

Instructions

Help a reader perform a sequence accurately

COMMON FORMS

Game rules, craft, equipment, classroom task

TEXT SHAPE

Purpose → what is needed → ordered actions → checks or troubleshooting

FEATURES AND LANGUAGE

Imperatives; sequence markers; conditionals; exact nouns and measures

PLAN AND TEACH IT

Imagine a first-time user. Add a check after steps where errors are likely.

tone and register

Direct and unambiguous; use consistent terms for the same object or action.

LINKED CLASSROOM ACTIVITIES

Try: Draft a Set of Steps · Number the Steps · Teach One Step

A MODEL TO NOTICE

Bring a short example. Ask who it is for, what it is trying to do and which feature helps it work. Compare it with a less effective draft.

QUICK CHECKLIST

- ☐ The opening makes the purpose clear: Help a reader perform a sequence accurately.
- ☐ Each part has a clear place and moves the reader towards the purpose.
- ☐ The language features, tone and level of formality fit the reader and situation.

A QUICK CLASSROOM ROUTINE

- 1 NOTICE** Read a model for purpose, shape and audience.
- 2 REHEARSE** Practise a useful sentence or language feature aloud.
- 3 WRITE** Plan, draft and use the guide as a checklist.
- 4 REVIEW** Ask a partner whether the text does its job; revise one feature.
Keep the subject thinking ambitious. Make the language visible, practise it, then fade the support.