Purposes of text: instructions

Name _____ Date _____

You are going to write a *detailed* set of instructions for making a club sandwich.

A club sandwich has three layers of bread (a triple-decker sandwich) and traditionally contains chicken, bacon, lettuce, tomato and mayonnaise. If you prefer, you may substitute the chicken and bacon with different ingredients.

- Imagine that the person following your instructions has no idea what a sandwich is. (Perhaps he or she is from outer space.)
- You need to include full details including ingredients, which utensils to use, and how to make the sandwich.

Plan your instructions here

Are you going to number your instruction steps? Are you going to use bullet points?

Purposes of text: instructions

Name _____ Date _____

Now write your draft.

- You must write in complete sentences.

- Have you remembered to mention each of the ingredients and all utensils?
- Have you explained each step in enough detail? Remember! Your reader does not know what a sandwich is.
- Check your spelling, punctuation and grammar.

Now write your final version on a separate sheet.

Purposes of text: instructions

Name _____ Date _____

Functional Skills English mapping

Coverage and range statements provide an indication of the type of content candidates are expected to apply in functional contexts. Relevant content can also be drawn from equivalent (school) National Curriculum levels and the Adult Literacy standards. ✓ *indicates the main coverage and range skills that are (or can be) covered in this resource. However, these will vary with the student group and how the resource is used by the teacher.*
Reference: Ofqual (2009), *Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2.* http://www.ofqual.gov.uk/

WRITNG Coverage and Range statements	**Skillsworkshop tips**
Entry Level 2 Write short texts with some awareness of the intended audience a) Use written words and phrases to record and present information ✓ b) Construct compound sentences using common conjunctions c) Punctuate correctly, using upper and lower case, full stops and question marks d) Spell correctly all high frequency words and words with common spelling patterns	***Be aware of the Coverage and Range statements at each level (see left) before using this resource.*** **Before the planning task (p1)** As a group, look at example recipes and other instructions from newspapers, magazines or the web. Discuss the purposes of these texts. What information (and how much) should you include? What text features and layout could you use? Why? What type of language? **After the drafting task (p2)** Ensure you allow learners time to check and proofread their work – swapping work with a partner often works well. Encourage use of dictionaries or spell checkers. Discuss use of the imperative and how to use conjunctions. Allow a maximum of one conjunction per sentence. **After the final version** When marking learner's work, do not correct it for them. Indicate in the margin at the end of each line where there is a spelling, grammar or punctuation error.
Entry Level 3 Write texts with some adaptation to the intended audience a) Plan, draft and organise writing ✓ b) Sequence writing logically and clearly ✓ c) Use basic grammar including appropriate verb-tense and subject-verb agreement d) Check work for accuracy, including spelling	
Level 1 Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience a) Write clearly and coherently, including an appropriate level of detail ✓ b) Present information in a logical sequence ✓ c) Use language, format and structure suitable for purpose and audience ✓ d) Use correct grammar, including correct and consistent use of tense e) Ensure written work includes generally accurate punctuation / spelling & that meaning is clear	

Reference: Ofqual (2009), *Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2.*
http://ofqual.gov.uk/ofdoc_categories/subject-criteria/functional-skills-subject-criteria/
** This resource also covers many **adult literacy curriculum** http://www.excellencegateway.org.uk/sflcurriculum elements.