

GENRE

READING & VIEWING

SPEAKING & LISTENING

PROCEDURE

PROCEDURE			
<p>Social Purpose Procedures tell how to do something. This might include instructions for how to carry out a task or play a game, directions for getting to a place, and rules of behaviour.</p>		<p>Structure A procedure is usually organised to include:</p> <ul style="list-style-type: none"> the goal of the activity; any materials needed to achieve the goal; steps to accomplish the goal. <p>Some procedures have optional stages such as explaining reasons for a step, providing alternative steps, giving cautions, or mentioning possible consequences. Directions, rules and spoken procedures will have a slightly different structure from those which give instructions to make something.</p>	
<p>Grammar Common grammatical patterns of a procedure include:</p> <ul style="list-style-type: none"> the use of commands (ie the imperative form of the verb), eg 'put', 'don't mix'; the use of action verbs, eg 'turn', 'pick up', 'don't run'; the use of precise vocabulary, eg 'whisk', 'lukewarm'; the use of connectives to sequence the actions in time, eg 'then', 'while'; the use of adverbials to express details of time and place, manner, and so on, eg 'for five minutes', '2 centimetres from the top', 'carefully'. 			
RECEPTION	JUNIOR PRIMARY	MIDDLE PRIMARY	UPPER PRIMARY
<ul style="list-style-type: none"> carries out instructions involving one or more steps listens to and carries out simple procedures interprets a simple instruction from teacher to peer describes how to do a familiar task interprets pictorial procedures, eg simple instructions identifies commands in a procedural text identifies the stages of a procedure. 	<ul style="list-style-type: none"> listens to a brief set of instructions talks about the structure of a simple procedure shows awareness of some of the steps required in a procedure on a familiar topic. recognises and describes the purpose of procedures describes purpose of each stage in the procedure recognises and chooses procedural texts related to a topic. 	<ul style="list-style-type: none"> recognises the main organisational structure and language features of a spoken procedure follows a spoken procedure and later reflects on the needs of an audience identifies the influence of context and audience on spoken procedures. makes general statements about how visual texts such as diagrams, tables and illustrations clarify and contribute to a procedure constructs flow charts to represent sequence of events in a procedure compares the organisation of different procedural texts and how they present information 	<ul style="list-style-type: none"> identifies ways in which the listener can influence the speaker, eg ask questions to clarify meaning listens to and notes key ideas and information from a range of procedural texts such as directions, instruction manuals and safety procedures prepares a spoken presentation considering the needs of a familiar audience such as predicting and planning answers follows a series of spoken instructions. identifies and discusses how information is organised and presented in a variety of texts related to the same topics recognises and discusses the purpose of organisational stages of different procedural texts explains how the structure of a text is related to its purpose.

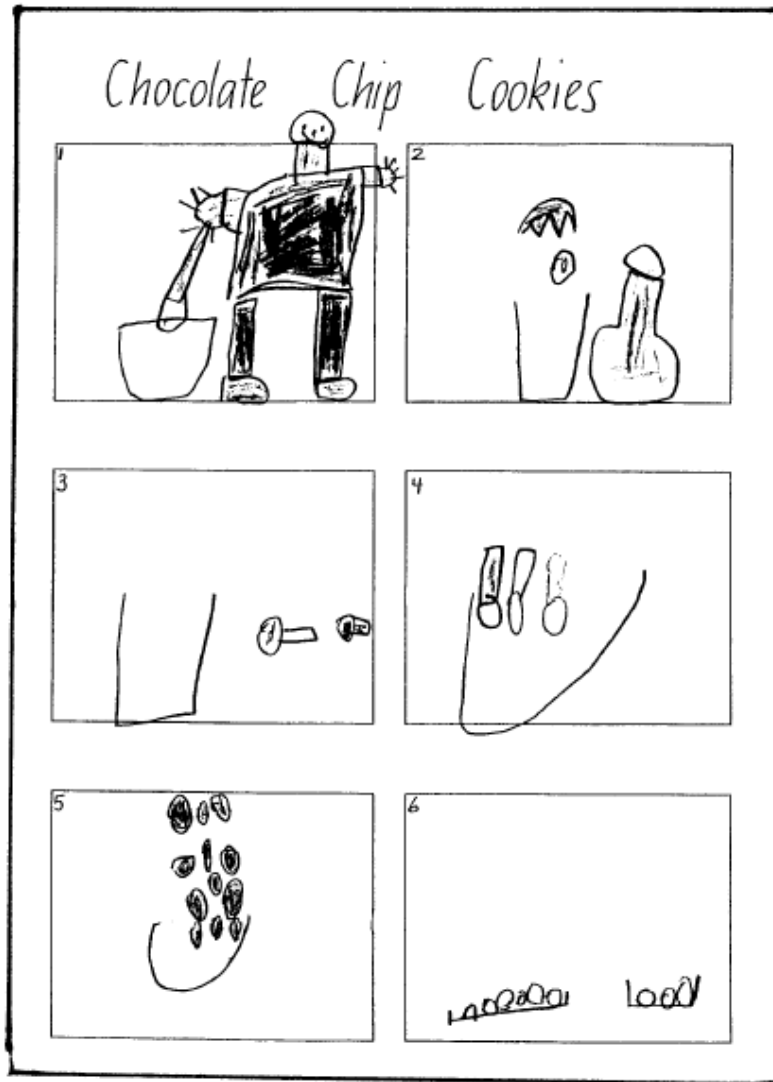
RECEPTION TEACHING SEQUENCES

Week 2	<ul style="list-style-type: none">• Point out that the purpose of procedures (or 'instructions') is to tell someone how to do something or how to make something.• Use pictures labelled with appropriate action verbs to provide cues for students to state what to do in each step of a familiar procedure.• Use the stages of a procedure to model the structure of procedures when giving oral instructions to students, eg <i>What is our goal? What do we need? What do we do first?</i>
Week 3	<ul style="list-style-type: none">• Record or videotape students telling how to do a familiar task, eg <i>cleaning their teeth</i>. Listen to the tape and identify the stages of a procedure. Repeat task to allow students to improve their attempt.• Model the structure of procedures when giving oral instructions to students.• Use questions to frame oral procedures for students after a design-and-make activity, eg <i>What did you make? What things did you need to make it? What did you do?</i>
Week 4	<ul style="list-style-type: none">• Explain that the role of gestures in spoken procedures is to assist the listener in understanding how to complete steps.• Ask students to discriminate between questions and commands, eg <i>Are they being asked to do something or told to do something?</i> Discuss how the wording in a question and command are different, eg <i>Will you open the door? Open the door.</i>
Week 5	<ul style="list-style-type: none">• Have students follow a simple procedure by reading a set of sequenced pictures with labels. This can be done as a class, group or pair activity.• Have students draw pictures to illustrate the steps of a familiar procedure. Remind students that their pictures should contribute to the purpose of the procedure, which is to tell how to do something.
Week 6	<ul style="list-style-type: none">• Ask students to use their knowledge of the stages of a procedure to identify missing sections in sample texts, eg <i>'It doesn't tell you what you need to make it'</i>.• During shared and guided reading, locate stages in a procedure by asking questions about the function of each stage, eg <i>Which part tells what you need?</i> Name each stage for the students.• Provide simple written instructions for design-and-make activities and refer to these as the lesson is carried out.• Compile a class 'How to Make' book
Week 7	<ul style="list-style-type: none">• Have students use labelled pictures of actions in a familiar procedure to complete a cloze activity with 'doing words' (action verbs) deleted. Some children might need to choose the correct action verb from a list supplied at the bottom.• Have students focus on the 'things' in procedures by asking what materials are being used after reading each step.• Point out additional information from visual texts that assist in achieving the goal of a procedure, eg <i>'The pieces should be this size'</i>.

Text Structure

Goal (provided by teacher)

Materials and steps (combined)



Language Features

Use of action verbs (suggested by drawing, eg 'break an egg')

Steps ordered chronologically (jointly constructed using numbered boxes)

Ingredients described visually rather than as noun groups (eg 'a cupful of chocolate chips')

JUNIOR PRIMARY TEACHING SEQUENCES

WEEK 2	<ul style="list-style-type: none">• Give oral instructions for familiar classroom routines, asking students to identify any missing steps, eg 'You didn't tell us to get our books out'. Link the inclusion of all necessary steps to the purpose of a procedure, which is to tell how to do something.• Have students give a simple set of instructions/directions easily understood by peers, eg how to go to the school canteen.• Develop a list of time connectives to assist students in orally sequencing procedures. Point out that the function of these words is to tell the order of the steps.
WEEK 3	<ul style="list-style-type: none">• Use oral cloze to focus on materials in the steps of familiar classroom procedures, eg 'Now take the _____ and put it on the _____'.• Brainstorm lists of words that could be used in giving directions, eg action verbs: turn, walk, stop; adverbs: left, right, straight ahead. Use these word banks as a resource when jointly constructing directions to other places in the school, eg How to get to the Year 6 classroom.• Jointly construct a scaffold for procedures using headings for each stage to assist students in giving procedures orally, eg Goal: what you will achieve; Materials: what you need; Steps: what you have to do.
WEEK 4	<ul style="list-style-type: none">• Have students consider how gestures add meaning to procedures that are given orally. Jointly construct words that would replace gestures if the procedure was written (ie adverbs, eg slowly, carefully).• After following an oral procedure to complete a craft activity, have students identify some elements of spoken procedures that assist audience understanding, eg use of time connectives, speaking slowly, pausing between steps.
WEEK 5	<ul style="list-style-type: none">• Display a procedure and identify its purpose — to tell how to do something.• Have students find procedures for a specific purpose, eg recipes for a class cookbook.• Encourage students to bring examples of written procedures to school, eg recipes, video manual, instructions for making a toy. Compare and discuss similarities and differences in procedural texts.
WEEK 6	<ul style="list-style-type: none">• Have students follow a simple procedure to achieve a goal. Comment on how easy or hard the task was referring to steps in the procedure.• In guided reading experiences, point out the organisation of a procedure and the purpose of each stage, eg Goal: the end result; Materials: what you need; Steps: what you do.• Cut a procedure into strips and have students use their knowledge of the purpose of each stage to sort strips that list materials and steps into separate categories.
WEEK 7	<ul style="list-style-type: none">• Focus on the 'what to do' stage (steps) and discuss the purpose of the numbers or time connectives. Consider why the order of steps is important. Small groups then sequence and number steps that have been cut into strips.• Read the steps of a procedure and locate materials used in each step. Point out that the materials are nouns.• Delete materials in the steps of a procedure and complete as a cloze activity. Demonstrate using the materials list as a resource for missing words.
WEEK 8	<ul style="list-style-type: none">• Examine a visual text that accompanies a procedure, eg a photograph, and discuss its purpose, eg to show finished product, to show stages along the way. Consider its effectiveness, eg Do the photographs match the steps? How do they assist/confuse the reader?• Have students identify intended audiences for different procedures, eg recipes for children/adults, instructions for children/adults. List similarities and differences.• In shared reading, locate adverbs in a procedure that describes how to complete an action. Investigate the importance of these by comparing results of different groups following/ignoring these adverbs of 'manner', eg instead of adding ingredient slowly, adding quickly.
WEEK 9	<ul style="list-style-type: none">• Collect procedures with a variety of purposes for a wall display, eg instructions, recipes, directions, warnings. Note different purposes, different presentation, eg as text, picture, poster, sign or label.• In pairs or small groups, have students read the steps of a procedure and locate the

	<p>action verbs used in each step.</p> <ul style="list-style-type: none"> • Develop a cloze activity where the action verbs have been omitted. Students cooperatively or independently complete the cloze and follow the procedure to check that it makes sense.
WEEK 10	<ul style="list-style-type: none"> • List and display action verbs specific to procedures collected, eg cut, paste, fold. Encourage students to add action verbs to the list. • During guided reading, have students find and highlight phrases to show where, when and how in procedures. Identify prepositions from these phrases for personal spelling lists, eg through the hoop, after the bell.

Junior Primary

Text Structure

Goal or aim

Materials and equipment

Steps to accomplish goal

To find things that dissolve in water

Materials

essence

jelly crystals

sand

sugar

salt

water

cups

drink bottle

Method

1. Put some of each material in a cup.
2. Add the material to a cup of water.
3. Watch carefully what happens.

Language Features

Use of nouns and noun groups, eg cups, jelly crystals, drink bottle

Use of commands, eg put

Use of action verbs, eg add, watch

Use of adverbial phrases, eg in a cup, to a cup of water

Use of adverb telling how to carry out the action, eg carefully

MIDDLE PRIMARY TEACHING SEQUENCES

WEEK 2	<ul style="list-style-type: none">• Have students discuss who would use procedures in different contexts and consider possible topics and audiences, eg school — procedures used by teachers, students. Note that the purpose of procedures is to tell how to do something.• Point out action verbs used in different types of procedures, eg recipes, design-and-make activities. Listen to action verbs read aloud from unfamiliar procedures and predict the type of procedure, eg measure/cut/paste/draw — design-and-make activity.• Divide the class into small groups and act out a procedure. Have students use adverbs to direct an actor to change the way actions are performed, eg stir slowly/quickly/carefully. Adapt the game so students respond to adverbial phrases indicating place, eg on the chair, in the bowl.
WEEK 3	<ul style="list-style-type: none">• Ask students to identify time connectives, which can be used instead of numbers to sequence steps in an oral procedure, eg first, second, next, then.• Have students follow oral instructions in different circumstances and consider implications for speaker and listener, eg origami — presenting whole procedure at once/presenting one step at a time, sitting in front/behind speaker, with/without visual aids. Encourage students to predict content, steps and vocabulary from introduction/title of spoken procedure.
WEEK 4	<ul style="list-style-type: none">• Assist students to follow oral procedures by indicating each stage and its purpose, eg ‘Now let’s think about what materials we need so we can collect them beforehand and arrange them in the order they will be used’.• Have students play barrier games in which directions are given and followed, eg start in top left hand corner; before folding in half.• Have students use a flow chart or a diagram with steps to prepare and prompt an oral presentation.
WEEK 5	<ul style="list-style-type: none">• Have students act out scenarios involving giving instructions/commands/suggestions to different people, eg friend, younger brother, parent, teacher, shopkeeper, principal. Discuss how the language changes in relation to the context, eg talking to an older or younger person or an unfamiliar person, or a person with certain status.• In shared and guided reading, highlight specific information given in steps additional to action and materials used, such as adverbial phrases, eg words/phrases to describe time: for 5 minutes; place: to the cardboard; and in what manner: carefully. Discuss how these details assist the reader to successfully achieve the goal.• Have students use knowledge of the structure of procedures to locate information in procedures written for different audiences, that is locate goal/materials/action verbs in instructions, eg for an appliance used by adults, for children’s game.
WEEK 6	<ul style="list-style-type: none">• Evaluate the effectiveness of visual texts accompanying procedures. Are they clear? Would the procedure benefit from additional visual texts? How do publishers decide which visual texts to include?• Ask students to collect examples of procedures for the same goal. Rank texts in terms of effectiveness, referring to text organisation and language features. Develop a list of criteria that students can use to assess their own texts.• Encourage students to predict technical language that may be in a procedure, by looking at the goal and discussing audience and purpose.
WEEK 7	<ul style="list-style-type: none">• Have students compare structure, language features and illustrations in procedures from a range of sources and media on the same topic, eg video, poster, different books.• Jointly construct a flow chart from a model text to represent steps in a procedure.• After reading a procedure, have students locate words/phrases in a procedure that indicate the type of relationship established between writer and reader such as friendly, helpful, authoritarian, eg now you could ... don’t forget to ... switch it on.
WEEK 8	<ul style="list-style-type: none">• Point out different clause structures used to give commands in a procedure (ie usually the action verb or adverb is in the first position, eg carefully pour batter into bowl; mix a suitable amount of paste). Explain how changing the clause structure of a command assists the reader to focus on the important part of the instruction.• Write the steps of a procedure on cards. Have students act out the procedure with the steps jumbled. Discuss the importance of sequence.

WEEK 9	<ul style="list-style-type: none"> • Encourage students to use computer functions and terminology in command form, eg save, delete, cut and paste. • Point out the spelling of verb endings in a procedure and a procedural recount on the same subject. Make generalisations about how verb endings change, eg hurry – hurried, mix – mixed, paste – pasted, spell – spelt, write – wrote, read – read, see – saw. Discuss how procedures use the command form of the verb (or sometimes the present tense) while procedural recounts use the past tense form of the verb. • Separate a number of procedures into stages to use for matching and sorting activities. Identify text features to use as clues, eg find all stages for one procedure by locating materials used in steps; identify all stages that are goals by recognising visual features of title such as text that is bold or content that describes end product.
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MIDDLE PRIMARY

Text Structure

**How to Make
a Cardboard Photo Frame**

Language Features

Goal

Equipment needed:

Use of nouns and noun groups, eg glue, paint, sticky tape

Cardboard, paper, string etc

Photo

Materials/Equipment

Glue

Paint

Sticky tape

Ruler

Steps

- in chronological order
- all necessary steps included

Steps:

1. Find photo.

Use of action verbs, eg find, measure

2. Measure up frames.

Use of command, eg Find photo, Measure up

3. Cut out first frame.

4. Cut out second frame so that the first frame can fit on top without slipping through.

Use of causal conjunctions, eg so that

5. Make the third frame with the same overlap.

Use of adverbial phrases, eg with the same overlap, in different ways

6. Paint the frame in different ways.

7. Attach stand or handle.

UPPER PRIMARY TEACHING SEQUENCES	
WEEK 2	<ul style="list-style-type: none"> • Have students record and listen to verbal directions to identify features of spoken procedures, eg intonation, repetition, use of questions to clarify meaning. • Have students suggest ways in which listeners can take an active role in making meaning in procedures, eg asking questions about how to complete an action; taking notice of gestures. • Have students listen to an oral procedure. Point out strategies used by teachers to modify the intensity of spoken instructions, eg choice of words, tone of voice, use of eye contact. Have students consider the effect of these strategies on an audience.
WEEK 3	<ul style="list-style-type: none"> • Have students listen to and evaluate spoken procedures with reference to structure and language features, eg 'The speaker didn't give the steps in order'. • Jointly construct a list of examples of spoken instructions or procedures that students hear at home or school. Point out the variety of procedures and their purpose — to tell how/what to do. Point out the ways in which spoken instructions often address the audience specifically by name, eg Sarah, put the equipment on the table.
WEEK 4	<ul style="list-style-type: none"> • Have students, in pairs, participate in barrier games. Have students discuss the difficulties encountered and adaptations needed to clarify understanding. • Have students give an oral procedure to peers, eg origami, recipe. Encourage students in their presentations, to use diagrams and visual texts to support their instructions. • Have students listen to and follow an oral procedure to complete a cooking or craft activity. Encourage them to discuss aspects of the oral procedure that were clear and easy to follow and aspects that were ambiguous. Ask them to suggest possible improvements to the text or presentation.
WEEK 5	<ul style="list-style-type: none"> • Ask students to choose a simple procedure, such as a craft activity, to present orally to a younger child. Model how the instructions may need to be adapted beforehand. Have students present the oral procedure and evaluate its effectiveness • During shared reading, read a variety of procedures. Point out the different stages of a procedure (ie goal, materials and sequenced steps). • Encourage students to look for the stages of a procedure in their independent reading of procedures. • Have students collect a variety of procedures from home or from school/local libraries. Provide opportunities for students to read and follow these procedures in small groups.
WEEK 6	<ul style="list-style-type: none"> • Have students compare procedures to evaluate layout, eg use of subheadings, indents, lists, different font types and styles. • Ask them to suggest why these features assist the reader and suit different purposes. • In shared reading, identify adverbs and adverbial phrases representing time, place, or manner in procedures. Point out the location of these phrases within sentences, eg beginning, middle, end. • Divide class into small groups. Give each group a step from a procedure cut up into individual words. Ask students to arrange the words in the best way, pointing out that the most important word must come first. Sequence these steps and have students follow the procedure.
WEEK 7	<ul style="list-style-type: none"> • Have students read and compare instructions for a variety of board games. Ask them to identify instructions that are easy to follow and list features that assist the reader. • Have students compare visual/media procedures with written procedures, eg television cooking show and recipe book. • Brainstorm and list similarities or differences and consider prior knowledge and skills required of the viewer or reader by each text.
WEEK 8	<ul style="list-style-type: none"> • Have students locate action verbs in procedural texts. Ask students to suggest why action verbs are usually used in first position in the sentence, eg 'add the cream to the milk' (active) rather than 'the cream is added to the milk' (passive). • Discuss how this assists the reader. Are there times when it would be helpful to use the passive to change the beginning focus?
WEEK 9	<ul style="list-style-type: none"> • In shared reading, point out the punctuation patterns that are specific to procedures, eg instructions are usually in steps rather than sentence form and they may not require capital letters and full stops.

Text Structure

Goal

Materials

Steps

- In chronological order
- all necessary steps included

How to Catch a Wave

Here's some advice for kids who are just learning how to surf.

- Use a light, small, fibreglass board with a legrope and a wetsuit if it's cold.
- Find a safe, uncrowded spot on the beach. The water should be not too choppy so that you will get a clean ride.
- Don't go out too far if you haven't surfed before.
- Wait until you see a small wave then lie on your surfboard. When the wave is close, start paddling furiously.
- If you are more experienced, you could try kneeling on the board once you are on the wave.
- The most important thing is to keep your balance or else you will end up falling off the board!

Language Features

Use of detailed noun groups (including adjectival phrases) to provide compact information, eg a light, small fibreglass board with a legrope

Use of adverbial clauses to indicate conditions, eg If ...

Use of adverbial clauses to indicate reason, eg so that ..., in order to ...

Use of adverbial clauses of time, eg until ..., when ...

Use of adverbs to indicate manner, eg furiously

Use of different forms of modality to make meanings stronger or weaker, eg could, should

Use of the beginning of the sentence to focus the reader's attention, eg The most important ...

Use of adverbial clause to indicate result or reason, eg or else ..., otherwise ...