



English – Year 6 Week 7

Instructions

Lesson Overview – Instructions

- Lesson 1: Reading Focus
- Lesson 2: Reading Focus
- Lesson 3: Features of instructions
- Lesson 4: Sentence starters
- Lesson 5: Writing a set of instructions

Lesson 1: Reading Comprehension

<https://www.the-national.academy/year-6/english/instructions-lesson-1-reading-focus-year-6-wk4-1#slide-1>

Instructions

At the end of this unit, you will write a set of instructions.

In this session, we are going to read an extract from a story and answer reading comprehension questions.

Word of the Day:
outlandish

adjective

- Strange or extremely unusual

Spellings

observant	hesitant
observance	hesitancy
tolerant	expectant
tolerance	expectancy

Spelling Test

Don't forget that Mr Fozzard will be hosting this week's Spelling Test during lesson 5!

Can you beat your score from last unit?

Can you get 8/8 again?



What has many hearts but no other organs?

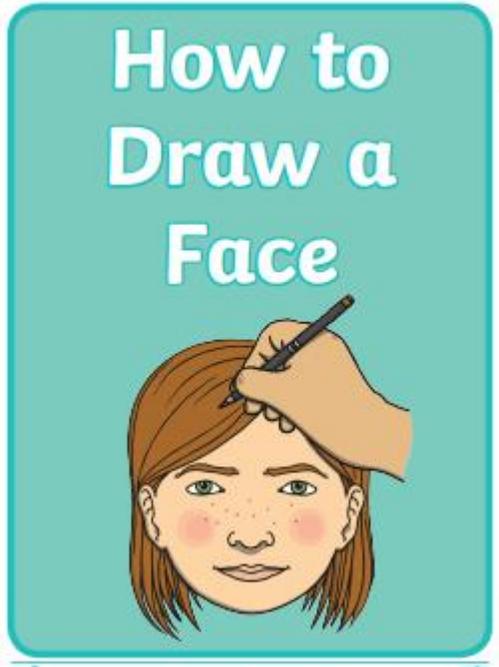
Lesson 1: Additional Task

In the next few slides you will find instructions on how to draw a face.

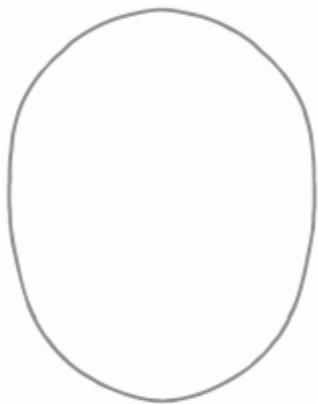
1. Attempt to draw a face using the instructions given.
2. Analyse the instructions and comment upon what was good about them and what could be better.



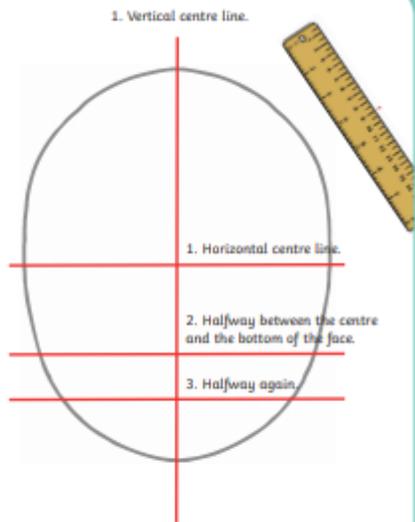
You could create a table in your work book to help you...



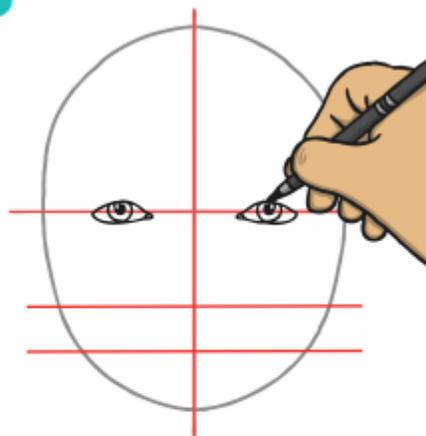
Good	Bad/Improvement
Numbered clearly	Too short

1

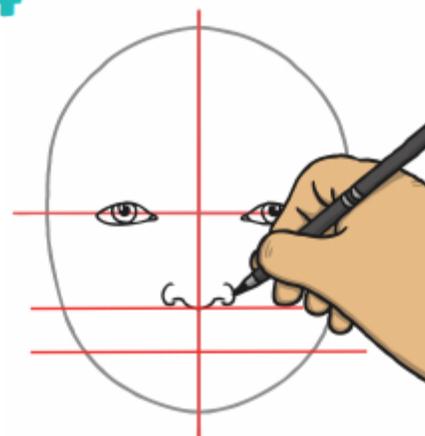
Draw a faint oval. You will go back over this later after you have drawn the hair.

2

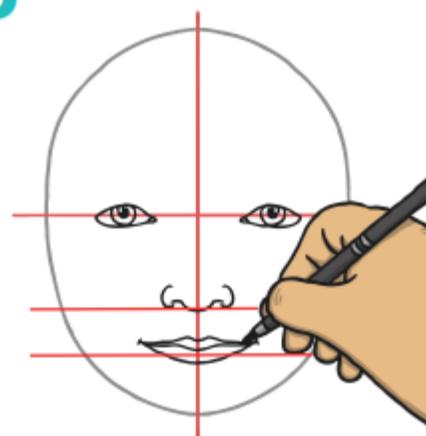
Mark some very faint guide lines with a pencil and ruler.

3

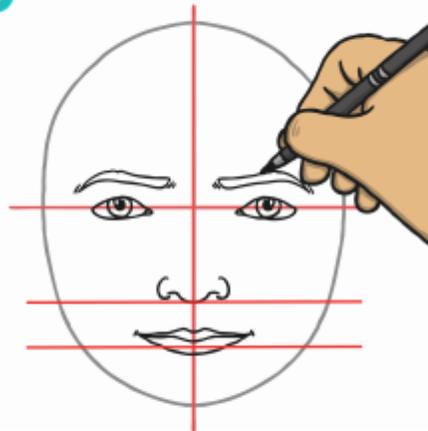
Draw the eyes.

4

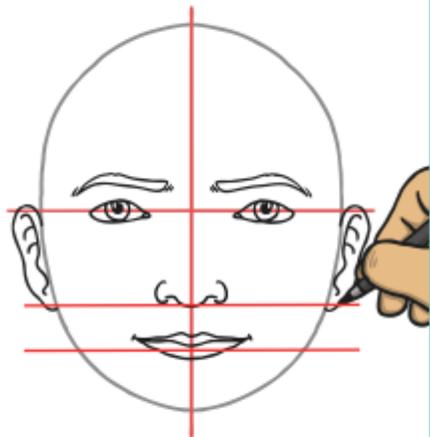
Draw the nose.

5

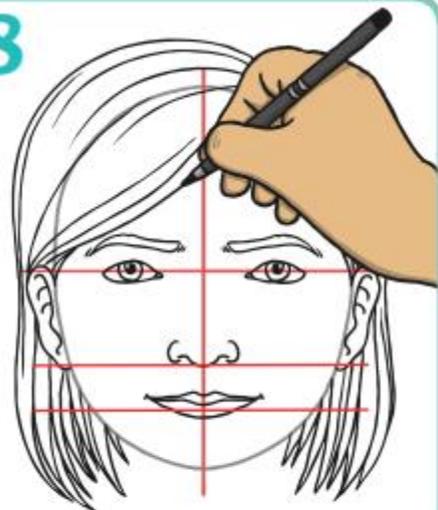
Draw the mouth.

6

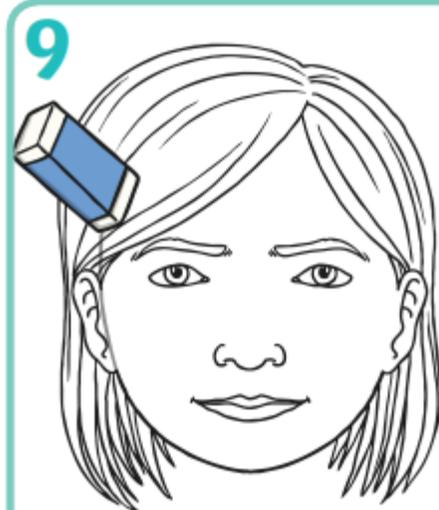
Draw the eyebrows.

7

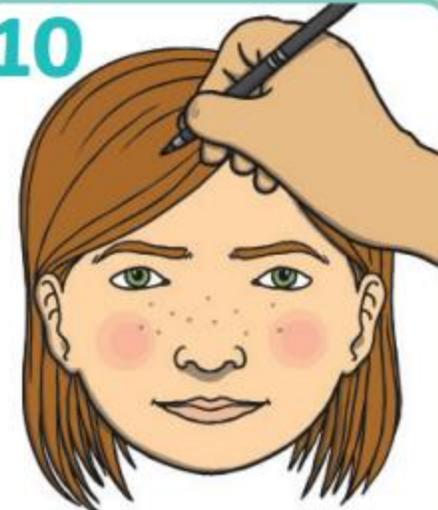
Draw the ears.

8

Draw the hair.

9

Go over the lines of the oval that aren't covered by hair. Erase the faint guide lines and the oval lines that are covered by hair.

10

Colour in the face. Don't forget to add the pupils in the eyes and any freckles or other details on the face.

Lesson 2: Reading Comprehension

<https://www.the-national.academy/year-6/english/instructions-lesson-2-reading-focus-year-6-wk4-2>

At the end of this unit, you will write a set of instructions.

In the previous session, we read an extract from a story and answered reading comprehension questions.

In this session, we are going to read another extract from the story and answer reading comprehension questions.

Spellings

observant

observance

tolerant

tolerance

hesitant

hesitancy

expectant

expectancy

Word of the Day: pandemonium

noun

- a situation in which there is a lot of noise and activity with a great lack of order, especially because people are feeling angry or frightened

pandemonium (noun)

In the text

...while **pandemonium** broke loose...

Synonyms

bedlam, chaos, commotion

In another sentence

There was **pandemonium** in the classroom till the head appeared.

Antonyms

silence, peace



I make two people out of one. What am I?

Lesson 2: Additional Task



HELP!!
I CAN'T
DRAW MY
DUCK!

I have lost my set of instructions for how to draw this duck.

Can you help me by writing a suitable set of instructions to help?

Have a go at drawing it yourself to see how it is best to start.

Think about the drawing as a collection of shapes and lines – break it down into suitable steps.

Try it out on a member of your family to see if your instructions are clear!

Send us a picture of their drawings!



Lesson 3: Identifying the Features

In the previous sessions, we read an extract from a story and answered reading comprehension questions.

In this session, we are going to read a set of instructions and identify the key features in preparation for writing our own over the next few sessions.

Instructions are detailed information about how something should be done or operated.

They are written to guide people when doing something so that they know what to do and when to do it.

Word of the Day:
dishevelled

adjective

- very untidy (of hair, clothes or somebody's general appearance)

dishevelled (adjective)

In the text

...well-known for their grotesque and **dishevelled** appearance.

Synonyms

scruffy, unkempt, messy

In another sentence

He looked tired and **dishevelled**.

Antonyms

tidy, neat

<https://www.the-national-academy/year-6/english/instructions-lesson-3-identifying-features-year-6-wk4-3>

Spellings

observant

observance

tolerant

tolerance

hesitant

hesitancy

expectant

expectancy



Before Mount Everest was discovered, what was the highest mountain on Earth?

Key structural features of a set of instructions

Title

Title introduces content of instructions.

Equipment list

Tells the reader what they are going to need so they can be prepared.

Chronological order

Steps written in the order they should be carried out in.

Conclusion

A summary for the reader after they have completed the steps.

Key grammatical features of a set of instructions

Second person

As a writer, you need to talk directly to the reader.

Present tense

The reader will be carrying out the instructions in the present tense.

Range of punctuation and clause structures

To keep the reader engaged throughout a set of instructions so they complete them and to ensure that all information is presented in a way that a reader can understand.

Here are the key features from the video...



Go to the next 2 pages for your task

Lesson 3: Additional Task

What Is an Imperative Verb?

Imperative verbs are sometimes known as **bossy** verbs.

They are verbs which **tell you what to do**.

They are often seen at the beginning of a sentence and create a **command**.

Let's look at some examples...

Eat your lunch.

Tidy the cloakroom.

Write today's date.



Quick
game!

Who Stole the Hidden Treasure?

Follow the path of imperative verbs to discover which of these wicked pirates stole the hidden treasure from the cave in Barnacle Bay.

Start					
shut	brave	delightful	eager	faithful	bald
fold	elegant	drab	gorgeous	shapely	zealous
open	close	mix	polite	proud	petite
wonderful	ashy	turn	gentle	happy	jolly
icy	lemon	pour	lazy	mysterious	scrawny
put	place	fill	tiny	short	immense
add	unkempt	victorious	catch	fetch	crouch
chop	hold	steer	swim	aggressive	swing
alive	mushy	odd	vast	hide	crack
obedient	silly	thankful	joyful	write	gentle
Scallywag Salty	Skipper Sharkbait	Buccaneer Birdnest	Boatswain Blackheart	Swabbie Shipwreck	Shipmate Seaweed
					

l	l	f	s	m	e	a	s	u	r	e	w	f	k	n
q	v	o	w	d	y	t	o	w	m	k	s	a	c	p
e	g	n	s	v	v	v	l	l	l	b	s	a	i	b
r	e	v	o	m	z	i	z	s	l	e	e	p	t	g
i	r	n	r	o	x	k	q	p	x	i	g	m	s	v
m	u	l	t	i	a	w	j	r	x	q	g	g	w	m
s	i	g	j	v	d	y	n	e	l	p	k	u	a	u
m	r	b	h	y	r	v	o	a	v	p	r	h	s	s
e	n	f	e	d	i	v	i	d	b	p	m	m	h	c
h	e	c	j	l	c	l	p	e	d	j	e	w	o	n
g	v	x	n	o	v	t	s	c	i	c	n	a	c	x
i	g	c	h	e	p	t	n	a	d	e	x	t	r	e
e	t	u	c	g	w	f	u	l	a	c	l	e	a	n
w	t	t	z	y	r	n	q	p	n	w	u	l	c	k
f	h	a	i	u	i	b	k	r	u	o	p	b	k	w

There are 15 imperative verbs hidden in this grid. How many can you find?

Write a command using the following imperative verbs:



Choose 6 imperative verbs from the wheel!

Can you spot all 15 imperative verbs?

Lesson 4: Sentence Openers

<https://www.thenationalacademy/year-6/english/instructions-lesson-4-sentence-openers-year-6-wk4-4>

Instructions

At the end of this unit, you will write a set of instructions on how to capture the outlandish creatures.

In the previous sessions, you read an extract from a story and answered reading comprehension questions and identified the key features of instructions in preparation for writing our own over the next few sessions.

In this session, we will look at sentence openers and how they can be used effectively in a set of instructions.

Word of the Day:
sporadically

adverb

- occasionally or at intervals that are not regular

www.oxfordlearnersdictionaries.com



How can you make seven even?

sporadically (adverb)

In the text

...you will find that running **sporadically** will gain you the advantage of unpredictability.

Synonyms

intermittently, infrequently, periodically

In another sentence

The beasts have been found **sporadically** across the land.

Antonyms

continuously, habitually, regularly

Spellings

observant

observance

tolerant

tolerance

hesitant

hesitancy

expectant

expectancy

Underline the **verb** in red and the **adverbial** in purple.

Next, change the sentences around so that the **adverbial** comes before the **verb**, to make a **fronted adverbial**.

Make sure you add the comma in the correct place.

Example

I visited the zoo for my school trip.

For my school trip, I visited the zoo.

1) We sat on the coach.

2) People were chattering as we arrived at the gates.

3) We visited Butterfly Paradise first of all.

4) I tiptoed into the dark entrance of the reptile house.

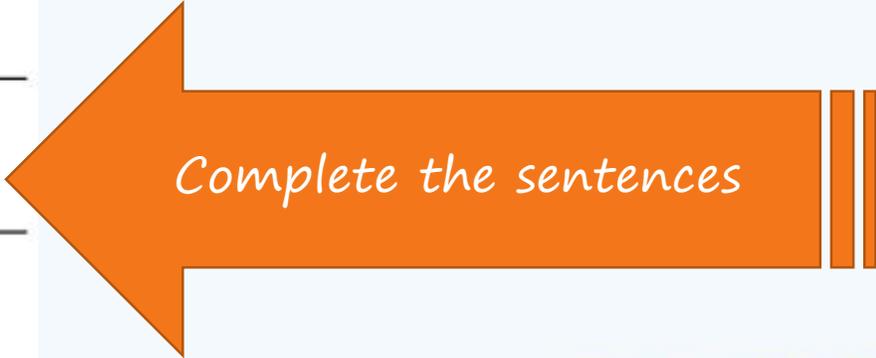
Challenge

Create two more sentences of your own to describe the trip to the zoo. They must use fronted adverbials.

Lesson 4: Additional Task

Fronted Adverbials

A word or phrase at the start of a sentence that gives more information to the sentence modifying the verb.



Complete the sentences

Lesson 5: Writing a set of instructions

<https://www.thenational.academy/year-6/english/instructions-lesson-5-writing-instructions-year-6-wk4-5>

During this unit of work, you have read an extract from a story and answered reading comprehension questions. You have identified features of a set of instructions and looked at how to use different sentence openers.

In this session, you will be using these skills to write a set of instructions.

Word of the Day:

abscond

verb

- to escape from a place that you are not allowed to leave without permission

SPELLING TEST TODAY... Write your spellings in your book. Write your score next to them and include it in your email pictures.

Some months have 30 days, some months have 31 days. How many have 28?

Spellings

official

special

artificial

financial

partial

confidential

essential

initial

Lesson 5: Task set by Mr Fozzard

Instructions are detailed information about how something should be done or operated.

They are written to guide people when doing something so that they know what to do and when to do it.

Independent Task

Task

Using the example instructions and the skills learnt in the last two lessons, you will write a set of instructions about how to capture the outlandish creatures we read about in the text.

Success criteria

Structure

Title

Introduction

Equipment list

Chronological steps

Conclusion

Don't forget: neat handwriting, check it makes sense, capital letters and full stops.

Grammatical

Second person

Present tense

Range of sentence openers

Range of punctuation

Use the guidance on the next page to help you write your instructions



Introduction

Things you could include:

- a description of the creatures
- why you might need to trap them
- rhetorical questions for the reader

Things to remember:

- Third person
- Well chosen vocabulary
- Range of punctuation and clauses

Use the guidance set out by Mr Fozzard to write your set of instructions.

Remember to edit and improve your writing when you have completed your first draft.

Equipment list

Things you could include:

- a list of items the reader will need
- extra information about the items if necessary (do you need to be specific?)

Things to remember:

- Commas to separate your items in a list
- Semi-colon to separate items in the list if the items are more detailed

Instructions

Things you could include:

- clear steps the reader can follow
- any extra details they would need to know

Things to remember:

- Second person
- Present tense
- Chronological order
- Well chosen vocabulary
- Sentence openers
- Range of punctuation and clauses

Conclusion

Things you could include:

- a comment about the completion of the steps
- the reader being successful
- the next steps the reader may need to take

Things to remember:

- Second person
- Well chosen vocabulary
- Range of punctuation and clauses