This document supports the *Literacy Focus* *for Writing, Genre in the primary curriculum* section located in the Literacy Teaching Toolkit (Department of Education and Training, Victoria).

**Procedure**

A procedure details the steps or instructions to do or make something. Procedural recounts record steps involved in an investigation, usually in science.

The following is a **summary of major language or grammatical features** for procedure at different levels in the primary years organised under the Language sub-strands of the Victorian Curriculum. The language or grammatical features can be highlighted, modelled and taught through the use of model or mentor texts and be the focus of explicit teaching about procedure in writing (and in reading).

|  | **F-2** | **3-4** | **5-6** |
| --- | --- | --- | --- |
| **Expressing and developing ideas**  | **Verbs/ verb groups**Simple action verb choices e.g. cut, mix, put, stir, spread | **Verbs/ verb groups**Action verb choices showing more precision e.g. whisk, unscrew, remove, connect, dissolveProcedural recount –action verbs, simple past tense used to recount the steps or to report on observations e.g. We made three parachutes and tied a different weight to each parachute. The parachute with the heaviest weight took the shortest time to fall.  | **Verbs/ verb groups**Action verb choices increasing in precision e.g. locate, remove, measure, grip, seal, attach Procedural recount –action verbs, varied tenses and sentence structures used to recount the steps, to report on observations, present results e.g. We tested which materials reflect light by shining a torch onto the material to see if the light reflected off onto a piece of white paper. Results showed that shiny materials reflect light and dull materials absorb light.  |
|  | **Nouns/ noun groups**General nouns, simple noun groups e.g. cut **the bread**, roll **a piece of cardboard**, plant **the seeds** | **Nouns/ noun groups**General and technical nouns, e.g. bi-carbonate of soda, horseshoe magnet, thermometerExpanded noun groups to provide details of ingredients/ materials/ equipment e.g. a 5cm piece of string, two cups of liquid  | **Nouns/ noun groups**General and technical nouns, expanded noun groups to provide details of ingredients/ materials/ equipment e.g. the reserved liquid, a splash of food colouring, the two diagonal sides, the positive terminal of the battery, the electric current  |
|  | **Adverbs, (adverbial) prepositional phrases** Simple adverbs or prepositional phrases which express details telling of where, how, e.g. spread the butter **on the bread,** plant the seeds **in a pot,** cut the paper **carefully** | **Adverbs, (adverbial) prepositional phrases** Simple adverbs or prepositional phrases which express details of how, when, where, extent e.g. pour the milk **into the dry ingredients**, mix the ingredients **carefully** **in a large bowl,** rub the balloon **against your head** **for thirty seconds**.  | **Adverbs, (adverbial) prepositional phrases** Inclusion of adverbs or prepositional phrases to express details of how, when, where, extent e.g. place the bottle **on a level surface; slowly** stir the ingredients **for five minutes;** fill the bottle **to the very brim**; place the bottle **in a space with plenty of room on all sides**. |
|  | **Sentences and combining ideas**Mostly simple or compound sentences (Imperative form) e.g. Cut the bread and put it on a plate. Procedural recount – simple action verbs, usually simple past tense; some inclusion of personal pronouns referring to people involved e.g. ***We*** **planted** the seeds in a pot.  | **Sentences and combining ideas**Mostly simple and compound sentences, some dependent clauses in complex sentences e.g. Pour water into the jug until it is nearly full.  | **Sentences and combining ideas**Dependent clauses in complex sentences to express conditions, reasons, consequences etc stir the mixture **until all ingredients are completely dissolved, holding the magnet flat in one hand,** move in under the paper. |
| **Victorian Curriculum Links: English** | Recognise that sentences are key units for expressing ideas ([VCELA143](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA143))Identify the parts of a simple sentence that represent ‘What’s happening?’, ‘Who or what is involved?’ and the surrounding circumstances ([VCELA178](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA178))Explore differences in words that represent people, places and things (nouns including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) ([VCELA179](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA179))Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction ([VCELA214](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA214)) | Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement ([VCELA261](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA261))Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense ([VCELA262](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA262))Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity ([VCELA280](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA280))Understand that the meaning of sentences can be enriched through the use of noun/groups/phrases and verb groups/phrases and prepositional phrases ([VCELA292](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA292)) | Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause ([VCELA323](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA323))Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea ([VCELA324](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA324))Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases ([VCELA351](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA351)) |
| **Language for interaction**  | **Types of clauses**Commands – imperative clauses with verb at the beginning of each step, e.g. cut, mix, put, stir, spreadProcedural recount – declarative statements e.g. First we mixed everything together.  | **Types of clauses**Commands – imperative clauses with verb at the beginning of each step e.g. whisk, unscrew, remove, connectProcedural recount – declarative statements e.g. We rolled different toys down a slope to see how far they would go.  | **Types of clauses**Commands - Imperative form of action verbs begin most clauses e.g. locate, remove, measure, grip, seal, attachProcedural recount – declarative statements e.g. After connecting the wires to the battery, we then connected them to the globe. |
| **Victorian Curriculum Links: English** | Describe some differences between imaginative, informative and persuasive texts, and identify the audience of imaginative, informative and persuasive texts ([VCELY188](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELY188)) Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience purpose ([VCELA237](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA237)) | Incorporate new vocabulary from a range of sources, including vocabulary encountered in research, into own texts ([VCELA293](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA293))Understand differences between the language of opinion and feeling and the language of factual reporting or recording ([VCELA305](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA305)) | Understand the use of vocabulary to express greater precision of meaning, and know that different words can have different meanings in different contexts ([VCELA325](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA325))Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas ([VCELA350](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA350))Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion ([VCELA352](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA352)) |
| **Text structure and organisation** | **Clause/ sentence beginnings**Imperative form of action verb begins clauses, e.g. cut, mix, put, stir, spread  | **Clause/ sentence beginnings**Imperative form of action verbs begins most clauses e.g. whisk, unscrew, remove, connect, dissolve  | **Clause/ sentence beginnings**Action verbs begin most clauses e.g. locate, remove, measure, gripPrepositional phrases e.g. after a few minutes…, if possible, … and dependent clauses used ‘upfront’ in clauses e.g. **Holding the magnet flat in one hand,** move it under the paper.Use of passive voice to foreground what occurred rather than who/ what was involved in a procedural recount e.g. The magnet was moved. A test was conducted to see which materials reflect light by shining a torch onto the material to see if the light reflected off onto a piece of white paper. |
| **Referring words**Pronouns used for reference  | **Referring words**Pronouns and determiners or referring words (e.g. this, those) used for reference  | **Referring words**Pronouns and determiners or referring words (e.g. this, those) used for reference  |
| **Connectives/ Conjunctions**Occasional use of time connectives to sequence steps e.g. First, next, then, finally  | **Connectives/ Conjunctions**Inclusion of time connectives to sequence steps e.g. First, next, then, finally  | **Connectives/ Conjunctions**Inclusion of time connectives to sequence steps e.g. First, next, then, finally  |
| **Images/ Diagrams**Images accompany steps or might be used to illustrate the end product  | **Images/ Diagrams**Images or labelled diagrams might be used to accompany steps or to illustrate the end product. | **Images/ Diagrams**Images or labelled diagrams might be used to accompany steps or to illustrate the end product. |
| **Victorian Curriculum Links: English** | Understand that texts can take many forms, and that imaginative and informative texts have different purposes ([VCELA141](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA141))Compare different types of images in narrative and informative texts and discuss how they contribute to meaning ([VCELA180](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA180))Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements ([VCELY194](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELY194))Understand that different types of texts have identifiable text structure and language features that help the text serve its purpose ([VCELA212](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA212))Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction ([VCELA214](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA214)) | Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context, including tense and types of sentences ([VCELA246](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA246))Identify features used in imaginative, informative and persuasive texts to meet the purpose of the text, and understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience ([VCELA277](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA277))Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of text types ([VCELA279](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA279))Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives ([VCELA290](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA290)) Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features ([VCELY299](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELY299))  | Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold ([VCELA321](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA321))Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts ([VCELA340](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA340))Understand that cohesive links can be made in texts by omitting or replacing words ([VCELA348](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELA348))Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience ([VCELY358](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCELY358)) |