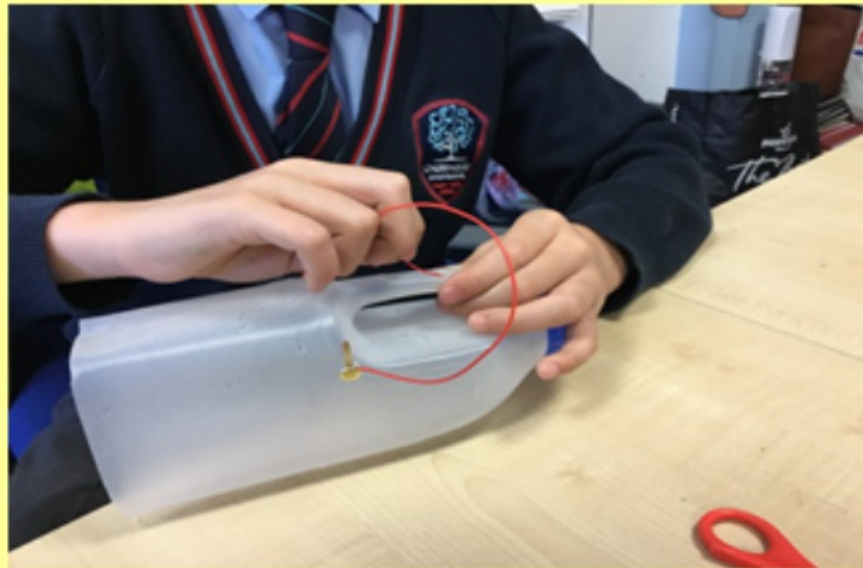


WALT: plan by discussing similar writing



This week, you are writing instructions for making a torch, like we made in DT on Friday.

This is the success criteria you will need to include:

Success Criteria for Instructions			SA
Red bar	Green bar	Headings	
		Subheadings	
		Bullet points	
		Pictures to demonstrate	
	Yellow bar	Present tense	
		Fronted adverbials for cohesion	
		Imperative (bossy) verbs	
		Explanation within steps	
		Chronological (time) order	
		Rhetorical question in introduction	
		Technical vocabulary	
		Top tip	

You also need to include some of this vocabulary:

material
pressure
pierce
approximately
attach
slightly
securely
insert
encase
component

Here are the introduction and equipment section of this model.
Tick off the conventions on the success criteria.

Success Criteria for Instructions			SA
		Headings	
		Subheadings	
		Bullet points	
		Pictures to demonstrate	
		Present tense	
		Fronted adverbials for cohesion	
		Imperative (bossy) verbs	
		Explanation within steps	
		Chronological (time) order	
			Rhetorical question in introduction
	Technical vocabulary		
	Top tip		

Heading to tell
the reader what
it's about.

Rhetorical question to
engage the reader.

How to Make Tissue Paper Poppies

Have you been wondering what to make for Remembrance Day? If so, don't despair. Help is at hand. Poppies are displayed on this day to remember those who died. They are big, bold blooms that are red and black. Read these instructions and soon you too will have a beautiful flower to use on Remembrance Day.

What you will need:

- One sharp pencil
- A pair of scissors
- A pipe cleaner
- A circular container or template
- Red tissue paper
- Black or brown tissue paper
- White craft glue



Subheadings to sign post the
reader to different sections.

Bullet points to make the
equipment needed clear.

Now do the same for the instructions and top tip.

Subheading to sign post the reader.

Numbered bullet points in chronological (time) order to show the reader exactly when to do something.

Pictures help show the reader what to do.

Explanation so the reader knows exactly what to do.

Imperative verbs at the start of sentences to tell the reader what to do.

What to do:



1. Lay three pieces of red tissue paper on your work surface. Use additional layers of tissue paper if you want a fuller poppy. Make sure the paper is flat otherwise you will not be able to draw on it. We use red paper because the petals are this colour.



2. Secondly, put a round plastic lid, such as a lid from crisp container, on top of the folded tissue paper. Check your pencil is sharp before you begin drawing. Trace around the lid slowly with a pencil. Use scissors to cut out the circle.



3. Next, lay three pieces of black or brown tissue paper on your table. Use a small cup or another object about 5cm in diameter as a pattern. Carefully draw around the circle, then cut out the black tissue paper.



4. After that, place the stack of small black circles on the centre of the stack of larger circles. Poke a green pipe cleaner up through the middle of the stack while holding the paper firmly. Leave about 2cm of pipe cleaner extending above the paper.



5. Bend the pipe cleaner down in a hook shape then pull the bent part of the pipe cleaner through the paper so the hook is hidden in the poppy. Secure the pipe cleaner to the paper poppy with a small amount of white craft glue.



6. As soon as the glue is dry, spread the layers of tissue paper to make a ruffled poppy. You mustn't let the paper become too scrunched because it won't look like petals anymore.

7. Finally, put a sticker with your name on it at the bottom of the pipe cleaner. Repeat the steps for each tissue paper flower you wish to make.

One final top tip: Tissue paper can rip easily so make sure you handle it with care.

As long as you follow these instructions carefully you will create the perfect poppy!

Success Criteria for Instructions

	SA
Headings	
Subheadings	
Bullet points	
Pictures to demonstrate	
Present tense	
Fronted adverbials for cohesion	
Imperative (bossy) verbs	
Explanation within steps	
Chronological (time) order	
Rhetorical question in introduction	
Technical vocabulary	
Top tip	

Fronted adverbials to sequence the instructions and link the writing together.

Technical vocabulary to allow the reader to follow the steps correctly.

Present tense because the reader will carry out the instructions as they read it.

A top tip to stop the reader going wrong.

Next, we are going to write our plan.

First, let's remind ourselves of how we made the torch by reading the instructions we were given.

We will then collect this so we don't copy it word for word.

Step 1: pierce a hole in the bottom of the milk bottle, approximately 2 fingers up from the base of the bottle.



Step 2: pierce a hole in the handle. This is for one part of your switch



Step 3: pierce a 2nd hole in the handle, using the paperclip as a guide for how far apart your holes will be.



Step 4: Cut all the way around the base of the bottle, using the 1st hole you made. Keep the base nearby.



Step 5: Attach one end of one wire to the top of the split pin. If you need more wire (without the plastic covering), let me know. We'll strip the wire more. Repeat for the 2nd wire



Step 6: Starting from the outside, thread the bare end of 1 wire through one of the holes in the handle



Step 7: Attach one end of the paperclip to the split pin. You may need to twist it slightly, so it fits over.



Step 8: Thread the 2nd wire (with split pin attached) through the 2nd hole in the handle and paperclip.

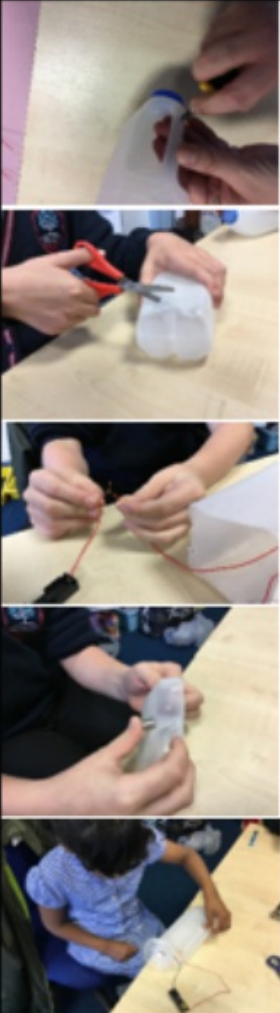


Introduction (with rhetorical question)

Equipment



Instructions



Top Tip

Why would someone want to make this?

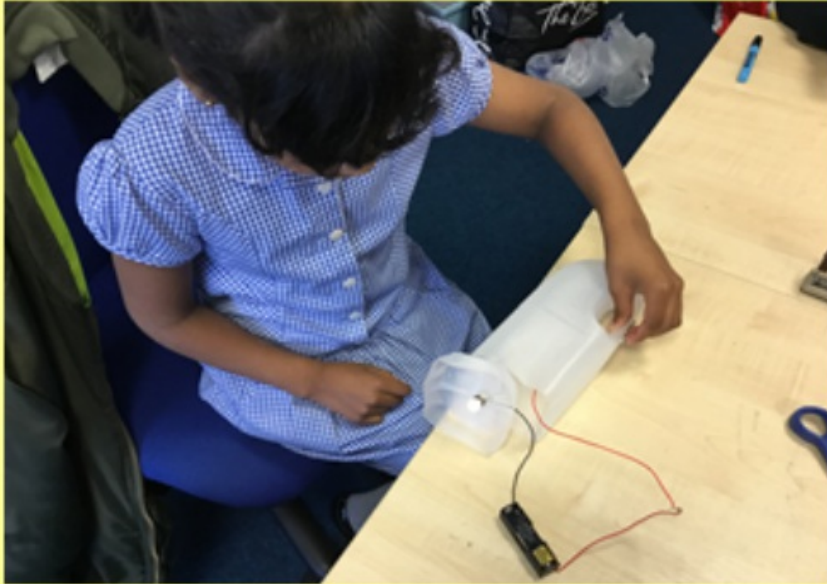
What do they need?

How exactly do you make it? (Only needs to be notes)

What could easily go wrong and how could they prevent it?

Now plan yours!

WALT: write by using organisational devices



Today, you are writing your *introduction and equipment list* for making a torch, like we made in DT on Friday.

This is the success criteria you will need to include:

Success Criteria for Instructions			SA
Red bar	Green bar	Headings	}
		Subheadings	
		Bullet points	
		Pictures to demonstrate	
	Yellow bar	Present tense	
		Fronted adverbials for cohesion	
		Imperative (bossy) verbs	
		Explanation within steps	
		Chronological (time) order	
		Rhetorical question in introduction	
	White bar	Technical vocabulary	
		Top tip	

You also need to include some of this vocabulary:

organisational devices

Double page (workflow)

material
pressure
pierce
approximately
attach
slightly
securely
insert
encase
component

The introduction *persuades* the reader to follow your instructions!

Heading tells the reader what your instructions are about.

A rhetorical question makes the reader want to follow your instructions.

The rest of the introduction tells the reader why they should follow your instructions.

How to Make Tissue Paper Poppies

Have you been wondering what to make for Remembrance Day? If so, don't despair. Help is at hand. Poppies are displayed on this day to remember those who died. They are big, bold blooms that are red and black. Read these instructions and soon you too will have a beautiful flower to use on Remembrance Day.

What you will need:

- One sharp pencil
- A pair of scissors
- A pipe cleaner
- A circular container or template
- Red tissue paper
- Black or brown tissue paper
- White craft glue



The subheading lets the reader easily find what equipment they need easily.

Uses bullet points to tell you exactly what you need, before you begin.

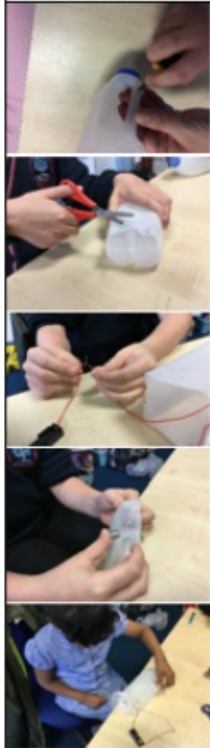
Now write your introduction and equipment using the success criteria and appropriate key vocabulary.

Introduction (with rhetorical question)

Equipment



Instructions



Top Tip

Success Criteria for Instructions

	SA
Headings	
Subheadings	
Bullet points	
Pictures to demonstrate	
Present tense	
Fronted adverbials for cohesion	
Imperative (bossy) verbs	
Explanation within steps	
Chronological (time) order	
Rhetorical question in introduction	
Technical vocabulary	
Top tip	

material

pressure

pierce

approximately

attach

slightly

securely

insert

encase

component

WALT: write by using organisational devices



Next, you are writing your instructions for making a torch, like we made in DT on Friday.

This is the success criteria you will need to include:

Success Criteria for Instructions			SA
Red bar	Green bar	Headings	
		Subheadings	
		Bullet points	
		Pictures to demonstrate	
	Yellow bar	Present tense	
		Fronted adverbials for cohesion	
		Imperative (bossy) verbs	
		Explanation within steps	
		Chronological (time) order	
		Rhetorical question in introduction	
		Technical vocabulary	
		Top tip	

You also need to include some of this vocabulary:

material
pressure
pierce
approximately
attach
slightly
securely
insert
encase
component

Recap!

What is a *verb*?

Describes an action or feeling.

sleep



love

shout

teach

hear



sneeze

run

feel

Recap! What are fronted adverbials?

fronted = at the start of a sentence

adverb/adverbial = gives more information about a **verb** (or adjective)

We use fronted adverbials to **link** our writing together.

Linking your writing together so that it flows is called **cohesion**.



Linking Adverbials

Linking adverbials express a relationship between two clauses and creates a transition between the two. This can include a transition of time, particularly useful when writing a set of instructions. Listed below are a number of examples of linking adverbs that indicate a transition of time.

- | | | |
|--------------------|--------------------|-----------------------|
| • Firstly | • Before long | • Afterwards |
| • To begin with | • After a while | • At that point |
| • Now | • Later | • A few minutes later |
| • Then | • Now | • Initially |
| • Next | • In the mean time | • Finally |
| • Secondly | • Immediately | • To finish |
| • Soon after that | • When | • Eventually |
| • 10 minutes later | • After some time | • At last |
| • Meanwhile | • After that | • Until then |

Tip: you always need a comma after a fronted adverbial!

What are *imperative verbs*?



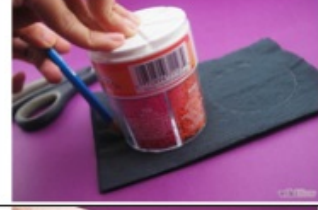




Imperative verbs (you may remember them as 'bossy verbs') are *verbs that tell you what to do*.

They often go at the start of a sentence to create a *command*.

Sit up straight! Listen to your teacher! Don't talk!

Can you highlight the imperative verbs in the instructions?

What to do:	
	1. Lay three pieces of red tissue paper on your work surface. Use additional layers of tissue paper if you want a fuller poppy. Make sure the paper is flat otherwise you will not be able to draw on it. We use red paper because the petals are this colour.
	2. Secondly, put a round plastic lid, such as a lid from crisp container, on top of the folded tissue paper. Check your pencil is sharp before you begin drawing. Trace around the lid slowly with a pencil. Use scissors to cut out the circle.
	3. Next, lay three pieces of black or brown tissue paper on your table. Use a small cup or another object about 5cm in diameter as a pattern. Carefully draw around the circle, then cut out the black tissue paper.
	4. After that, place the stack of small black circles on the centre of the stack of larger circles. Poke a green pipe cleaner up through the middle of the stack while holding the paper firmly. Leave about 2cm of pipe cleaner extending above the paper.
	5. Bend the pipe cleaner down in a hook shape then pull the bent part of the pipe cleaner through the paper so the hook is hidden in the poppy. Secure the pipe cleaner to the paper poppy with a small amount of white craft glue.
	6. As soon as the glue is dry, spread the layers of tissue paper to make a ruffled poppy. You mustn't let the paper become too scrunched because it won't look like petals anymore.
	7. Finally, put a sticker with your name on it at the bottom of the pipe cleaner. Repeat the steps for each tissue paper flower you wish to make.

Instructions need to be *specific* and *clear*!

The *exact* amount needed.







Extra information to explain how to get the desired result.

1. Lay three pieces of red tissue paper on your work surface. Use additional layers of tissue paper if you want a fuller poppy. Make sure the paper is flat otherwise you will not be able to draw on it. We use red paper because the petals are this colour.

Tips on how to get it right.

The reason why you do it that way.

Use the success criteria, a child's plan, the key vocabulary and the linking adverbials support sheet.

Introduction (with rhetorical question)	
Equipment	
	
Instructions	
	
	
	
	
	
Top Tip	

Success Criteria for Instructions			SA
Red	Yellow	Headings	
		Subheadings	
		Bullet points	
		Pictures to demonstrate	
		Present tense	
		Fronted adverbials for cohesion	
		Imperative (bossy) verbs	
		Explanation within steps	
		Chronological (time) order	
		Rhetorical question in introduction	
Red	Yellow	Technical vocabulary	
		Top tip	

material
pressure
pierce
approximately
attach
slightly
securely
insert
encase
component

Linking Adverbials

Linking adverbials express a relationship between two clauses and creates a transition between the two. This can include a transition of time, particularly useful when writing a set of instructions. Listed below are a number of examples of linking adverbs that indicate a transition of time.

- | | | |
|--------------------|--------------------|-----------------------|
| • Firstly | • Before long | • Afterwards |
| • To begin with | • After a while | • At that point |
| • Now | • Later | • A few minutes later |
| • Then | • Now | • Initially |
| • Next | • In the mean time | • Finally |
| • Secondly | • Immediately | • To finish |
| • Soon after that | • When | • Eventually |
| • 10 minutes later | • After some time | • At last |
| • Meanwhile | • After that | • Until then |

Write your instructions for making a torch, cutting out pictures to stick next to it.

Now write your top tip (this tells the reader how to prevent a mistake that may occur).

One final top tip: Tissue paper can rip easily so make sure you handle it with care.

As long as you follow these instructions carefully you will create the perfect poppy!

And write an ending sentence (this tells the reader what will happen if they follow your instructions).

Success Check

Success Criteria for Instructions		SA
	Headings	
	Subheadings	
	Bullet points	
	Pictures to demonstrate	
	Present tense	
	Fronted adverbials for cohesion	
	Imperative (bossy) verbs	
	Explanation within steps	
	Chronological (time) order	
	Rhetorical question in introduction	
Technical vocabulary		
Top tip		

Name:	Class:
Small Step Target	Success
	😊😊😊
	😊😊😊
	😊😊😊
	😊😊😊
	😊😊😊
	😊😊😊
Success consists of going from failure to failure without loss of enthusiasm. Winston Churchill British Prime Minister 1940-45 World War II, 1951-55	

Chesswood Junior School

1. Purple pen out
2. Reread your entire piece
3. Tick off all the parts of the success criteria you have used - if you haven't got the highlighted parts, edit them in now!
4. Underline spellings you're unsure of
5. Check for punctuation (capital letters, full stops, commas)
6. Did you meet any of your targets?