

Writing Genre Guidance

Aims

To ensure children are confident writers, who are able to select their own appropriate choices of vocabulary and produce clear and coherent writing for different audiences.

- All writing will contain a planning element. (Whole class with teacher scribe, paired, independent, groups.) Planning frames will be provided for lower ability and younger years.
- Writing will have a beginning (introduction), middle and end (conclusion).
- Children will vary the use of openers to make writing interesting.
- Children will be able to vary sentence structure by using connectives and additional clauses, where appropriate.
- Children will be taught to use a range of punctuation in their writing to create interest.
- Children will be shown writing through modelled sessions.
- Writing will take place in workshop style sessions where teacher input is immediate as the writing is taking place.
- Children will receive a personalised approach to understanding where they are at and what they need to do next in order to improve.
- Children will be taught to become writers.

Poetry Writing

Toolkit

- Repetition
- Rhyme – occasional and never forced/encouraged
- Rhythm
- Verses/stanzas
- Layout – line length and placement of words for emphasis
- Alliteration
- Personification
- Simile
- Metaphor
- Onomatopoeia
- Strong vocabulary
- Mood created/intensified

Examples of list poetry ideas:

In my dreams I see/hear/smell/taste/feel...

Go and peep through the window/keyhole/letterbox and maybe you will see...

In my magic box I would put...

Far out at sea...

Deep in the forest...

Enter door number 7, maybe you'll find... (Verses can increase or decrease in door number and can intensify or weaken in mood)

On the first day it rained... (further verses can intensify the rain or increase the days it has been raining.)

I would love to see/hear/smell/taste/feel

The monster has...

Any animal/creature – using lists of similes or metaphors to describe it.

Any place

The weather

Halfway up the chimney there is...

A metaphor poem based upon a friend.

In the witches potion there is...

Narrative Writing

Settings

Toolkit

- Multi-sensory
- Place preposition openers
- Adjectival Openers
- -ly openers
- Connectives to extend ideas
- Developed ideas (more than 1 sentence per idea/variety in number of sentences devoted to ideas.)
- Mood created or vocabulary to reflect writers viewpoint
- Adjectives and adverbs
- Figurative language

Multi-sensory planning grid

What to see	What to smell	What to hear	What to feel	What to taste

N.B the children are taught that they do not need to include every sense for every setting as some may not lend itself to that setting.

Character

Toolkit

- Show not tell (Alan Peat's Improving Story Writing)
- -ing opener
- -ly opener
- Adjectives and adverbs
- Mood and emotion created
- Strong vocabulary for said
- Balance of action, description and dialogue
- Adjectival openers
- Range of connectives
- Who clause
- Which clause
- Figurative language (simile, metaphor, alliteration, personification, onomatopoeia)
- Speech marks, apostrophes, exclamation marks, commas, questions

Planning grid

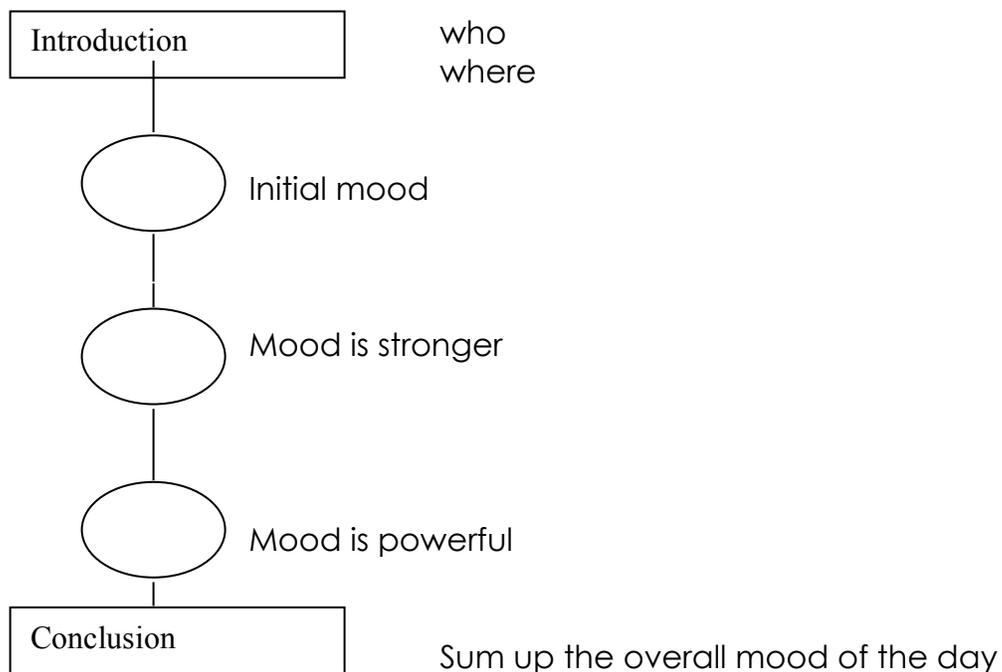
Facial description	Body description	Description of movements	Description of speech	Habits (opportunity to use generalising words for style and past, present and future tense)

When children are secure with the format with the above planning grid, the next stage is to develop character description into further paragraphs.

Examples

- Mood of the character intensifies
- Initial mood of character and then a complete change of mood
- Show not tell paragraph then an additional paragraph to include a flashback.
- Show not tell paragraph then a paragraph which introduces another character and they interact.
- Initial show not tell paragraph then an anecdote/short example of an event showing the mood specifically and in more detail.

Use of a spidergram frame for character description moving into more than 1 paragraph.



Suspense

There are 2 main types for suspense writing

A, eerie and mysterious

B, accidental/dangerous

Toolkit

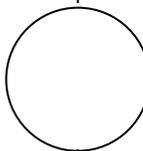
- Vague
- Do not reveal anything
- Questions
- Short sentence
- Strong verbs
- Specific suspense openers *At that moment, Without warning, Hardly daring to breathe, Gripping his rucksack, Gasping a breath...*
- Darkness
- Coldness
- Silence
- Noises
- Shadows
- Eerie setting
- Stuttered speech

Suspense planning frame

Introduction

who
where

sights	sounds	smells	What character does	What character says



Suspense paragraph

First sentence here should be a suspense opener
Suddenly, Without warning, All of a sudden, Just then

Children must understand not to reveal anything here or have anything happen to the characters.

Conclusion

Left on a cliff hanger. Use of a question.

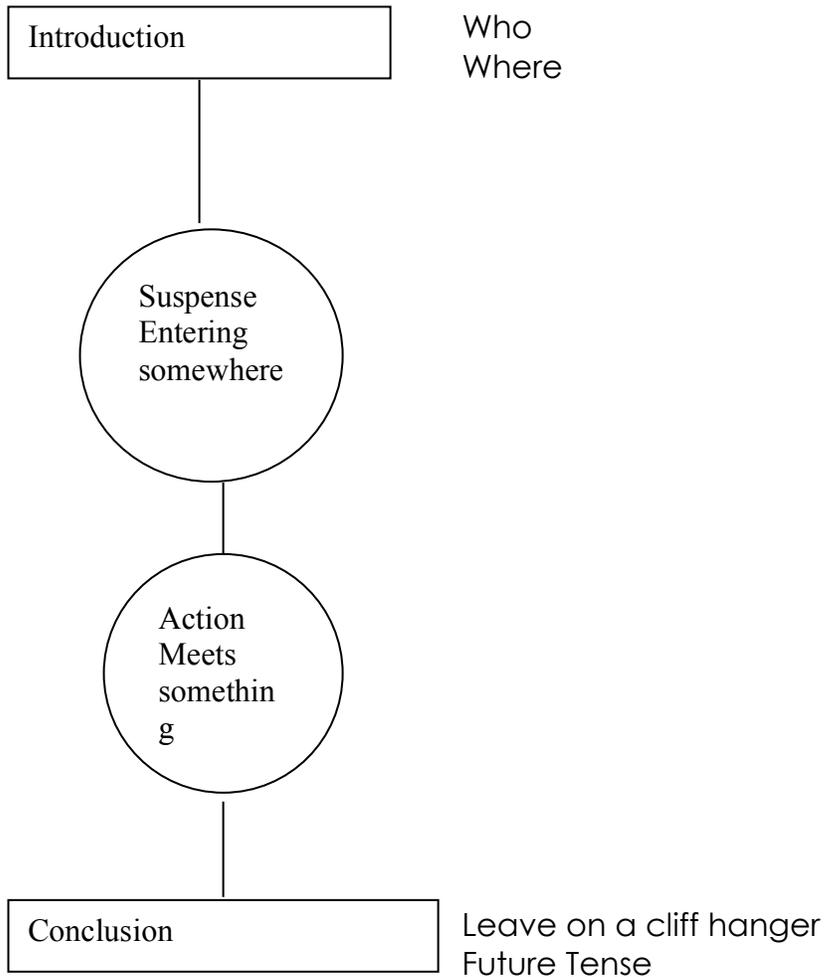
Action

Specific teaching of:

- 3 part sentence
- But sentence
- Fragmented sentence

Allow pupils to read examples of action or adventure writing that show:

- 3 part sentence
- Short sentence
- Strong verbs
- Openers
- But sentence
- Fragmented sentence noises
- What the character feels
- Real life sounds



Non Narrative

Non-chronological Report Writing

Toolkit

- 3rd person
- Present tense (unless historical event)
- Technical vocabulary
- Openers to create flow
- Connectives to extend ideas
- Sub headings
- Bullet points
- Captions
- Themed paragraphs
- Any order to paragraphs
- Introduction and conclusion
- Amazing fact
- Use of questions to draw in the reader and capture interest

Possible subjects to write reports on:

Animal/creature

hobby

clothing

Place

furniture

Toys

Food

drinks

sports

Introduction

What?
Interesting fact

Theme
1

Theme
2

Theme
3

Theme
4

Conclusion

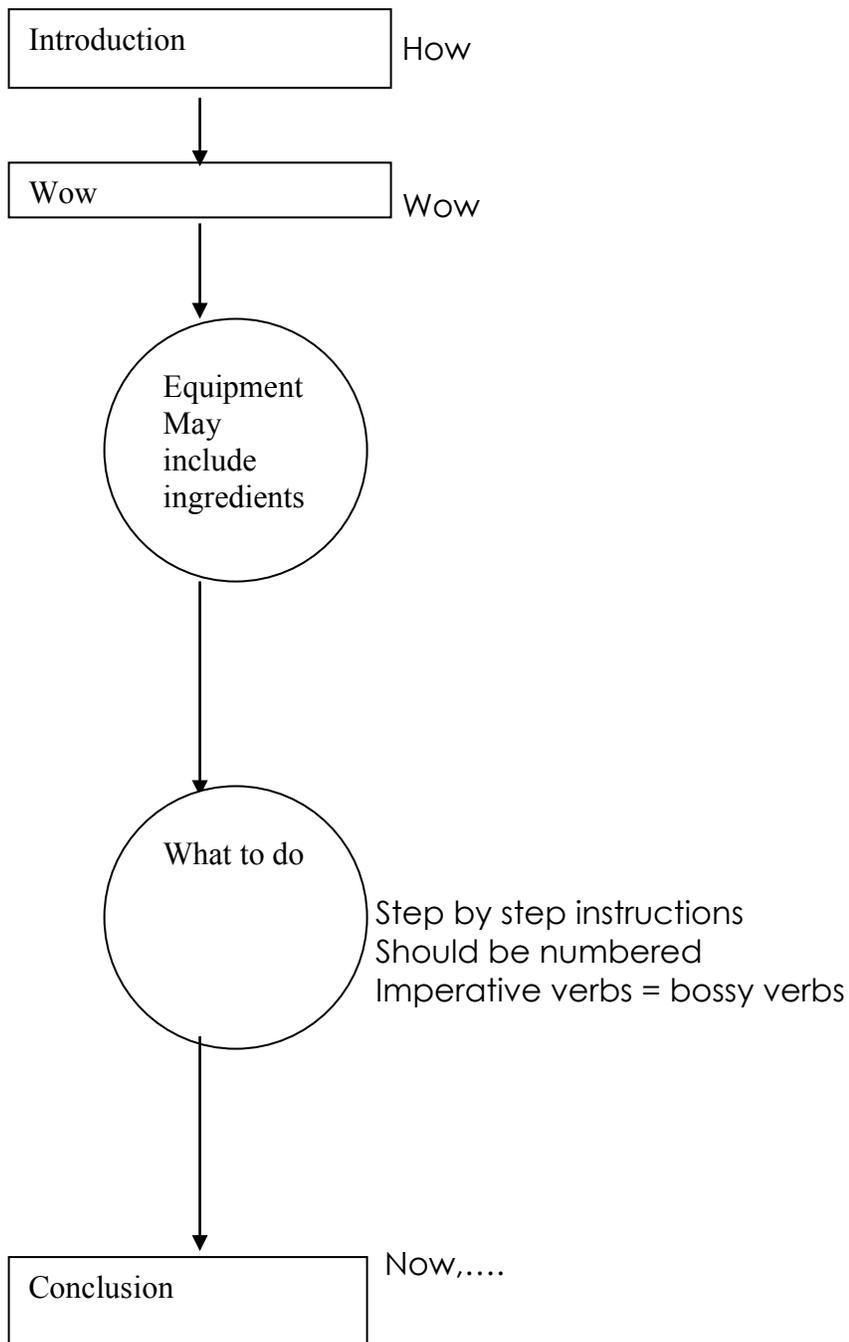
Favourable comment

Instructions

Toolkit

- Imperative (bossy) verbs
- How, wow, now structure
- Bullet points
- Numbered points
- Persuasive sentences
- Emotive vocabulary
- Short, clear and concise sentences
- Time connective openers

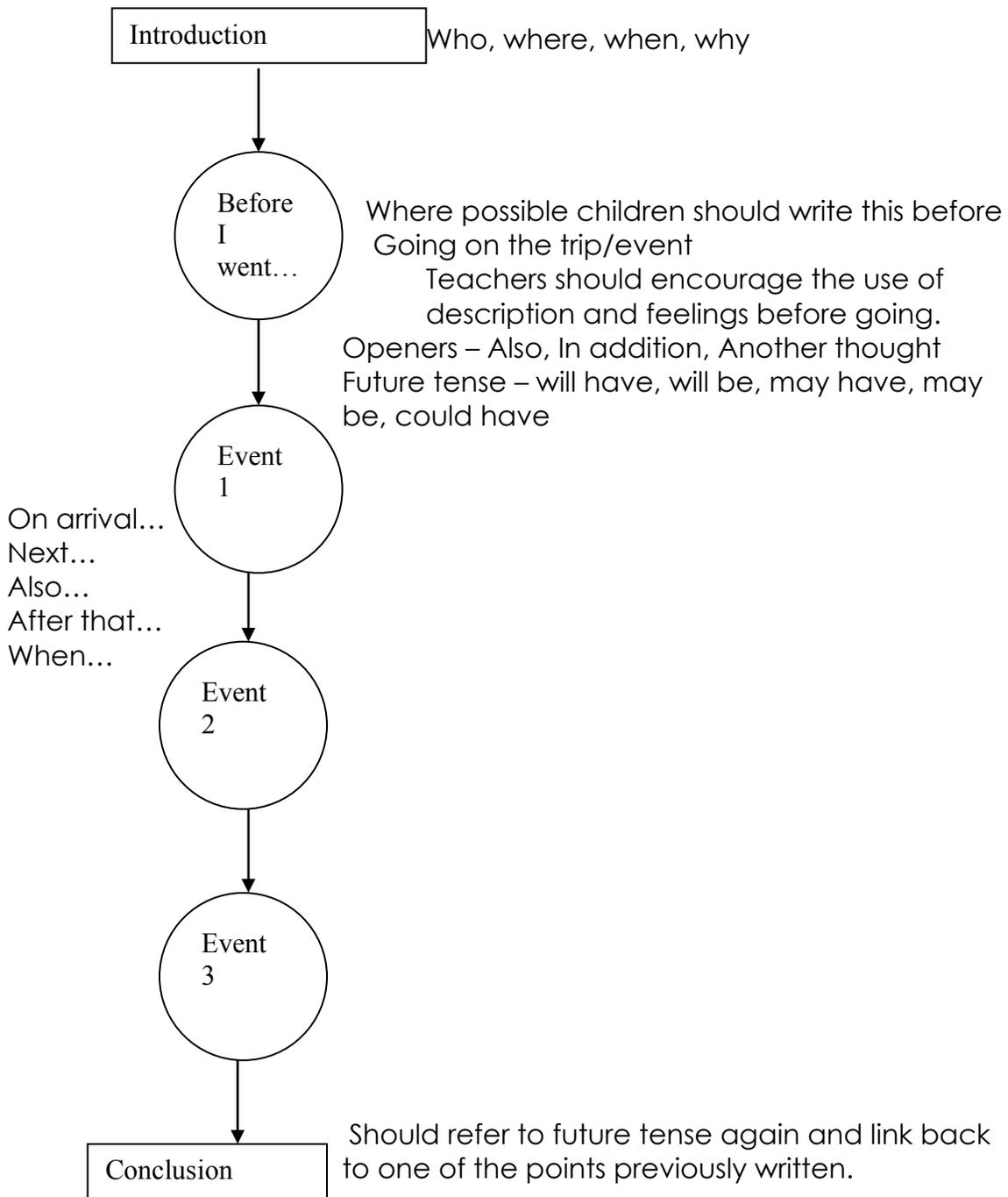
Planning



Recount Writing

Toolkit

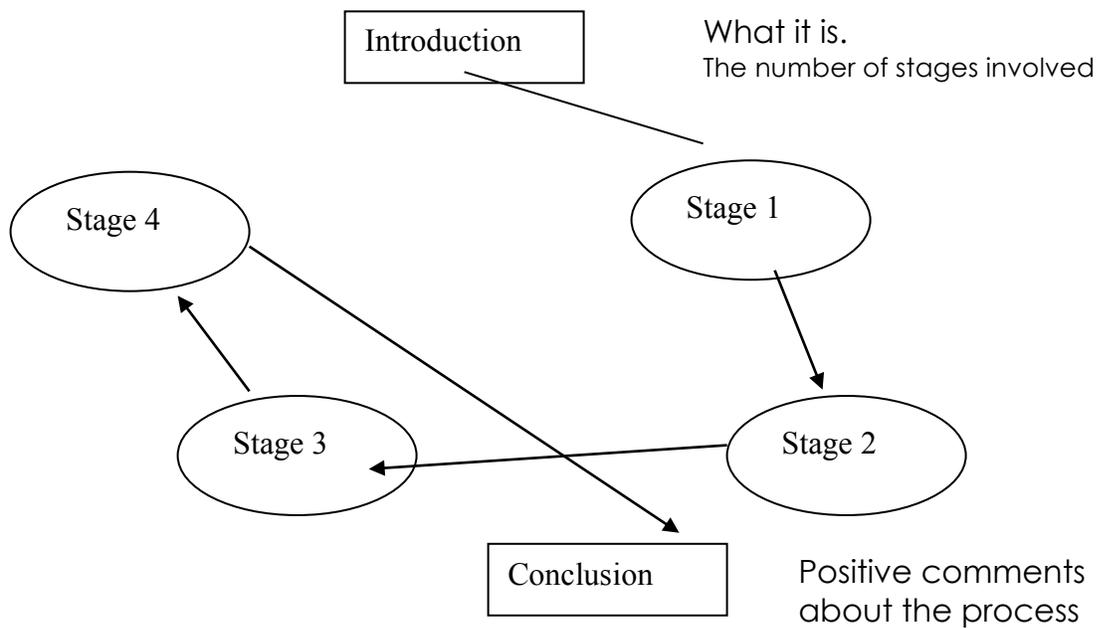
- Time connective openers
- Generally Past tense, possible short section of future tense
- Speech
- Multi-sensory description
- Before I went thoughts and feelings
- Vocabulary to show mood
- Quotes from others there
- Use of questions to draw the reader in
- 1st person
- Chronological order



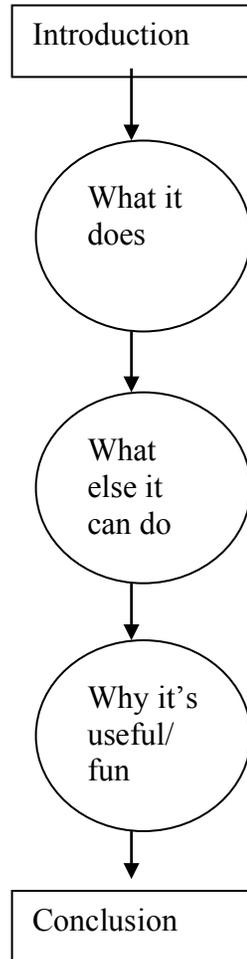
Explanation writing

Toolkit

- Chronological
- 3rd person
- Technical vocabulary
- Causal connectives
- Openers to create flow
- Time connective openers
- Brackets
- Bullet points
-



Also – explain how something works



What it is and how it is used

Openers for flow

- Firstly
- Next
- Then
- Also
- In addition
- Furthermore
- A further feature is
- Another...

Persuasive writing

- Adverts
- Leaflets
- Letter to complain
- Letter to ask/request
- Persuasive argument
- Discursive writing

Adverts

Pupils should be given the opportunity to watch TV adverts and deconstruct features of them.

Who aimed at	Catchy slogan	Product name	Persuasive devices
			Music Famous person etc

Pupils should be given the opportunity to read adverts from magazines and deconstruct them for features

product	Who aimed at	Rhetorical question	alliteration	Snappy slogan	other

Feature bank

- Alliteration
- Snappy slogan
- Strong emotive vocabulary
- Ambiguity
- Rhetorical questions
- Font size
- Repetition

Letters to complain

Introduction

Why you are complaining
When it occurred

1st
complaint

Strongest argument

2nd
complaint
With
support

Openers
Firstly
Secondly
Also
In addition
Furthermore
Moreover
Another reason is
A further point is
that...

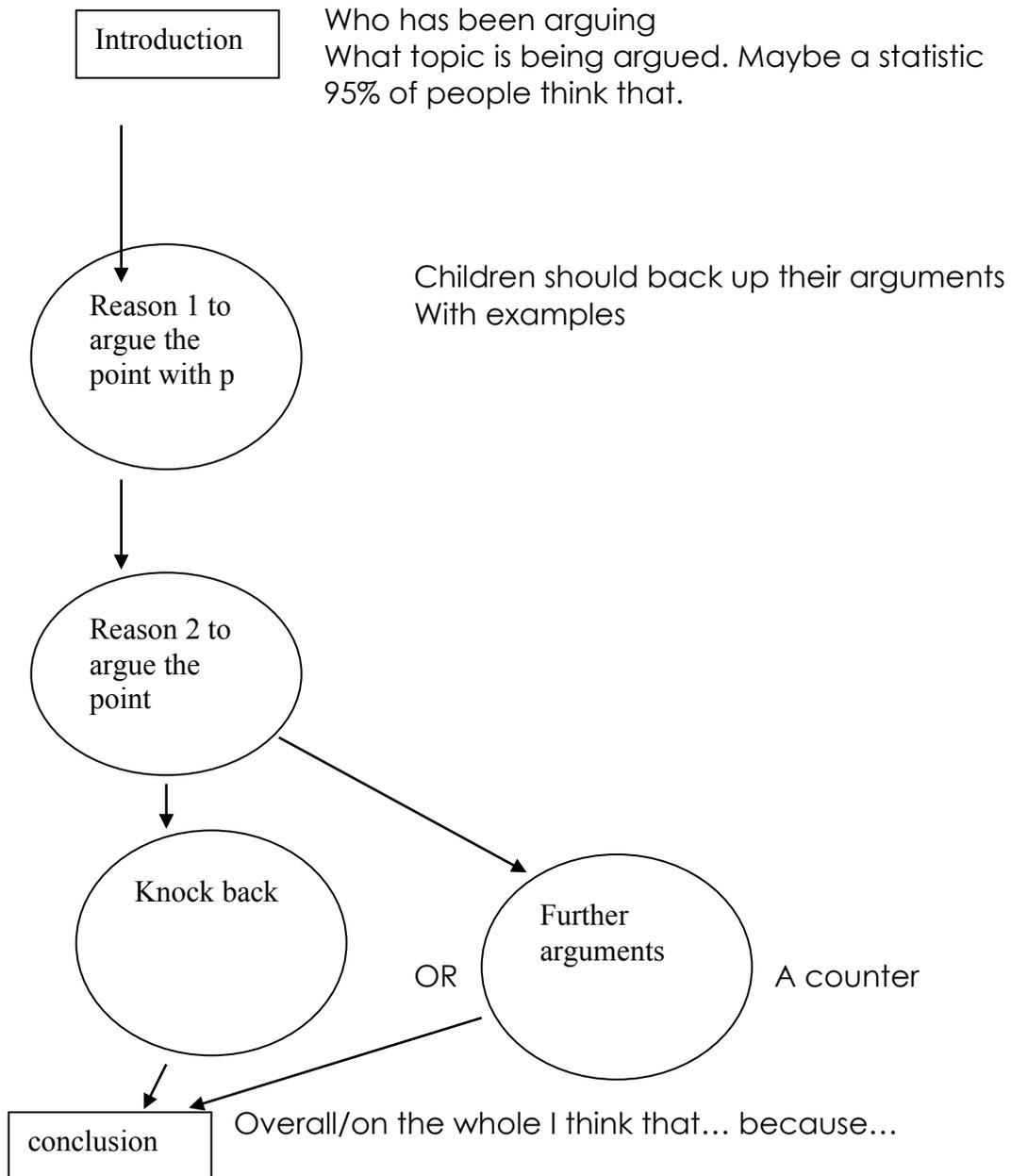
Further
arguments
with
support

Conclusion

Should include future wishes in future tense and
What you would like the company/people to do

Persuasive writing

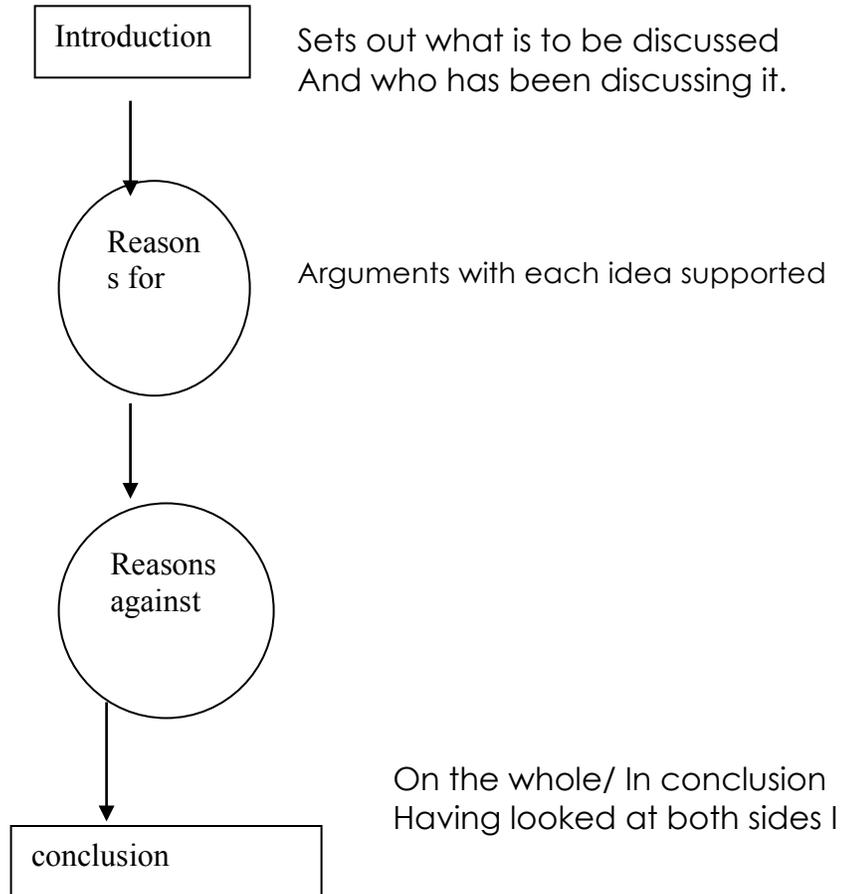
Title – a question – Should...



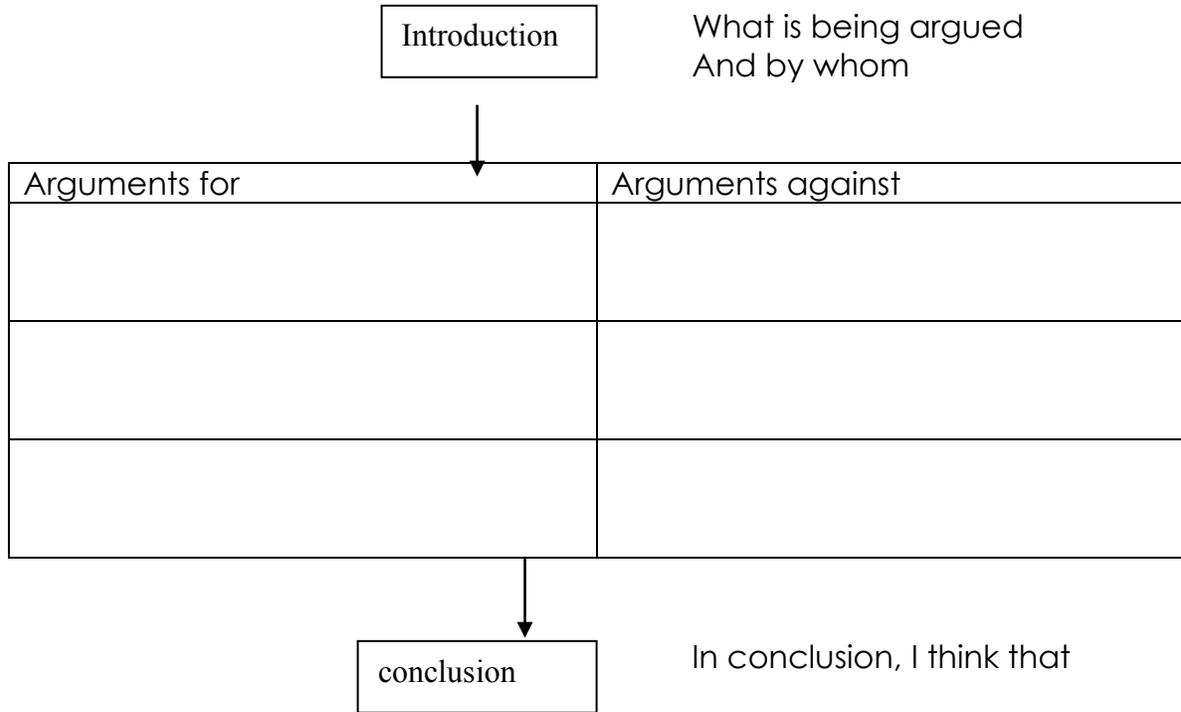
Discursive Writing

This should look at both sides equally in the main body of the text. The conclusion may err on one side of the discussion.

There are 2 ways to plan. The easiest is the following format.



The next stage is to plan writing an opinion for both sides in each paragraph. This is much more complex to organise which sides can work together.



Writing should be in the 3rd person.
Openers such as Some people would argue that...
Some people feel that...
Also
In addition
Furthermore
Moreover
On the other hand
However,
Other people think that.