

Writing Activity 4 – 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 plan an instruction text.

SC: I can use a planning format to organise my ideas.

I can plan an introduction.

I can plan the steps to my instructions in chronological (time) order.

I can plan my conclusion/evaluation.

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 the three boxes above think about what you are going to be including: the main title; the reason why we should be washing our hands properly and what might happen if we don't; and what equipment/materials do we need to be able to wash 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

Your next part (box 3) is the instruction part of the text, what do you do when? Remember these need to be in chronological order.

You might want to include pictures or diagrams to your text, this is ok but remember this is only a plan. You could also include a glossary for unfamiliar vocabulary.

Your final paragraph is your conclusion/evaluation (box 5), how would you know that you had washed your hands properly? What are the benefit of having clean hands?