SEQUENCE

Understanding informational text | Student organiser

TOPIC / BIG QUESTION

STAGES

What happens first, next, then and finally?

FIRST

NEXT

THEN

FINALLY

EXPLAIN YOUR THINKING

Say the sequence aloud. Then write connected sentences.

First,

PROCEDURE

Instructions for completing a task | Student organiser

TASK / PURPOSE

ORDERED ACTIONS

Record the actions in the order they must be completed.

STEP 1

STEP 2

STEP 3

STEP 4

STEP 5

STEP 6

CHECK THE PROCEDURE

Could someone follow these instructions in the correct order?

SEQUENCE

Understanding informational text | Worked example

TOPIC / BIG QUESTION

How does water move through the water cycle?

STAGES

Identify the four stages and explain what happens at each one.

1 EVAPORATION

The Sun heats water, causing it to evaporate.

2 CONDENSATION

Water vapour cools and forms tiny droplets in clouds.

3 PRECIPITATION

Water falls to Earth as rain, snow or hail.

4 COLLECTION

Water collects in rivers, lakes and oceans.

The cycle repeats as collected water evaporates again.

EXPLAIN YOUR THINKING

Explain the process using sequencing words.

First, the Sun heats water and it evaporates. Next, water vapour cools and forms clouds. Then, precipitation falls to Earth. Finally, water collects in rivers, lakes and oceans, and the cycle repeats.

PROCEDURE

Investigating evaporation | Worked example

TASK / PURPOSE

Find out whether water evaporates faster in sunlight than in shade.

ORDERED ACTIONS

Follow these steps in order.

STEP 1 Pour equal amounts of water into two identical containers.

STEP 2 Place one container in sunlight and the other in shade.

STEP 3 Mark the starting water levels on both containers.

STEP 4 Observe and record water levels over several days.

STEP 5 Compare the changes in water levels.

STEP 6 Explain what the observations suggest about evaporation.

EXPLAIN YOUR THINKING

The procedure tests how sunlight affects evaporation by comparing two water samples.

TEACHER GUIDE

Six-step instructional sequence | Teachers and education support staff

Teaching focus: Help students distinguish a sequence (what happens and in what order) from a procedure (what to do and in what order).

1 INTRODUCE

Explain the text structure and its purpose. Contrast a natural process with instructions for a task.

2 MODEL

Read a short passage aloud. Think aloud to identify important stages, actions and sequence words.

3 GUIDE

Complete an organiser together. Ask: What happens first? What must happen next? Why?

4 PRACTISE

Provide a new text or task. Prompt students to identify, order and record key information.

5 APPLY

Students rehearse the explanation orally, then write sentences using the organiser.

6 REVIEW

Check the order, clarity and completeness. Gradually reduce prompts as students improve.

SENTENCE WRITING

From organiser to connected sentences | Student worksheet

PART A • SAY IT FIRST

Use the completed water-cycle organiser. Rehearse each sentence aloud.

Use these sequencing words: **first, next, then, finally.**
Remember: include what happens at each stage, not just its name.

PART B • WRITE FOUR SENTENCES

Complete each sentence with information from the organiser.

First, _____

_____

Next, _____

_____

Then, _____

_____

Finally, _____

_____

PART C • COMBINE AND EXPLAIN

Turn your sentences into one paragraph. Explain how the cycle repeats.

TEACHER EXAMPLE

Modelled oral explanation and written paragraph

MODEL PARAGRAPH

Read aloud expressively, drawing attention to the sequence connectives.

First, the Sun heats water in rivers, lakes and oceans, causing it to evaporate into water vapour. **Next,** the vapour cools and condenses into tiny droplets that form clouds. **Then,** water falls back to Earth as precipitation, including rain, snow or hail. **Finally,** the water collects in rivers, lakes and oceans. The water cycle continues as the Sun heats the collected water again.

NOTICE AND DISCUSS

Use these prompts to make the language features explicit.

ORDER

The paragraph follows the four stages in the correct order.

CONNECTIVES

First, next, then and finally signal progression.

PRECISION

Key scientific vocabulary is retained from the organiser.

COHESION

The final sentence connects the last stage to the start of the cycle.

NEXT STEP

Ask students to explain the evaporation investigation as a procedure.