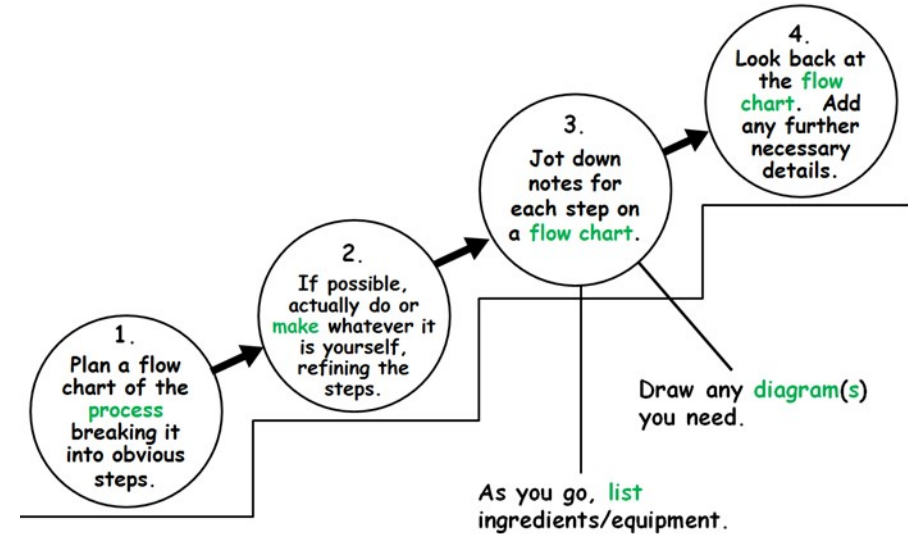
- written in the imperative, e.g. sift the flour or 2nd person e.g first you put ...
- in chronological order, e.g.
 - time connectives - first, next
 - use of numbers, alphabet or bullet points and colour to signal order
- use of adverbs and adjectives for precision – e.g measure carefully
- descriptive language used for clarity rather than vividness or effect



Top Tips

- Before writing instructions be clear about what is needed and what has to be done, in what order.
- Think about your readers. You will need to be very clear about what to do or they will be muddled – if they are young, you may have to avoid technical language or use simple diagrams.
- The title should explain what the instructions are about – using how to. .helps, e.g. How to play cricket.
- In your introduction you may need to say when the instructions are needed, e.g. If your computer breaks down, or for whom it is best suited, e.g. Young children may enjoy this game
- Use bullet points, numbers or letters to help the reader
- Use short clear sentences so the reader does not become muddled
- Pictures and diagrams may be helpful - both to show the process and to demonstrate the final outcome.
- Use the end statements / conclusion to wrap up the writing – evaluate how useful or how much fun the activity will be.
- Make your writing friendlier by using you, or more formal by just giving orders.
- Use adjectives and adverbs only when needed.
- If you want to add persuasion - Tantalise the reader, e.g. Have you ever been bored – well this game will . .
- Draw the reader in with some ‘selling points’, e.g. This is a game everyone loves.
- Make instructions sound easy, e.g. You are only four simple steps away. .
- Finally, ask yourself whether someone who knows nothing about this could successfully use your instructions.
- Recognise that instruction texts can be adapted or combined with other text types depending on the audience and purpose.

Planning Instructions



Title:
what's to be achieved

Maybe...
labelled diagram(s)

What you need

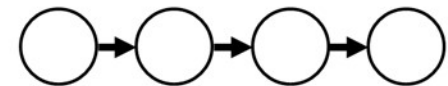
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What to do, one step at a time.



When you have made your flow-chart skeleton, each section of the flow-chart will be one paragraph or section of writing.