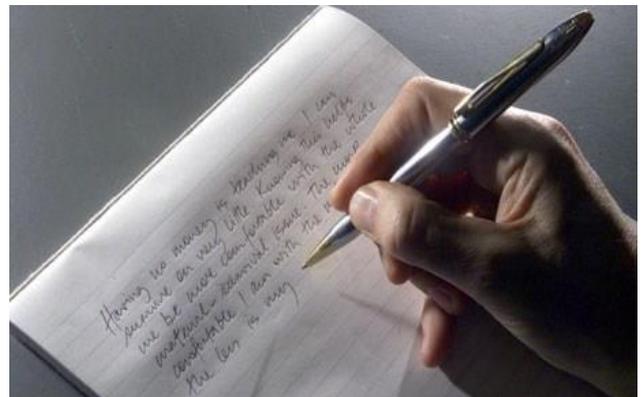# Writing
Parents' Toolkit

<u>Writing at King Charles I School</u>

Students will be expected to write with confidence and clarity in all subjects across the curriculum. In some cases this writing will involve imagination and creativity. Other written tasks will have a focus on providing information or writing to explain. In the majority of written tasks undertaken, students will need to:

- demonstrate an understanding of formal grammar rules;
- use punctuation accurately and consistently;
- be able to spell words accurately.

These are core skills which all subject areas will require. Our aim is to foster confidence in writing across the curriculum, with students adopting a consistent approach. With this in mind, departments are using a literacy mat, to support writers. Half-termly spelling quizzes will also encourage students to use subject specific vocabulary with confidence.

Genre	Examples	Purpose	Typical Structure Note: all text is context-specific- structure will relate to purpose	Typical language features Note: all text is context-specific- language features will relate to purpose
Recount	▪ English- book review; newspaper articles ▪ history- journal; autobiography ▪ g- account of a trip to a museum ▪ maths/ Science- account of an investigation	To retell events with the purpose of informing/ entertaining the audience	▪ a scene-setting opening ▪ a recount of events as they occurred ▪ a closing statement	▪ past tense ▪ chronological order ▪ doing/action clauses
Information (report)	▪ English- report on growth of drugs ▪ geography- report on nature of volcanoes ▪ biology- description of a frog	To describe the way things are; they can describe a range of natural, cultural or social phenomena	▪ an opening, general classification ▪ a more technical classification ▪ a description of phenomena often including qualities, parts and functions ▪ summarising conclusion	▪ present tense ▪ non- chronological order ▪ focus on groups of things (generic participants) ▪ impersonal, third person, sometimes passive ▪ connectives stress sequence, cause and effect, comparison
Instructions	▪ English- giving directions clearly ▪ science- directions for setting up an experiment ▪ PE- instructions for serving in tennis ▪ geography- how to read a map	To describe how something is done through a series of sequenced steps that are clear and unambiguous	▪ a statement of what is to be achieved ▪ a list of materials/ equipment need to achieve this goal ▪ a series of sequenced steps to achieve goal (often diagram/ illustration)	▪ imperatives (do this/that) ▪ chronological order ▪ focusing on generalised human agents rather than individuals (first you take, rather than first/ take) ▪ consists mainly of doing/action clauses ▪ short, clear sentences
Explanation	▪ geography- explain what causes tides ▪ science- explain how electricity is created ▪ D&T- explain how an engine works	To explain the processes involved in natural and social phenomena or to explain how something works	▪ a general statement to introduce the topic ▪ a series of logical steps explaining how or why something occurs. These steps continue until the final state is produced or the explanation is complete	▪ simple present tense ▪ temporal (then, next, after) and/or connectives (because, therefore) ▪ mainly action clauses ▪ often 3rd person impersonal
Persuasion	▪ English- design a poster ▪ general- adverts, brochures, political speeches	To promote a particular point of view or argument, with the intention of making people think or act in a certain way	▪ an opening statement (thesis) ▪ the arguments- often in the form of points ▪ a summary and restatement of the opening position ▪ use of image to attract attention ▪ use of different size fonts	▪ simple present tense ▪ focusing mainly on generic human participants ▪ mostly logical rather than temporal conjunctions- therefore not chronological ▪ emotive language and linking phrases, often uses first or second person

| Discursive
-analysis
-evaluations
-formal essay | ▪ English- should smoking be illegal?
▪ history- could the First World War have been prevented?
▪ science- does global warming exist?
▪ drama- evaluate your group's performance
▪ D&T- analyse the strengths and weaknesses of the three potato peelers | To present arguments and information from differing viewpoints; to present a logical argument from a specific viewpoint

To analyse the strengths and weaknesses of a product, solution or performance | ▪ a statement of the issue and preview of main arguments
▪ arguments for + supporting evidence
▪ arguments against + supporting evidence
▪ recommendation given as a summary and conclusion
▪ evaluation usually includes strengths and weaknesses, followed by lessons learnt and future targets- often delineated by subheadings | ▪ present tense
▪ using generic human (or non-human participants) rather than personal pronouns (except in the conclusion)
▪ logical connectives (therefore, because etc); connectives signalling a change of direction, comparisons, or adding/ taking away (on the other hand, however, in addition)
▪ use of rhetorical devices to introduce new information or draw to a conclusion (is it reasonable to conclude…) |

Writing a report

Report on: (A heading)

To: (The person receiving the report)

From: (The name of the author of the report)

Date:

Context: (The background information)

Findings:

Recommendations (i.e. suggestions for future actions)

Use sub-headings as above and adopt an impersonal style e.g. it has been agreed that ………

Writing a speech

A speech can be informal or formal, depending upon the audience. However, even an informal speech to a phone-in should be in standard English.

Speeches may give information, explain/argue a point of view and persuade. A politician would probably emphasise persuasion, whilst the speech from a geographer might concentrate on giving information and raising issues.

Write in full sentences because you are arguing a case.

Use paragraphs.

Usually, you will argue from a personal point of view.

Open with a greeting.

Outline the focus for your speech.

Include a concluding paragraph which will have an impact upon the audience: possibly an emotional appeal or a rhetorical question to make them think.

Acknowledge the audience at the end.

Persuasive Techniques

Alliteration

Fact

Opinion

Rhetorical question

Emotive language

Statistics

Triplets

Transaction Writing Tasks

Text

Audience

Purpose

Writing a magazine article or guide

➢ Give the article a title and include your name.
➢ Organise your ideas into paragraphs.
➢ The first paragraph should interest the reader immediately.
➢ You may use sub-headings to guide the reader.
➢ Ensure that you use the appropriate tone for the audience.
➢ Write with interest and make the article lively/informative/interesting.
➢ Spell accurately.
➢ Punctuate accurately.
➢ Ensure that you have written in clear sentences and try to use a range of simple, compound and complex sentences.

Formal Letter Writing

	My address	33 Cherry Tree Lane
		Stanmore
Address of recipient		Middlesex
	Date	HA7 1GK

5th October 2012

Harrow Observer
Station Road
Harrow
Middlesex
HA1 9NH

Dear Sir/Madam   greeting/salutation

Yours faithfully   ⬅   signing off

OR

Dear Mrs Henderson

Yours sincerely

Punctuation

Full stops
- At the end of a sentence which is not a question or an exclamation

Capital letters
- At the beginning of sentences
- For the names of people, places, titles and some events

Question Mark ?
- Used at the end of a question

The Apostrophe
- Used to show that letters have been left out e.g. do not → don't
- Used to show possession e.g. the book's cover

Comma,
- Used to separate lists/words/clauses.
- Used to separate connectives (however, moreover) from the rest of the sentence

Brackets ()
- Used to mark off separate, additional information e.g. *The number of living languages (currently about 6000, by most estimates) is decreasing.*

Colon :
- Used to introduce a list.
- Used to introduce an idea that is an explanation of the one that comes before the colon e.g. *You only have one option: make the most of your opportunities.*

Semi-colon ;
- Used to link two connected ideas. Both parts of the sentence should make sense on their own. E.g. *She walked slowly to the top of the hill; her feet ached and her legs were tired.*
- Used to separate longer items in a list.

Dashes –
- Can show a sudden break in a sentence, or a change in thought.
- Can act as brackets.

Speech Marks ""
- Used to indicate quotes (evidence)
- Used to mark direct speech e.g. *the teacher said, "Please read your books."*

Writing a leaflet

Leaflets are short promotional texts, designed to attract the interest of people and inform them about topics or goods.

Heading and subheadings

Bullet points (but do not over use them)

Columns

You may wish to include an image

Picture/photograph of………

<u>Capital Letters</u>

We use the capital letter for:

- Names of people: *Robert Pattinson*
- The personal pronoun I: *James hates English whereas I don't*.
- Titles: *The Queen, the Pope*
- Names of places: *France, River Thames, Natural History Museum*
- Names of nationalities and ethnic groups: *British, French, Jewish*
- Names of languages: *German, Spanish, Latin*
- Days and months: *Tuesday, May*
- Festivals: *Easter, Ramadan*
- Historical periods: *Iron Age, the Second World War*
- The first and main words in a title: *'Of Mice and Men'*
- Names of brands and products: *Adidas, Apple*

When not to use them:

- For seasons: spring, summer, autumn, winter
- For school subjects, except languages: geography, art, French and English
- For words where the country or place connection has been lost: danish pastries, yorkshire puddings

Can you punctuate this passage and add the appropriate capital letters?

for the second time in six days, a huge question mark was put against manchester united's championship credentials as they finished grateful to leave the madejski stadium with a point

at old trafford last sunday, united were often left ragged by arsenal's superior movement and passing

indeed it took a moment of individual brilliance from cristiano ronaldo to ensure united did not lose

The comma

Let's eat grandma!

Let's eat, grandma!

PUNCTUATION SAVES LIVES!

- The comma is used to separate a list of nouns in a sentence: *School lunches now include wholemeal bread, fruit, milk, fruit juice and yoghurt.*

- The comma is also used to separate a list of verbs:

  She likes to sing, listen to music, play the piano, read poetry and dance.

- The comma is used to separate a list of adjectives: *She had a lively, warm and extrovert disposition.*

- Commas are used for marking parentheses or brackets. The words between the two commas provide a little bit of extra information about the word or phrase before the first comma: *The pop star, talking earlier, apologised for the disappointment he had caused his fans.*

- Commas to mark clauses at the beginning of sentences: *On entering the cave, the students fell silent.*

<u>The Apostrophe</u>

Using the apostrophe to show omission

- We use an apostrophe to show that a letter (or letters) has been missed out. We often do this in our speech or informal writing. We join two words together to make one and this is called contraction, *e.g. do not – don't.*

- Do not use contractions in formal writing (formal letters, reports, literature essays).

Using the apostrophe to show possession

- We use an apostrophe to show ownership, when something or someone belongs to something or someone: *The desk's lid was damaged.*

- Where do we put the apostrophe? We have to ask ourselves, "Who is the owner in the sentence?" If the name of the owner does not end in s, we add 's: *Megan's hamster.*

- If the name of the owner does end in s and is plural, we only add ': *The babies' prams were parked outside the nursery.*

The Colon

:

- A statement followed by an explanation.
  E.g. She was right about one thing: pride comes before a fall.
- Before a list.
  E.g. Packed lunches included healthy ingredients: wholemeal bread, vegetables, fruit juice and a yoghurt.
- Note that the words before a colon always form a complete sentence.
- The words after the colon do not have to be a complete sentence.

The semi-colon

;

- A semi-colon may be used to join two complete sentences which are closely related. E*.g. Acquiring knowledge is one thing; using that knowledge in an exam is another thing.*

- Remember that a semi-colon has a complete sentence before and after it.

Key connecting words or phrases

When comparing – for differences
- in contrast/alternatively
- compared with
- in comparison with
- is different from
- on the other hand/instead of
- yet the other
- however/otherwise
- whereas/unlike

for similarities
- is similar to
- similarly
- like/likewise
- equally
- in similar manner
- as with
- moreover
- just as
- in the same way

When adding to a point
- in addition
- furthermore
- besides
- also
- still/anyway

When signalling contradiction
- on the other hand
- alternatively
- a counter argument is
- from a different prospective
- from a different point of view

When signalling cause and effect (casual)
- therefore/thus
- as a result/owing to
- consequently

When introducing evidence and examples
- for example
- as illustrated by
- in the case of
- for instance
- as shown by
- as exemplified by

Connectives relating to time (temporal)
- at first
- until
- at length
- meanwhile
- up to that point
- from that time onwards
- in the interim
- eventually
- subsequently
- finally

When changing direction/qualifying
- despite
- although/nevertheless
- even so
- however
- unless/except
- if/yet
- as long as

When signalling emphasis
- most of all
- least of all
- most importantly
- above all
- especially
- significantly
- in particular

Writing/Planning Frames

These can be helpful in organising material. The following are two examples of the types of extended writing activities students might be required to complete in a number of subject areas.

Writing frame to support discursive writing (i.e. demonstrating both sides of an argument) -History/Philosophy/English.

Planning frame	Writing frame – paragraph starters
▪ Introduction to debate	The issue of ……………. creates much disagreement
▪ First viewpoint	Supporters of…… would argue that ….
Supporting argument and evidence	A key point supporting this point of view is……
Supporting argument and evidence	Furthermore,…….
▪ Opposing viewpoint	On the other hand, those who oppose this view would argue that ……
Supporting argument and evidence	A key point in support of this position is…….
Supporting argument and evidence	In addition, …….
▪ Concluding paragraph (use of first person)	After considering the different points of view and the supporting evidence, I believe that …..

Additional starters

- A further counter-argument is …..

- A further complication is ……

- It could be argued that …….

- Yet another viewpoint is …….

- Another factor to consider is …………

- Other sources suggest ……….

- A further issue to consider is ……….

- It is claimed that ……

- Moveover, it is suggested that …..

- From a different perspective, it would appear ……….

News article planning frame

Introductory paragraph	Engage your reader's interest straight away
Paragraph covering the main news focus	Ensure that you have covered: ➢ Who is involved? ➢ What happened? ➢ When did it happen? ➢ Where did it happen? ➢ Why did it happen? ➢ How did it happen?
Paragraph including less important news relating to the main topic	Perhaps include a quotation about how a key character feels.
Paragraph with least important news relating to the main topic	
Final paragraph	Provide a summing up of the situation, with a possible reference to how the topic will be resolved, or what might happen next.
Remember -	Your news article should include the most important features of the topic in the opening paragraphs. Therefore, you should be able to delete the last three sections, without losing the key point of the story