

Writing Activity 5 – How To Wash Your Hands.

Text Type:	Instructions	UKS2
Purpose:	To clearly explain how to make or do something	
Text Features:	Written in the present tense: (<i>is, choose, mark, hit, cut, etc</i>) Written in the second person (<i>you, your</i>) Title, goal, materials, steps, evaluation.	
Organisational Features:	Bullet points, numbered or lettered steps, different fonts, headings/sub headings Sometimes uses diagrams, pictures, illustrations etc.	
Openers:	Each step usually starts with a verb followed by a noun: <i>Cut, Chop, Peel, Melt, Add, Mix, Stir, Cook, Slice, Arrange, Pour, Serve, etc</i>	
Connectives:	Sequencing: <i>first(ly), start by, second(ly), then, next, after, meanwhile, once, when, while, before, later, earlier, previously, following, finally, lastly</i> Addition: <i>and, too, also, and then, again, as well as, together with, including</i>	
Vocabulary:	Use of powerful verbs and adverbs which describe the steps accurately: <i>simmer gently, blending gradually, turning slowly etc.</i> Use of plain vocabulary to ensure reader can follow instructions	

LO: To write an instruction text.

SC: I can use my plan to write an instruction text.

I can use heading and sub headings to organise my text.

I can use imperative (bossy) verbs.

I can use time adverbials to sequence my instructions.

I can use powerful verbs and adverbs to describe the steps accurately.

Title or main heading:

- Often states the goal or purpose: (*How to make a*)

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1. Goal:

- Statement of purpose: (What you are making, doing or learning)

2. Materials/Requirements/Ingredients:

- Subheading: (What you need)
- A list of what is needed to follow the instructions
- Quantities needed, sizes, amounts
- Use of bullet points

Using your plan from yesterday write your instruction text. Give it a suitable title and then write your opening paragraph. Why should we be washing our hands? Mention the new corona virus and explain why it is important to wash our hands PROPERLY to protect ourselves from it. What could be the consequences of not washing our hands properly?

3. Steps:

- Subheading: (What you do)
- What you need to do
- Chronological order
- Numbered instructions

Use of the active voice to address the reader and make it clear who does what (e.g. *fold the paper in half*, not *the paper is folded in half*)

Use of short sentences which are clear and to the point, missing out unnecessary words. Instructions often use one sentence for each step

4. Illustrations:

- Pictures
- Drawings (clearly labelled)
- Maps etc

Technical terms explained through diagrams or in a glossary

5. Evaluation: (What it should look like or how it works)

- How you know if you have succeeded
- What it should look like
- How it should work

Now write the actual instructions, the steps of what we do when...remember these need to be in chronological (time) order. Include bossy verbs and don't forget your time/sequential adverbials such as first, next, after that etc.

If you are including diagrams/pictures think about where you are going to put them, if you are doing your writing on a computer then maybe find some suitable images and copy and paste them across to your document.

Nearly finished...now write your last paragraph, what should your clean hands look like? How do you know they are washed properly? Why is it important to have clean hands?