

Title tells you what is going to be achieved.

Instructions

How To Make A Papier Mache Bowl

- You need:
- half a cup of flour
 - half a cup of water
 - a tablespoon of salt
 - a container for mixing pasts
 - newspaper, torn into thin strips
 - a balloon, blown up and knotted
 - a strip of card (about 30 am by 4 cm)
 - sticky tape and scissors
 - paint and brushes
 - varnish and brush.

what you will need first : so the reader is ready

boxed information explains what might be new to the reader

Papier mache is French for chewed

adverbs and adjectives to help the reader to get things right

one step at a time – in time order

1. First make the paste. Put the flour and salt into the container and gradually mix in the water until it is thick and creamy.

bossy/ imperative verbs in present tense

2. **Dip** the strips of newspaper into the paste and smooth them down on to the unknotted end of the balloon. **Cover** enough of the balloon to make a bowl shape. Use three or four layers of paper strips. Leave to dry.

3. Make a base for the bowl by taping the card into a circle shape, and taping it on to the balloon. Cover with a few more pasted strips to hold it in place

second person

4. Pop the balloon and remove its plastic skin. Ask a grown-up to help **you** trim the top of the bowl, and smooth more pasted strips over the edges to finish it off. Leave to dry.

5. Paint the bowl in bright colours. When it is dry, brush on a final coat of varnish.

numbers help the reader know which step they are up to in the process

illustration helps the reader to see what the final product looks like.



Writing Instructions - Lower Key Stage 2

- Have I told the reader what the instructions will help them to do or make?
- Have I made a list of materials?
- Does the **layout** make the instructions easy to follow? Is there a title, headings and sub-headings, clearly separated instructions?
- Have I thought about presentation - **boxes, spaces, bold print**?
- Have I sequenced the steps one by one and in the right order?
- Are my diagrams simple, clear and labelled?
1. 2. 3.
- Have I numbered or bulleted each step, and used sequencing words like *first, next, during*?
- Have I used **imperative** verbs?
- Do I need an adverb? *Carefully stir the soup.*
- Have I used the present tense?

Writing Instructions - Upper Key Stage 2

- Have I introduced the goal and **encouraged** the reader? *'Mark Up' is a very easy game to play.*
- Have I made a list of materials? Have I stated any quantities or measurements needed? *10cm of blue card*
- Have I thought about layout and presentation to make the page easy to scan and the instructions easy to follow? Title, headings and sub-headings, **bold print, spaces, text boxes**. Is the layout suitable for the audience?
- Have I told the reader **when**, **how** and **where** each step is to be completed? *As the fruit is boiling, gently roll the pastry onto the board.*
- Are my diagrams simple, clear and labelled?
- Have I numbered or bulleted each step, and used sequencing words - *first, next, during, after ten minutes*?
- Have I used imperative verbs?
- Do I need an adjective? *the larger box*, or an adverb? *carefully stir*, have I explained why? *so the mixture doesn't stick.*
- Have I used **general terms** to be concise? *ingredients, equipment*
- Have I used the present tense all the way through?