

Monsters Non-fiction

The Teaching Sequence for Writing

English KS1 Year 1



Monsters Poetry

The Teaching Sequence for Writing

English

Key Stage 1 Year 1

It is very important that this unit is tailored to the needs of your class. The activity in this resource is a suggestion. You may choose to use the recommend approaches with an activity of your choice.

Learning aims

The Teaching Sequence for Writing is still the recommended approach to the teaching of reading and writing.

Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary. With non fiction, children need to see the structure and conventions of the selected text type

Curriculum objective

Non-statutory guidance.

This unit focuses on the comprehension element of reading and the structure and construction of effective instructions. It is assumed that this will be taught alongside daily phonics sessions which focus on the decoding element of reading. However, teachers should make sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills to revise and consolidate those grapheme-phoneme correspondences learnt earlier.



Some slides contain additional teacher guidance in the 'Notes' area of the accompanying PowerPoint presentation, which will not be visible to the children. These are listed throughout the PowerPoint index on the following pages.

PowerPoint presentation

The accompanying PowerPoint presentation has 40 slides. Slides 1 to 10 are specifically for teachers; subsequent slides are intended to be used in the classroom with the children. The slides are indexed as follows:

- Slide 1: Title slide
- Slide 2: The teaching sequence for writing
 - Phase 1a: Reading with a reader's eye.
 - Phase 1b: Reading a writer's eye.
 - Phase 2: Capturing ideas, learning the skills, practising, planning, having a go.
 - Phase 3: Teacher modelling: planning, drafting, editing, writing.
- Slide 3: Explains Phase 1a and Phase 1b: The reading phase will be revisited several times over the duration of a sequence as further texts or extracts are introduced. With non fiction, children need to see the structure and conventions of the selected text type.
- Slide 4: Teacher modelling of comprehending a text:

Phase 1a: Reading with a reader's eye: Do I like it? How does it affect me?

Guidance from the Notes:

NB For teachers of children in Key Stage 1: 'Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary.'

NC 2014 Non-statutory guidance.

This unit focuses on the comprehension element of reading and the structure and construction of effective instructions. It is assumed that this will be taught alongside daily phonics sessions which focus on the decoding element of reading. However, teachers should make sure that pupils can sound and



blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills to revise and consolidate those grapheme-phoneme correspondences learnt earlier.

- Slide 5: Teacher modelling of analysing a text:

Phase 1b: Reading with a writer's eye: Do I like it? How does it affect me?

Guidance from the Notes:

In Key Stage 1, the emphasis will be on the elements of writing which will serve to underpin children's writing throughout their primary years. The basic skills of identifying and applying basic sentence structure, joining sentences with joining words, basic punctuation to demarcate sentences and using etymological and morphological clues to construct words will all be introduced at this stage and should be revisited many times throughout Key Stage 1 and beyond.

NB Any words recorded on the working wall should be written in lower case unless they are proper nouns. Any sentences recorded on the working wall should be punctuated correctly. Drawing children's attention to these points reinforces basic sentence structure.

- Slide 6: Phase 2: Capturing ideas, learning the skills, practising, planning, having a go.
- Slide 7: Phase 3: Teaching modelling: Planning, drafting, editing, writing.

Guidance from the Notes (for both slides 6 and 7):

It is not anticipated that children will be able to produce a full set of instructions at the end of this unit. Rather, the focus should be on oral instructions and being immersed in different sets of instructions to enable children to become very familiar with this predictable and simple format.

- Slide 8: Sets out how the children will learn, and explains that this unit supports different approaches to non-fiction writing, and that teachers will identify further opportunities to meet the needs of the children in their class. It is not intended to be a prescriptive unit of work, but rather a repository of possible teaching opportunities.

Guidance from the Notes:

Examples used in this unit are suggestions only. Teachers should select the most appropriate texts for the children they teach, or replace them with ones of their own choosing if alternatives suit their purposes better. There are many occasions across the curriculum when children carry out activities which may become the context for writing instructions, such as making something in DT, art activities, science investigations, dances or games in PE. Teachers should select the ones which will work best for their circumstances. Any of the instructions used in this unit can be followed to make the items described.



- Slide 9: Explains that this unit will provide children with opportunities to listen to, read and write instructions.
- Slide 10: Explains that this unit will point out to children the clear and obvious structure of instruction writing.

Guidance from the Notes:

Children will no doubt be familiar with receiving instructions both at home and at school, but seeing them written down and then writing instructions themselves will be less familiar.

NB It will be helpful if home support could continue the identification of instruction writing in, say, recipes, games, seed packets, etc. that children may encounter in their home lives.

Slides 11 to 40 are aimed at the classroom, as outlined below:

- Slide 11: Title slide
- Slide 12: Sets out the reading and writing objectives.

Guidance from the Notes:

‘Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing.’ NC 2014 Non-statutory guidance.

NB The curriculum for Year 1 does not require children to distinguish between statements and commands. However, developing a basic understanding of ‘bossy verbs’ will stand them in good stead when they encounter this terminology in Year 2 and provides a basis for all future instruction writing. 40% of the grammar and punctuation requirements in the National Curriculum are introduced by the end of Year 2, so early introduction to concepts and frequent revisiting will really help children to grasp even the trickier concepts.

- Slide 13: What are instructions? Sets out explanations.

Guidance from the Notes:

Ask children to work in pairs or small groups and discuss what they might expect to see if they were reading instructions.

For teachers: Instructions usually also contain adverbs (e.g. carefully pour) and/or transition words (e.g. first, next). Whilst it is recommended that these words are included, it is not required for children in Year 1 to be familiar with the terminology. However, if teachers feel that the children they teach could handle the meta-language, please use it.



- Slide 14: Get ready for reading – do as you're told! A series of images and instructions for children to copy and/or obey.

Guidance from the Notes:

Either in the classroom or in a wider space such as the school hall or outside, give the children instructions, emphasising the imperative (bossy) verb. These are suggestions only. Encourage children to read aloud CVC words they are familiar with: put, sad, sit, and blend other words using phonic strategies.

For teachers: Imperative verbs create an imperative sentence (one that gives an order or command). Imperative verbs are insistent, leaving no room for questions or discussion. They are used to issue commands, directions, advice, warnings, etc. They can be modified by including an adverb (e.g. slowly) or softened by adding 'please'. They can be a positive command or a negative one (e.g. Do not run.)

- Slide 15: Get ready for reading – put your coat on!

Guidance from the Notes:

Putting coats on is an activity which children should be accustomed to, but this is a suggestion only. If teachers feel that the activity is not appropriate for the children they teach, this can be changed to another of the teacher's choosing.

Ask the children to get their coats and put them on. Take them off and put them on again, this time telling a partner exactly what they do at each step. Children should be encouraged to work collaboratively to decide what comes next. In pairs, one child instructs, step by step, the second child to put her/his coat on again.

- Slide 16: Get ready for reading. Asks children if they can identify which of the displayed texts are instructions.

Guidance from the Notes:

These represent a narrative, instructions and a recount. Children do not necessarily need to name them all but should be encouraged to begin to identify the features of instruction writing, e.g. title, list of what you need and numbered instructions.

- Slide 17: Get ready for reading. Displays a link to the CBeebies series, [Down on the Farm](#), which children can watch without sound to identify instructions, then with the sound.

Guidance from the Notes:

This is a great little video (1 min 16 sec) which allows the children to hear the spoken instructions assisted by the visuals on the film. If the first watching is without the sound, children have the opportunity to discuss what instructions should be given. A written version to read together follows on slide 25.



An alternative to the above video is [CBeebies Cress Heads Make](#) but this is less clear and has a vague list of 'Want you need'. However, for children who are currently more competent, this would be a good activity for them to identify and explain why these are not good instructions.

- Slide 18: Phase 1a: Reading with a reader's eye: Do I like it? How does it affect me?

Guidance from the Notes:

Encourage children to share their ideas rather than trying to guess yours. This is crucial in developing a child's sense of themselves as a reader with valid views and opinions.

- Slide 19: Reading as a reader – bossy verbs.

Guidance from the Notes:

These are words from the text as suggestions to explore further. Teachers should select from this list, or use different words to explore prior to reading the instructions. Encourage the children to participate and work out what the words mean. Notice that each word is repeated in the explanation. Repetition of the word can help children to remember. Further word work will be included at later stages in addition to at this point.

Take care as some of these words function as verbs in this example but can also function as nouns, e.g. water.

Ensure that any words which may be useful for future work are recorded and displayed on, for example, a working wall.

- Slide 20: Reading as a reader – why do we need instructions?

Guidance from the Notes:

Children should be given first-hand experience to explore the language and structure of instruction writing. If they feel confident about these aspects, they are better able to concentrate on refining the language features when they construct their own versions. Provide opportunities for children to encounter and recognise instructions in their daily lives.

- Slide 21: Phase 1a: Reading with a reader's eye: Do I like it? How does it affect me? Ask the children to listen to you reading the instructions on the following slide.

Guidance from the Notes:

Importance of talk and analysis being rooted in personal response.



A **'Tell-me grid'** recommended by [Aidan Chambers](#) is one mechanism for structuring thinking.

Blend pair, small group and whole-class talk.

Begin to train pupils to talk in pairs, then small groups; strategies for structuring talk (turn-taking in a given order, asking each other questions, etc).

Suggestions from [James Durran](#) used with kind permission.

- Slide 22: Reading as a reader – growing cress. A selection of key words along with the instructions.
- Slide 23: Reading as a reader – how to make a cheese sandwich. A set of instructions.

Guidance from the Notes:

Visit: <https://bit.ly/3GoY7bC> for a short video explaining why instructions to make a jam sandwich need to be clear. Teachers should decide whether to carry out this activity in class with the children following the instructions. Note that the step by step images may be useful to help children remember the steps. Display these on the working wall for future use.

- Slide 24: Phase 1b: Reading with a writer's eye: How has the poet done it? What techniques can I learn and apply?

Guidance from the Notes:

Choose one or two objectives to be the main focus of studying the text with a writer's eye. Use the word 'writer' when speaking to the children. They need to see themselves as potential writers.

- Slide 25: Reading as a writer. Asks the children to look at a selection of pictures and place them in the correct order. It also displays bossy verbs: put, unfold, draw, fold, cut.

Guidance from the Notes:

Distribute the pictures (which are also supplied on the accompanying PDF file) to pairs of children. In their pairs, children should discuss the pictures and put them in the correct order. If necessary, show them the first and last step, and the title: How to make a paper snowflake.

- Slide 26: Reading as a writer – How to make a paper snowflake. A selection of instructions. Go through these with the children, and then ask whether the children think these are good instructions. Why/why not? Could the children improve them? What is missing?



Guidance from the Notes:

If teachers feel that children (or some of them) are capable of writing their own instructions, this should be encouraged. Draw the children's attention to the fact that each instruction is a full sentence (i.e. contains a verb), begins with a capital letter and ends with final punctuation, in this case a full stop. Encourage them to say whether these are good instructions or not. (E.g. pictures help, but no advice about how to do anything and not numbered). What would improve them (transition words, adverbs)? Ensure the children identify that these instructions need a 'What you need' list.

- Slide 27: A further, improved, set of instructions on how to make a paper snowflake.

Guidance from the Notes:

These improved instructions may be used to show how instructions need to be clear and precise. They are supplied on the following pages of this PDF, so that you can display these on the working wall for future use.

- Slide 28: Reading as a reader – Think Aloud.

Guidance from the Notes:

Prompts on the next slide are also supplied on the following pages of this PDF, so that you can print and distribute them to pairs to focus responses. All activities may be repeated with subsequent verses if teachers choose to do this.



Phase 2

- Slide 29: Phase 2: Learning the skills – Think Aloud.

Guidance from the Notes:

This is the phase to allow plenty of opportunities for children to learn and practice the skills they will need to write or say their own instructions.

- Slide 30: Learning the skills – what do instructions need?

Guidance from the Notes:

Instructions should be chronological. Ensure children grasp this.

They should be written in the present tense (this terminology is not a statutory requirement in Year 1 but useful for explanations).

- Slide 31: Learning the skills. Asks the children if they can identify the bossy verb.

Guidance from the Notes:

Distribute the sentences to pairs of children and ask them to identify the bossy verb. Teachers should decide whether to give the pairs of children just one sentence or several. A further activity is to ask the pairs to organise themselves around the classroom into the correct order so the text is coherent.

Remind children that only when the bossy verb starts the sentence should it be capitalised. Notice that the word 'mix' appears twice, capitalised and lower case. Record any useful words on the working wall for future use.



Phase 3

- Slide 32: Phase 3. Writing instructions for making monster biscuits.

Guidance from the Notes:

This final set of instructions is more challenging, and teachers should decide whether to include them or not. Instructions for making Monster Biscuits is a suggestion only; any other sets of instructions may be substituted.

At this stage, teachers may have already followed the recipe and made the biscuits with the children. If so, children will have first-hand experience of the steps taken to produce the final outcome.

NB It should be remembered that children are being immersed in instruction writing and exposed to full sets of instructions. It is not expected that, at this stage, they will be able to replicate these, but they will be able to produce sentences with the same structure.

- Slide 33: Planning your instructions.

Guidance from the Notes:

The stages in any process can be represented as a simple flowchart, helping children to identify and replicate the underlying format. With instruction writing, it is the sequential structure that children often struggle with so a sequenced diagram can support this. Teachers should model from the planning stage through to the writing stage, deciding how much support the children currently need and remembering that this is probably their first introduction to instruction writing.

- Slides 34 to 37: Instructions and steps to make Monster Biscuits.

Guidance from the Notes (for Slide 37):

Draw the children's attention to the fact that there is no instruction for removing the biscuits from the oven. Also, there should be some safety instructions such as 'use an oven glove' which is missing.

- Slide 38: Teacher modelling supported writing. The children work in pairs to prepare some words (confident children could prepare a sentence or two), to begin instructions and use the bossy verbs.



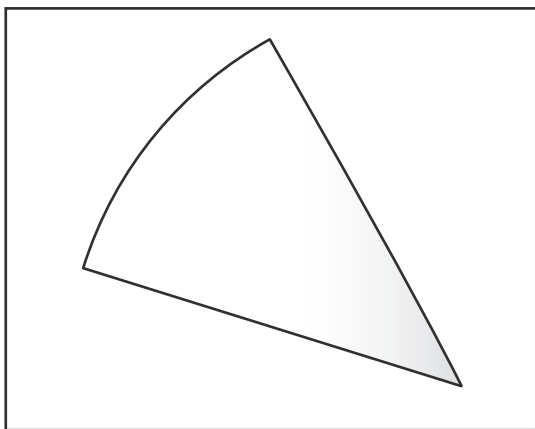
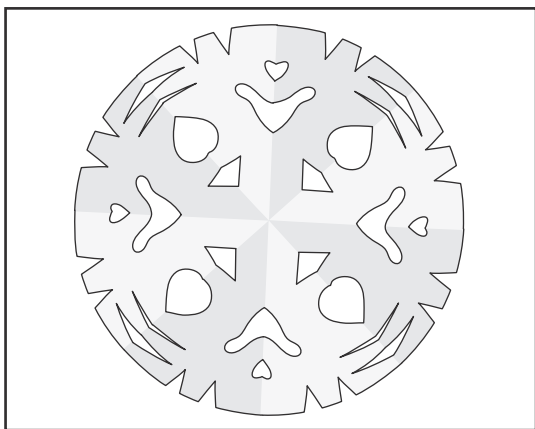
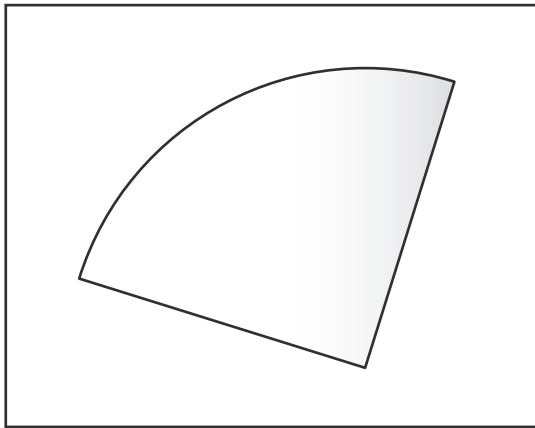
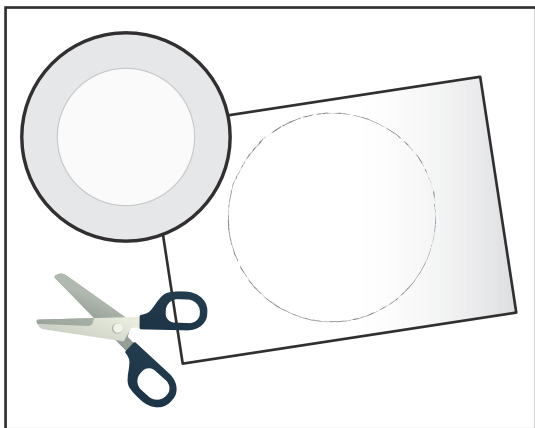
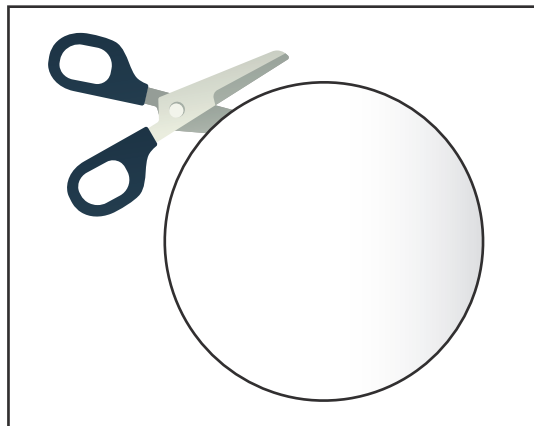
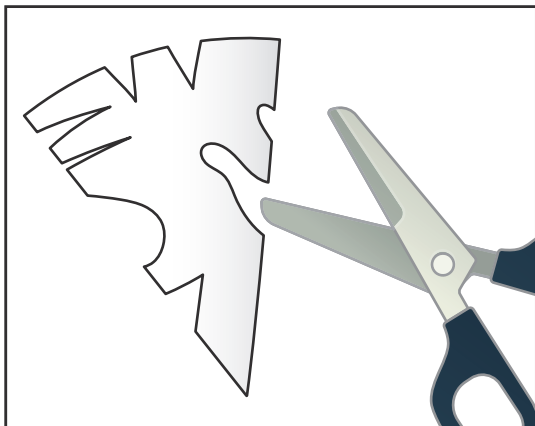
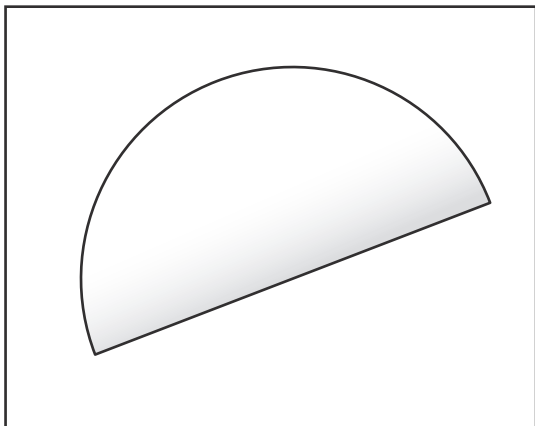
Guidance from the Notes:

Either give the children a specific topic for their instructions or let them choose from the examples on the working wall. The outcome should be at least a couple of sentences written sequentially as instructions. The teacher should circulate amongst the children, supporting and challenging where appropriate and making suggestions for improvements.

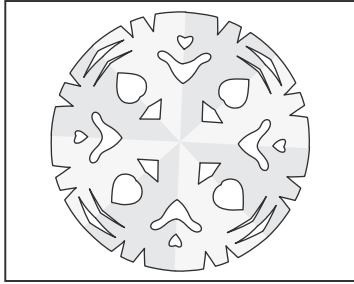
- Slides 39 and 40: Closing slides.

All websites referred to were functional at the time of publication. Teachers should check that these are still operational before including them in the lesson. Original illustrations by [Stella Perrett, Radical Cartoons](#)



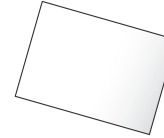


How to make a paper snowflake

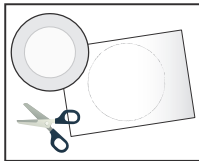


You will need:

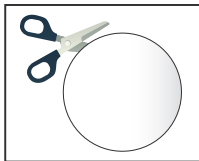
- A plate
- 1 sheet of white paper
- Pencil
- Scissors



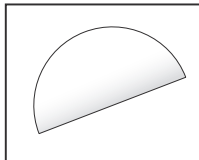
How to make



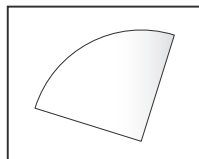
1. First, draw around the plate with the pencil on to the paper to make a circle.



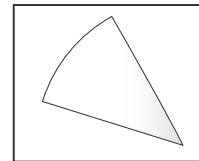
2. Carefully cut out the circle with the scissors.



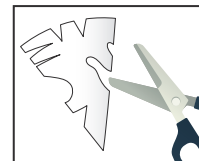
3. Next, fold the circle in half.



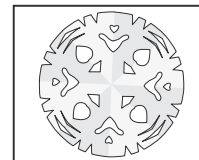
4. Fold the circle in half again.



5. Fold the circle in half again.



6. Carefully cut small shapes along each edge.



7. Lastly, unfold your paper to reveal your snowflake.



**The pictures
helped because...**

**I am not sure
what xx means**

**My favourite
bossy verb is xx
because...**

**The text
reminds me of...**

**I like the
word xx
because...**

**The text made
me feel...
because...**



Tell Me Grid

What I like	What I didn't like
I want to know...	It reminded me of...

