

Writing Frames and Text Types

Writing Frames

Writing frames are very useful to support pupils who find writing or organising their work difficult. They can be used in any subject.

They cover the main text types and should be used in conjunction with them to help pupils writing.

Writing frames can be as simple as a list of key phrases or sentence beginnings written on the board for pupils to use as triggers.

A frame could be boxes with headings or sentence beginnings in separate sections to help pupils organise material into a coherent whole.

It might be a cloze procedure. This is a piece of text which has had key words removed and spaces added. When constructing these, be careful that it is not a comprehension exercise only and that the text is simple to read.

To make it even easier, you can put the key words at the bottom of the text.

You need to decide if the frame is for planning only or if it is to be a finished piece of work. All frames can be made attractive to use by adding borders or pictures if you have time.

Recounts

Purpose

- Written to re-tell events
- To give people information
- Sometimes to entertain people

Structure

- Opening that sets the scene
- Chronological
- Closing statement

Language

- In the past tense
- In chronological order
- Usually about a particular person / group of people
- Verbs which explain what people did

Some recounts use the **passive voice**: it was decided that
Instead of : I decided that
This gives a more impersonal, official tone.

Recounts are used:

- By journalists / students etc to describe visits to places
- By scientists to describe experiments
- In history, writing biographies and autobiographies

You might use recounts in history, geography, art, technology, science and R.E. as well as literacy.

Recounts.

Chronological key words:

- Yesterday, we went .
- First we
- Next, we
- After that, we
- Then
- Finally,

OR

I already knew that

I have learned that

I also learned .

Other facts I learned are

The most interesting thing I discovered as that .

Now, I know that ..

You will be able to adapt these to most recount situations.

Reports

Purpose:

To describe the way things are.

A report can describe something natural e.g. volcanoes, cultural e.g. festivals or social e.g. communities.

Structure

- An opening usually a general description which introduces the subject. E.g. Easter is a Christian festival which
- It can have a more technical classification e.g. The scientific name for man is homo sapiens.
- A detailed description of the subject. This often includes qualities, parts and their function and habits/behaviours/uses

Language

- Written in the present tense
- Is non-chronological
- Focuses on groups of things rather than an individual.

A report can be used in most subjects: science, R.E. technology, geography etc.

Frames For Reports

A frame could be a simple box or a grid for comparing two contrasting things. E.g.

	My House	Victorian House
Heating		
Lighting		
Washing facilities		
Decoration		
Furniture		

Further support could be given using phrases like:

They both have

They are similar in that

The... resembles

They are different in some ways

While, although, as well as, in addition to

Another difference is that..

Finally,

Explanations

Purpose

- To explain a natural process e.g. water cycle
- To explain a social process e.g. growth of towns
- To explain how something works

Structure

- A general statement to introduce the topic
e.g. a butterfly goes through several stages in its life cycle.

- A series of steps which set out the explanation

Language

- Written in the present tense
- Use of temporal (time) conjunctions
- Use of causal conjunctions

Explanations are common in science, geography and technology.

Explanations

1. Simple key words/ phrases in explanations

a. temporal conjunctions:

First, to begin with, after this, next, later, finally.

b. causal conjunctions:

Because, therefore, thus, it follows that etc.

Frames can give more structure to an answer e.g.

I want to explain why

There are several reasons for this

The first reason is

Another reason is

A further reason is

Now you can see why

OR

I want to explain how

To begin with, it

And this means / changes to

After that

As a result of this

Next

Then

The final result is that

OR

One explanation for this is

The evidence for this is

An alternative explanation might be

This explanation is based on

Of the alternative explanations, I think the most likely is .

Because

Instructions

Purpose

To describe how something is done through a series of logical steps.

Structure

- A statement of what is to be done
e.g how to make a cake
- A list of materials / equipment needed
- A set of logical steps
- Often with a diagram / illustration

Language

- Written in the present tense
- Use of the imperative: take, do, mix, cut, etc, usually at the beginning of each step
- It is chronological
- Mainly action

It is used in science, technology, art, P.E and maths.

Instructions

	How to Make a Loaf of Bread
You will need:	
Diagram / drawing	
Procedure	First, The, Next, Finally,

Persuasion

Purpose

- To put forward a particular point of view
(a discussion text is the one which puts forward alternative points of view)
- To persuade others to a particular viewpoint

Structure

- Opening statement, often the position of the writer e.g.
Fox hunting is a cruel and barbaric sport.
- A global or historical perspective in the opening section.
E.g Britain is the only country in the world which .
- The arguments, often a statement backed up with supporting evidence / statistics.
- A summary and re- statement of the opening position

Language

- Written in the present tense
- Use of logical conjunctions.
- Use of emotive language e.g barbaric, massacre etc.

Often used in English, history and geography. Persuasive texts can be in the form of adverts, leaflets, pamphlets as well as longer pieces of writing

Persuasion

Although not everyone thinks the way I do, I want to argue that..

I have several reasons for thinking this. My first is that..

A further reason is..

Also,

Furthermore,

Therefore, although some people think that..

I think I have explained why..

OR

I think that because..

The reasons I think this are, firstly..

Secondly,

Another reason is that..

Moreover,

In conclusion,

Useful words / phrases are:

Because, therefore, you can see that, a supporting argument is, this shows that, another piece of evidence is,

Discussion

Purpose:

To present arguments and information from differing viewpoints.

Structure

- A statement of the issue and a general view of the main arguments.
e.g. Some people think there should be a supermarket built in .because ..suffers from a lack of shopping facilities. Others think it would bring more problems than it would solve.
- Arguments for and against the statement with supporting evidence.
- A summary of main points and a conclusion

Language

- Written in the present tense
- Using the general ie people, young people, OAPs etc rather than the individual (except in the conclusion. I think..)
- Use of logical conjunctions: therefore, thus, because, it follows that etc.

Often used in English, PSHE / RE and geography

Discussion

This is the most complex writing and children often need a lot of initial planning support and practice. To begin with, ideas could be collected on the board and the progress to a simple two box system for putting down ideas for and against.

The following sentence beginnings can then be used in any format to help pupils write it logically.

Some people think that because

They argue that..

Other people who agree with this point of view are..
They think that.. because..

On the other hand, disagree with the idea that..
because..

They feel that..

They also say ..

I agree with because I think that..

Other useful phrases to give are:

Some people claim that..

Another viewpoint / standpoint is..

A further point they make is..

Furthermore, they claim that..

After weighing up all the evidence,

In conclusion,

