

The Twits | Instructions: English : Year 4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To identify the features of instructional texts	In this first lesson, children will explore a range of different instructional texts, identifying the main features of this genre. They will demonstrate their understanding of these in the independent activities, where children will annotate given instruction texts and discuss the purpose of the different features.	<ul style="list-style-type: none"> Can children explain the purpose of an instructional text? Can children list the features of instructional texts? Can children identify these features in a range of instructional texts? 	<ul style="list-style-type: none"> Slides Instructional Text Examples (Teaching Input) Worksheet 1A/1B/1C Features Labels Features Card Recipe Card A/B (FSD? activity only) Question Cards (FSD? activity only)
Lesson 2	To plan a set of instructions	Children will first recap on the main features of instructional texts by playing a game entitled, 'Odd One Out'. They will then discuss the importance of the different features of this genre. Children will be shown how to create a plan for a set of instructions, based on an event from 'The Twits', before they plan for their own set of instructions in their independent activities.	<ul style="list-style-type: none"> Can children recall the features of instructional texts? Can children plan for their own set of instructions? Can children explain and evaluate their own and others' plans? 	<ul style="list-style-type: none"> Slides 'The Frog' Extract Sheet (Teaching Input) Worksheet 2A/2B/2C 'The Wormy Spaghetti' Extract Sheet 'Mrs Twit Gets a Stretching' Extract Sheet Imperative Verbs List Challenge Cards (FSD? activity only) Recipe Planning Sheet A/B/C
Lesson 3	To write a set of instructions	In this final lesson, children will focus on how to make their instructions interesting and engaging for the reader by varying the sentence structure. They will look at different examples of fronted adverbials, and will start to discuss the effect their use can have on both sentences and a text overall. In their independent activities, children will apply this knowledge and understanding when writing their own set of instructions.	<ul style="list-style-type: none"> Can children follow their plans to write a set of instructions? Can children include the relevant features in their instructions? Can children read aloud their instructions, using appropriate intonation, tone and volume? 	<ul style="list-style-type: none"> Slides Children's plans from previous lesson Worksheet 3A/3B/3C Features Checklist A/B Recipe Template Sheet A/B/C (FSD? activity only) Tasty Twit Treats Recipe Book Cover (FSD? activity only)