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|  | **Writers’ Toolkit for writing a set of instructions** |  |
| **Pupil** |  | **Parent** |
|  | **We give a sentence at the beginning of the instructions to tell the reader what they will be making.**  |  |
|  | **You need to tell the reader what they will need.** |  |
|  | **The steps to follow are written in the correct order.** |  |
|  | **The steps can be numbered to help the reader.** |  |
|  | **Imperative verbs are usually found near the start of the sentences as they tell the reader what to do.** |  |
|  | **‘ly’ adverbs tell the reader who to complete that verb e.g. quickly, slowly, thoroughly.** |  |
|  | **There are conjunctions to join parts of the sentences together.** |  |
|  | **Nouns are expanded to help the reader know specifically which equipment they will be using.** |  |
| What could I do to improve my instructions next time? |

L.O. Know how to write instructions

Wb 30.3.20