

Procedure

First year of school

Purpose:

1. To instruct someone on how to do something.

Structure:

1. A title or goal is stated. (e.g. How to...)
2. Materials are listed.
3. Steps are in sequence and numbered (no more than three steps).
4. The writing includes a visual representation or a labelled diagram.

Grammar:

1. Verbs are at the beginning of each step.
2. Articles to be included in the steps. (e.g. Pick up the toothbrush.)
3. Present tense verbs are used.
4. Steps are in sequential order.
5. The writing uses technical language relating to specific task.

Writing Features:

1. Numerals are used at the beginning of each step.
2. Visual literacy is used for materials and to support steps.
3. Punctuation (e.g. capital letters, full stops) is mainly correct.
4. Simple sentences are used for each step.
5. Some high-frequency words are spelt accurately.

Procedure

Second year of school

Purpose:

1. To instruct someone on how to do something.

Structure:

1. A title or goal is stated. (e.g. How to...)
2. Materials are listed.
3. Steps are in sequence and numbered (no more than three steps).
4. The writing includes a visual representation or a labelled diagram.

Grammar:

1. Commanding verbs are at the beginning of each step.
2. Present tense verbs are used.
3. Some use of adverbs is demonstrated. (e.g. Pour the milk slowly).
4. Articles are used. (e.g. Pour the milk into the bowl not pour milk into bowl.)
5. No use of personal pronouns. (e.g. We put the milk in the bowl. I mixed the butter and flour.)

Writing Features:

1. Numerals are used at the beginning of each step.
2. Steps are in sequential order.
3. Visual literacy is used for materials and to support steps.
4. Punctuation (e.g. capital letters, full stops) is mainly correct.
5. Simple sentences are used for each step.
6. Technical language is used.
7. Some high-frequency words are spelt accurately.

Procedure

Third year of school

Purpose:

1. To instruct someone on how to do something.

Structure:

1. A title or goal is stated. (e.g. How to...)
2. Materials are listed.
3. Steps are in sequence and numbered (increase to four steps).
4. The writing includes a visual representation or a labelled diagram.

Grammar:

1. Commanding/imperative verbs are at the beginning of each step.
2. Present tense verbs are used.
3. An increased use of adverbs is demonstrated. (e.g. Pour the milk slowly.)
4. Articles are used. (e.g. Pour the milk into the bowl not pour milk into bowl.)
5. No use of personal pronouns. (e.g. We put the milk in the bowl. I mixed the butter and flour.)

Writing Features:

1. Numerals at the beginning of each step.
2. Steps are in sequential order.
3. Visual literacy is used for materials and to support steps.
4. Punctuation (e.g. capital letters, full stops) is mainly correct.
5. Simple sentences are used for most steps.
6. Compound sentences are used for limited number of steps. (e.g. Pour the milk into the bowl and squeeze. Leave it on the bench.)
7. Most high-frequency words are spelt accurately.
8. The writing demonstrates an increased use of appropriate technical language.

Procedure

Fourth year of school

Purpose:

1. To instruct someone on how to do something.

Structure:

1. A title or goal is stated. (e.g. How to...)
2. Materials are listed.
3. The writing demonstrates a minimum of four sequential steps.
4. The writing includes a visual representation or a labelled diagram.
5. The writing is in paragraph form with embedded literacy from the topic sentence. (e.g. Heat the pot over the stove. Make sure the pot has handles. The stove needs to be set to high.)

Grammar:

1. Imperative verbs are used and the verb compels something to be done (e.g. mix, pour, jump).
2. Verbs are not always at the beginning of the sentence.
3. The writing demonstrates manipulation of the command, description and qualifier. (e.g. Mix the flour and water, in a bowl, using a wooden spoon. Using a wooden spoon, mix the flour and water, using a wooden spoon.)

Writing Features:

1. Planned structure of a procedure is used.
2. Numerals are used at the beginning of each step if appropriate (e.g.
 1. Pour the milk into the bowl
 2. Add the flour
 3. Mix with a spoon).
3. Visual literacy is used for materials and to support steps.
4. Technical language is used.
5. Punctuation (e.g. capital letters, full stops) is correct.
6. Articles are not always required. (e.g. Pour milk in to bowl – for recipes.)
7. Embedded use of adverbs. (e.g. squeeze the toothpaste carefully.)
8. Increased use of appropriate technical language.
9. A labelled diagram is provided.

Procedure

Fifth year of school

Purpose:

1. To instruct someone on how to do something.

Structure:

1. A title or goal is stated. (e.g. How to...)
2. Materials list is present, if required
3. Visual representation, as well as text
4. Sequential Steps are present, and either numbered or non-numbered. (e.g.
 1. Heat the pot, with the Bunsen burner, until it reaches 30 degrees Celsius. The pot should be capable of holding the liquid. The Bunsen burner should be placed securely on the bench.
 2. Pour the liquid into the mould.

Or

Heat the pot, with the Bunsen burner, until it reaches 30 degrees Celsius. The pot should be capable of holding the liquid. The Bunsen burner should be placed securely on the bench. Pour the liquid into the mould.).

Grammar:

1. Present tense imperative verbs are used and the verb compels an action (e.g. mix, pour, jump).
2. Verbs are not always at the beginning of the sentence. (e.g. On your left foot, jump up and down.)
3. The writing demonstrates manipulation of the command, description and qualifier. (e.g.
 1. Mix the flour and water, in a bowl, using a wooden spoon.
 2. Using a wooden spoon, mix the flour and water, in a bowl
 3. In a bowl, mix the flour and water, using a wooden spoon.)
1. Articles not required. (e.g. Pour milk in to bowl – for recipes.)
2. Qualifiers are used. (e.g. Squeeze toothpaste until the brush is covered).
3. Embedded use of adverbs. (e.g. Squeeze the toothpaste carefully).
4. The subjects and verbs agree.

Writing Features:

1. Planned structure of a procedure is used.
2. Steps are in sequential order.
3. The title has to be different to the specified goal.
4. Embedded use of appropriate technical language.
5. Punctuation (e.g. capital letters, full stops and commas) is correct.
6. A labelled diagram is provided.

Procedure

Sixth and seventh years of school

Purpose:

1. The writing commands or instructs the reader on how to complete a process.
2. The writing maintains a consistent theme.

Structure:

1. A goal is stated.
2. Materials needed are stated in an appropriate order.
3. Steps to achieve the goal are stated in the correct order.

Grammar:

1. Imperative and action verbs are used in the present tense.
2. Adverbs are used to indicate manner (e.g. firmly, furiously, gradually).
3. Different forms of modality are used to make meaning stronger or weaker (e.g. could, should, may, must, might).
4. Temporal connectives are used to ensure processes are in correct time order. (e.g. First, melt the butter then add the flour.)
5. Conditional connectives are used. (e.g. If stuck in a traffic jam and not moving, turn the engine off.)
6. Personal pronouns are used appropriately (to drop modality).
7. Adjectives or describing words are used (e.g. warm water).
8. Conjunctions or joining words are used to form compound sentences. (e.g. Mix the ingredients and prepare the baking dish.)
9. The subjects and verbs agree.
10. Writing incorporates and manipulates commands, descriptions and qualifiers.
11. Writing utilises specific vocab related to the topic (e.g. pulp, pour, dessicated).

Writing Features:

1. Writing is planned.
2. Both simple and compound sentences are used.
3. The tense of verbs is consistent.
4. Plurals and articles are used correctly.
5. Capital letters, full stops and other punctuation makers are used correctly.
6. Spelling is carefully checked and corrected.
7. Sub-headings are provided, if appropriate.
8. Diagrams are provided to support the verb and noun.
9. Work is edited carefully.