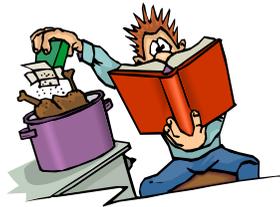




Text-Type Table Top Tips



Presented by Lancashire Teaching and Learning Consultants for Literacy

This document is based upon the Text-Types guidance for teachers. This was presented on the Primary National Literacy Strategy website which can now be found in the National Archives. The document can now be accessed on the Lancashire Literacy website at:
http://www.lancsngfl.ac.uk/nationalstrategy/literacy/index.php?category_id=419

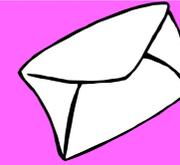
The Text-Type Table Top Tips have been adapted for children from this document and added to by the Lancashire Literacy team.

Non-fiction

Recounts	Recounts are sometimes referred to as 'accounts'. They are the most common text type we encounter as readers and listeners, not least because they are the basic form of many storytelling texts. Stories and anecdotes can have a range of purposes, frequently depending on the genre being used, and they often set out to achieve a deliberate effect on the reader/listener. In non-fiction texts they are used to provide an account of events. Recounts can be combined with other text types, for example, newspaper reports of an event often consist of a recount that includes elements of explanation.
Instruction	Like all text types, variants of instructions occur and they can be combined with other text types. They may be visual only (e.g. a series of diagrams with an image for each step in the process) or a combination of words and images. Instructions and procedural texts are found in all areas of the curriculum and include rules for games, recipes, instructions for making something and directions.
Non-chronological report	Non-chronological reports describe things the way they are, so they usually present information in an objective way. Sometimes, the selection of information by the writer can result in a biased report. As with all text types, variants occur and non-chronological reports can be combined with other text types. A text that is essentially a non-chronological report written in the present tense may include other text types such as other types of report, e.g. when a specific example is provided to add detail to a statement. (Sharks are often seen around the coasts of Britain but they rarely attack people. In 2006, a man was surfing in Cornwall when he was badly bitten but it was the only incident recorded there for twenty years.)
Explanation	Explanatory texts generally go beyond simple 'description' in that they include information about causes, motives or reasons. Explanations and reports are sometimes confused when children are asked to 'explain' and they actually provide a report, e.g. what they did (or what happened) but not how and why. Although some children's dictionaries do include an encyclopaedia-like explanation, others are inaccurately categorised as explanation texts when they simply define a word's meaning. Like all text types, explanatory texts vary widely and are often found combined with other text types.
Discussion	Discussion texts are not limited to controversial issues but polarised views are generally used to teach this text type as this makes it easier to teach children how to present different viewpoints and provide evidence for them. Discussions contrast with persuasion texts which generally only develop one viewpoint and may present a biased view, often the writer's own. Like all text types, discussion texts vary widely and elements of discussion writing are often found within other text types.
Persuasion	Persuasive texts can be written, oral or written to be spoken, e.g. a script for a television advert or presentation. The persuasive intention may be covert and not necessarily recognised by the reader or listener. Texts vary considerably according to context and audience so that persuasion is not always a distinct text-type that stands alone. Elements of persuasive writing are found in many different texts including moving image texts and digital multimedia texts. Some examples may include evidence of bias and opinion being subtly presented as facts.

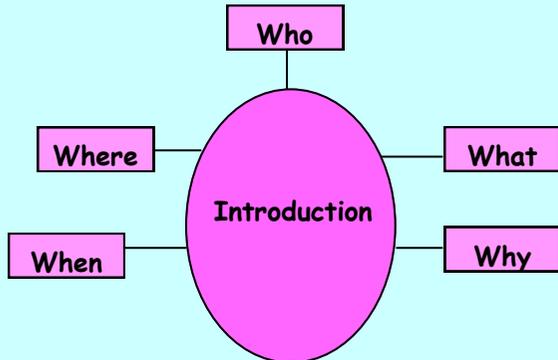
Narrative

Adventure	<p>Narrative is central to children's learning. They use it as a tool to help them organise their ideas and to explore new ideas and experiences. Composing stories, whether told or written, involves a set of skills and authorial knowledge but is also an essential means for children to express themselves creatively and imaginatively. The range of narrative that children will experience and create is very wide. Many powerful narratives are told using only images. ICT texts tell stories using interactive combinations of words, images and sounds. Narrative poems such as ballads tell stories and often include most of the generic features of narrative. Narrative texts can be fiction or non-fiction. A single text can include a range of text types, such as when a story is told with the addition of diary entries, letters or email texts.</p> <p>Children write many different types of narrative through Key Stages 1 and 2. Although most types share a common purpose (to tell a story in some way) there is specific knowledge children need in order to write particular narrative text types. While there is often a lot of overlap (for example, between myths and legends) it is helpful to group types of narrative to support planning for range and progression. Each unit of work in the Primary Framework (Fiction, Narrative, plays and scripts) provides suggestions for teaching the writing of specific forms or features of narrative. For example: genre (traditional tales), structure (short stories with flashbacks and extended narrative), content (stories which raise issues and dilemmas), settings (stories with familiar settings, historical settings, imaginary worlds) and style (older literature, significant authors).</p>
Mystery	
Science Fiction	
Fantasy	
Traditional Tales	
Myths	
Legends	
Fairy Tales	
Fables	



Recount 3

Planning Tool
Draw a blank one of your own to plan your recount



First event of the recount

Time or sequence connective

Next event of the recount.

Insert an anecdote or extra interesting detail

Continuing time or sequence connective

Next event of the recount.

Insert an anecdote or extra interesting detail

Closing time or sequence connective

Closing events and overview comment



Purpose

- To retell events so that the reader knows when the events happened, who was there, what happened and the order of events.

Audience

- For someone who wasn't there and needs to know all about it!
- For you to read later to remind yourself all about it!

Typical Topics

- Exciting days out or trips.
- Eyewitness accounts of crimes or accidents.
- The sequence of the method and results in a science experiment.
- An event from history or R.E.
- A newspaper report on something happening in your area.
- A letter about your holiday.
- In role as an old person recollecting an event in their life.

Key Ingredients

I have used past tense	☺
My recount is in chronological order	☺
My recount is in the first or third person	☺
I have used time connectives	☺
I have included anecdotes, funny incidents and extra detail.	☺
I have written a comment about events at the end	☺

Awesome Outcomes

- Your recount could be a **letter**, a **diary**, a **travel journal**, a **school trip**, a **science report**, about a **visitor** or a **news report**.
- A Powerpoint or a Photostoty
- A radio or TV broadcast.



Vocabulary

interesting	tedious	peculiar	unique	events	expedition
amazing	frightening	rural	travelling	display	weary
intriguing	awe-inspiring	adventurous	isolated	exhibition	lively
fascinating	ancient	gruelling	crowded	hilarious	exhausted
historic	exceptional	endless	queue	journey	science

Super Sentences

- Write your recount in the past tense.
- Use the first person, (I, me, my, we, our,) if you are recounting something that you have done.
- Use third person, (he, she, they, them,) if you are writing about someone else.
- Use simple sentences to create impact or to recount something surprising, e.g. *'We were amazed!' 'It was unbelievable.'*
- Use compound sentences to show actions, e.g. *'I got into the boat and rowed across the lake.'*
- Use complex sentences to describe people and places, e.g. *The zoo, which was supposed to be one of the best, was tatty and smelly. Shouting at the top of his voice, the castle guide told us to get off the grass!*
- Vary sentence openers; time connectives; 'ed', 'ing', 'ly', if, so when, since, because.
- Use noun phrases to describe what you have seen, e.g. *'gleaming, metal armour' 'towering, stone pillars,' 'endless, weary journey.,' a long, fascinating life.'*



Recount 3—Language Features

Structure and Organisation

- Begin with when it happened; who was there; where it happened.
- Write your recount in the order that the events happened starting your sentences with time words.
- Start a new paragraph when the time changes, something new happens or you are writing about a new place or person.
- Finish with a comment about the events or how you feel about what has happened.
- In science, finish with a conclusion based on what you discovered.



Cracking Connectives and Super Sentence Starters

In the morning	Next
One weary, wet day	Exhausted, but happy
Last Tuesday	Soon afterwards
As we set off	Minutes later
Travelling slowly	Later that day
Later on	Before we knew it
Eventually	Finally
In the end	Just imagine

Perfect Punctuation

- You might use dialogue to quote what people have said so remember 66 99, new speaker new line.
- If you write a list of equipment you could use a colon after the list title. Equipment:
- Use exclamation marks to show surprise.

Tricks of the Trade

- Use the question hand to help you write the first paragraph.
- Use anecdotes—funny or interesting things that happened during the event that you are recounting.
- Stop along the way to describe a place, a person or an event in more detail.
- Try to avoid a long list of events. Add details and description along the way to vary the pace and add interest.
- Express an opinion if appropriate, e.g. *Despite the sandy sandwiches, that was the best picnic I have ever had!*
- If you are writing up a science recount, use the passive voice, e.g. *The seed was planted in a pot of compost and placed under a cardboard box.*



Instructions and Procedures 3

Planning Tool



Purpose

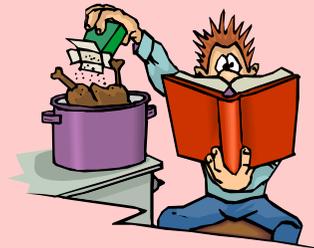
- To describe, or instruct how something is done in a step-by-step sequence.

Audience

- For someone who has not done this before, e.g. played the game; cooked the recipe; followed the route; made the object; carried out the experiment or activity.
- Is the reader young or older? Do they need it to be very simple with diagrams to help?
- Should you add warnings about sharp or hot objects—or needing an adult to help?

Typical Topics

- Recipes for yummy food!
- Instructions for something done in historical times, e.g. *How to mummify a dead Egyptian!*
- How to brush your teeth.
- Rules for a game you have invented and made in DT.
- Rules for sports and games.
- Instructions for sports' techniques; dribbling; breast stroke; bowling; etc.
- How to make something, such as an object in DT or craft item for your school fair.
- How to keep your teacher/parents happy.
- How to look after a pet.
- Instructions on how to get from one place to another.
- How to look after a baby.
- Instructions on how to work equipment and gizmos.
- Step-by-step guide to planting seeds.
- How to put up a tent.
- Instructions for a science experiment.
- A magic trick.



Key Ingredients

A goal for my instructions	😊
A list of ingredients or materials	😊
A step by step sequence	😊
Sequence connectives	😊
Imperative (bossy) verbs	😊
Labelled diagrams to help	😊
Clear precise sentences	😊

Awesome Outcomes

- As a step-by-step list of instructions with diagrams to help the reader.
- As a flow-chart with numbered steps and diagrams.
- As a little booklet to put in a game.
- As a demonstration video.
- As a Big Book of recipes or craft projects.

Vocabulary—some useful examples

Don't forget to	The next player	In turn, ...
Remember to	The object is	Assemble
Take care to	to	Reverse
At the bridge turn	Warning,	Replace
	Bon appetite	Fold
Always ...	How to ...	Discard

Super Sentences

- Start each step with a **sequence word** eg. **First, next, then, after that, finally;** or an **imperative (bossy) verb**, e.g. **mix, cut, stir, cut, slice, fold, divide, shake, turn,**
- Use clear and simple words.
- Make sure your sentences are clear and precise. *'Cut the yellow card into 10cm x 3cm strips. Make sure you use a ruler to draw straight, accurate lines.'*
- Have only one or two actions or instructions in each sentence. *'Mix the cream and eggs together using a folding action to keep in the air.'*
- Either, use the **second person, you**, e.g. *'When you have glued the edges down. . . . ;* or **passive sentences**, *'After the edges have been glued . . .*
- Use numbers, letters, bullet points or colour to signal the order of actions.
- When describing a route, remember to include checkpoints to reassure your reader. *'Turn left at the crossroads just after the white cottage with tall brick chimneys.'*

Perfect Punctuation

- Use commas to separate a list of actions.
- If you use a question to draw in your reader, don't forget the question mark.
- You might need an exclamation mark after warnings or an exciting statement.

Instructions and Procedures³—Language Features

Structure and Organisation

- Start with a goal of what is to be achieved. *'How to make a Cracking Omelette! 'Branch out and Build a Tree House.'*
- Write a list of any ingredients or materials in the order that they are needed.
- Write step-by-step instructions in chronological order.
- If describing a route, organise the instructions in stages so that the reader can complete each stage before carrying on to the next.
- Finish with a comment for the reader, e.g. *Bon Appetite! 'Have Fun! 'Go Fly Your Kite!'*

Cracking Connectives and Super Sentence Starters

Before you start, remember to	Remember to ...
You will need ...	Cutting carefully,
After 5 minutes...	Screw the lever clockwise
Finally,	Fold the paper lengthwise
When the glue has dried,	Combine the
Next	Slowly start to ...
Turning right, over the stile,	Finish off by
Take care to...	At last, you will have a ...

Tricks of the Trade

- Be clear about what is needed before you start.
- Think carefully about the order of actions.
- If your readers are young, use diagrams rather than technical language.
- Engage your reader—*'Have you ever wished you could . . . 'Have you ever wanted to be able to . . . 'You, too, can score goals! 'How to be a success at . . . 'Are you a Chocoholic?—Read on!'*
- Make your instructions sound easy—*'You are only four simple steps away from . . . '*
- Try out your instructions or ask a friend to check if they are clear and they work.
- Remember to include warnings about such things as hot ovens, boiling water, sharp knives, steep cliff edges, deep water or tides.
- Depending upon the audience, decide how formal you want to be. *'Cook for 20 minutes in a hot oven.'* or *'Pop into a hot oven for about 20minutes.'*
- Only use adjectives and adverbs if they are important to make the instruction clear.
- Read your instructions as if you know nothing at all about the procedure to check that they are clear and you have missed nothing out.

Non-Chronological Reports 3

Planning Tool

Design a blank one of your own to plan your report. You may like to use more boxes and arrange them differently. There are other ways of planning a report such as a spidergram. Always use the one that works best for you.

Introduction

Notes for a general overview of your topic.

Catchy sub-heading

Notes and any technical language about one aspect of your topic.

Catchy sub-heading

Notes and any technical language about another aspect of your topic.

Note any diagram,, glossary or fact-file you might put here.

Catchy sub-heading

Notes and any technical language about another aspect of your topic.

Picture (Don't draw on your plan.)



Purpose

- To tell the reader all about your subject.
- To describe things the way they are.

Audience

- Readers who are interested in facts and information.

Typical Topics

- History: all about the people, places and events in any period.
- Science: all about animals; plants; the planets; materials.
- Geography: about places; mountains; rivers; my locality; a contrasting locality; climatic regions; holiday brochures.
- R.E.: guides to different faiths, festivals and traditions.
- D.T.: a report on a product or something that you have designed.
- All about my hobby or sport
- Music: All about musical instruments
- Healthy Living



Key Ingredients

I have written a general introduction



I have used technical language



I have used descriptive language to describe my subject.



I have used paragraphs to organise different information.



My sub-headings are catchy.



I have used charts, labelled diagrams and pictures.



I have finished with a summarising statement



Awesome Outcomes

- Leaflets
- Posters
- Powerpoint Presentations
- Booklets
- Filmed documentary
- Zig zag book
- Big Book
- Topic Book
- Multi-modal diagram

Vocabulary (Also use topic's technical language)

appearance	minute	behaviour	proportion	aggressive	flowers
habitat	ancient	diet	extinct	timid	plants
colouring	historic	growth	common	fierce	furry
large	features	century	rare	creatures	scaly
tiny	habits	decade	landscape	animals	vicious

Super Sentences

- Use the present tense unless the report is about an historical period, event or person.
- Use the third person, e.g. *Anne Boleyn was beheaded by her husband, Henry VIII*; or the passive voice, e.g. *Egyptians believed that they needed to take many belongings into the afterlife.*
- Use a variety of sentences to present your information—simple ones for impact, e.g. *Victorian streets stank!*; more complex ones for detail, e.g. *Preparing for their journey to the afterlife, Egyptian pharaohs would be buried with all that they needed after their death.*
- Vary your sentence openers. Start with the subject, e.g. *Ancient Greeks*; a pronoun, e.g. *They*; a connective, e.g. *Sometimes*; *Despite*; 'ed', 'ing', 'ly', starters, e.g. *'Fashioned from metal, Greek helmets were ...'*
Building pyramids was a dangerous, and difficult task. 'Struggling to release itself, a butterfly emerges from its chrysalis.'



Non-Chronological Reports 3—Language Features

Structure and Organisation

- Start with an introduction. Tell your reader what you are writing about. Give a general overview of your subject. Save the details until later.
- Non-chronological reports are not written in time order.
- Use sub-headings to tell the reader what is in the next part.
- Organise related information together using paragraphs.
- Vary the layout by using bullet points, fact files, labelled diagrams and pictures.
- Finish with a summarising statement.

Cracking Connectives and Super Sentence Starters

When	Growing from a seed, ...
Since	Living in luxury, ...
Because	Colourful and tiny, ...
However	Hanging by a thread, ...
So	Baked and arid, ...
At first	The most surprising thing about ...
Despite	The beautiful, but deadly ...
Another	Sunning itself on a rock, the ...



Tricks of the Trade

- Try to think of catchy subheadings. Ask a question; use a pun; try a rhyme or alliteration, e.g. *Busy Bees: 'Space! There's plenty out there!' 'What's on the menu today?'*
- Make links between sentences by introducing and idea or information and then giving more detail in the next sentence/s, e.g. *A bear's diet is very varied. They are known to eat meat, nuts, berries, and fish. They will even steal picnic food from unwary people who wander into the woods.*
- Use labelled diagrams to present information simply and clearly.
- Include a fact file for all the interesting facts that don't quite fit in elsewhere.
- Plan using a spidergram, a poster frame or under subheadings.
- Collect information from as many sources as possible—use 'post-it' notes to write down what you have found out. You can re-arrange the 'post-its' to find the best order for the information.
- Add comments as if you were talking to your reader, e.g. *'The rainforest must be a really hot and sticky! place.'*
- Use the precise, technical vocabulary for your topic, e.g. *There are three types of teeth, incisors, canines and molars. The incisors chop, the canines tear and the molars grind.*

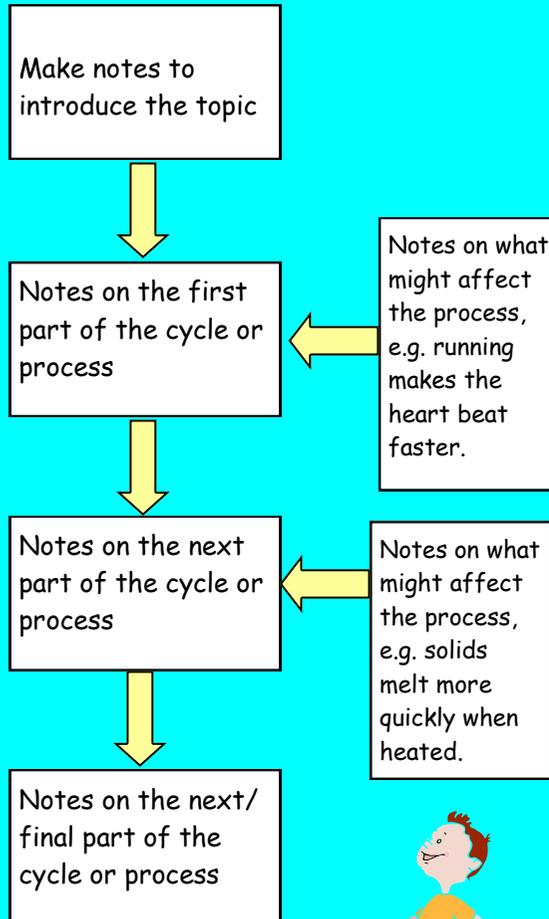
Perfect Punctuation

- Remember to use commas to separate items in a list and clauses, e.g. *Fresh fruit, vegetables, milk and whole-meal bread are part of a healthy diet. Honey bees, which are related to ants and wasps, are insects.*
- Use bullet points to list items in a fact file.
- Use a colon after a list title, e.g.
Healthy Foods:

Explanations 3

Planning Tool

Draw a blank one of your own to plan your own explanation. This is just one method. You might want to use a cyclical planner. You might need more boxes, depending on how many stages or variables, (things which change or affect the process) there are in your explanation.



Purpose

- To describe HOW and WHY something happens.
- To explain HOW and WHY something is affected by other forces or events.

Audience

- Readers who like to know what causes things to happen or WHY things are the way they are.

Typical Topics

- Life cycles of plants and animals.
- The solar system.
- The water cycle.
- The circulatory system.
- Day, night and seasons.
- River systems.
- States of matter.
- How a ship floats
- Why the school is closed.
- Why you were late for school.



Key Ingredients. I have used:

- | | |
|---------------------------------------|---|
| • the present tense | 😊 |
| • the language of cause and effect | 😊 |
| • time and/or causal connectives | 😊 |
| • the passive voice | 😊 |
| • impersonal language | 😊 |
| • a general opening statement | 😊 |
| • labelled diagrams and/or flowcharts | 😊 |
| • technical vocabulary | 😊 |
| • a clear, logical style | 😊 |

Awesome Outcomes

- | | |
|-------------------------------------|--------------------------------|
| • As part of an information text. | • A page for an encyclopaedia. |
| • As part of an instructional text. | • A flowchart |
| • A poster. | • Photographs with captions. |
| | • A concertina book. |

Vocabulary (Some examples of technical language)

life-cycle	seeds	petals	Earth	seasons	heart
eggs	pollination	scent	Moon	equator	pump
pupae	fertilisation	insects	orbit	liquid	veins
larvae	anther	bees	axis	solid	arteries
chrysalis	stigma	Sun	hemisphere	gas	pulse

Super Sentences

- Use the present tense, unless it's an historical explanation.
- Write in the passive voice, e.g. *The heat of the Sun causes the water to evaporate and rise up into the sky.*
- Or, talk directly to your reader, e.g. *Have you ever thought about the way that...? You'll be surprised to know that... So, next time you see a pile of rotten leaves in the Autumn...*
- Use questions to draw in your reader, e.g. *Have you ever wondered where the rain comes from?*
- Write general sentences to start with. Save the details until later, e.g. *Everyday, somewhere on Earth, the rain falls from the sky*
- Start sentences with time, causal or conditional connectives, e.g. *When the sun heats the seas, the water evaporates and rises up into the air.* '*This causes the heart to beat faster so that more oxygen reaches the muscles.*' '*If the heat is increased, the ice will melt more quickly.*'
- Start one or two sentences with 'ed', 'ing', 'ly' words and phrases, e.g. *Attracted by the flower's scent, a bee is drawn to the centre of the flower. Boiling the water causes it to evaporate. Suddenly the pod twists and bursts open, flinging the seeds over the soil.*

Perfect Punctuation

- Use commas to separate a list of actions, e.g. *The frog finds a pond, enters the water, finds a safe spot and then lays her eggs.*; and to surround clauses, e.g. *A spider, which is not an insect, is a member of the arachnid family.*

Explanations 3—Language Features

Structure and Organisation

- Use a question for your title and subheadings: How or Why...?
- Start with a general statement to introduce what you are explaining —save the details until later!
- Write your explanation as a series of logical steps, each one beginning with, or containing, a causal or time connective.
- Write your explanation in the order in which things happen.
- Use labelled diagrams and flowcharts.



Cracking Connectives and Super sentence starters

because	At first
then	Later on
so	After a few weeks
if	After a while
the reason that	eventually
this happens because	Before this happens
this results in	Consequently
this causes	The effect of this is
therefore	Finally

Tricks of the Trade



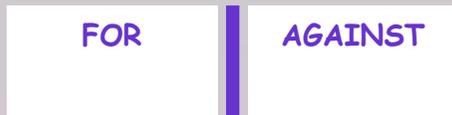
- Explanation texts are usually combined with other texts such as information or instructional texts, e.g. an information text about butterflies might contain an explanation of their life cycle.
- Use labelled diagrams and flowcharts.
- Write clear, logical sentences.
- Don't waffle!

Your reader will want to know:

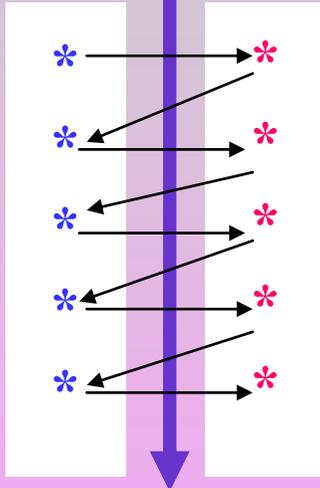
- What it is you are explaining.
- The order in which things happen.
- What causes these things to happen.
- The effect of what has happened.
- Add a few interesting details, e.g. *Did you know that*
- If you are explaining something complicated, you might need to include diagrams to illustrate what it is you are saying.
- Read through your explanation carefully to make sure you have remembered every stage.

Discussion Texts 3

Planning Tool
Draw a blank one of your own to plan
your discussion



This discussion is about .



Or
Give all of one side's
view, followed by the
opposing view

Summary and conclusion

Make notes on each side of your
planner. Jot down words and
phrases to sum up each side of the
discussion.
Note the discussion connectives you
might use for each point.

Purpose

- To present different points of view about a topic.
- To present the evidence and information from both sides.

Audience

- Someone who wants to know all about the issue and understand the different points of view.
- Someone who might want help in making up their own mind about the issue.



Typical Topics

- Should children be allowed to watch whatever they want on television?
- Homework! Is there life after school?
- Should pupils have to wear school uniform?
- Zoos! Good or bad for animals?
- Should animals be made to perform in circuses?
- Chips with everything? Yes or No?
- Should mobile 'phones be banned in school?
- Should Fox/Whale Hunting be banned?
- Should children be allowed to choose their own books?
- Does this village need a by-pass?
- Should children walk to school?
- Should bullies be punished or helped?

Key Ingredients

An introduction stating the argument	😊
Arguments for and against with support supporting evidence.	😊
A summary and conclusion	😊
Logical connectives	😊
Complex sentences	😊
Present tense	😊
Balance all points of view	😊

Awesome Outcomes

- A live debate
- As a newspaper or magazine article with pictures and photographs.
- As bullet points in two or more columns.
- As a leaflet or a flyer.
- As an interview with people with opposing points of view.
- As a letter presenting each side of the discussion.

Vocabulary

debate	criticism	questionnaire
discuss	critic	opinion poll
recommend	opponent	opposition
conclude	research	counter
persuade	statistics	disagree
oppose	analysis	argument

Super Sentences

- Use the present tense if you are writing about a current issue.
- Use the past tense if you are writing about issues from history.
- Use third person if you are writing about other peoples' discussions and first person if you are writing your side of a debate.
- Use an impersonal voice—'It is thought that..' rather than 'he or she thinks . . .'
- Use complex sentences, using connectives like the ones on this side, to add detail and extra information to each point of view.
- Start with general statements then move towards the specific.

Animal lovers believe that it is cruel to keep whales in captivity. Keiko, the orca whale in the film Free Willy, was kept in captivity for years before being released into the ocean.

- Use conditionals; if, could; would; might.

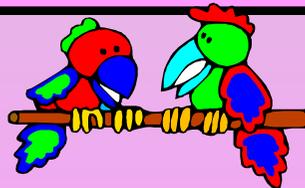
Perfect Punctuation

- Use question marks for titles written as questions'
- Use exclamation marks for impact; 'Zoos! Good or bad for animals?'
- Remember to use commas to separate clauses; *The lion, a noble and wild creature, has no place in a zoo.*

Discussion Texts 3—Language Features

Structure and Organisation

- Say why you are discussing the issue.
- Start with an opening statement of the issue and a general overview of the different points of view.
- *Either*—write the argument **FOR** with supporting evidence followed by the argument **AGAINST** with supporting evidence;
- *Or*—Write one point **FOR** with supporting evidence then one point **AGAINST** followed by supporting evidence. Carry on one point at a time.
- Present each argument in separate paragraphs.



Cracking Connectives and Super Sentence Starters

Some people think	Consequently	Secondly
On the one hand	Despite	Naturally
Statistics show	Because	Nevertheless
Research shows	If	Moreover
However	In contrast	Finally
Therefore	Firstly	Whilst
It is thought that	So	In conclusion

Tricks of the Trade

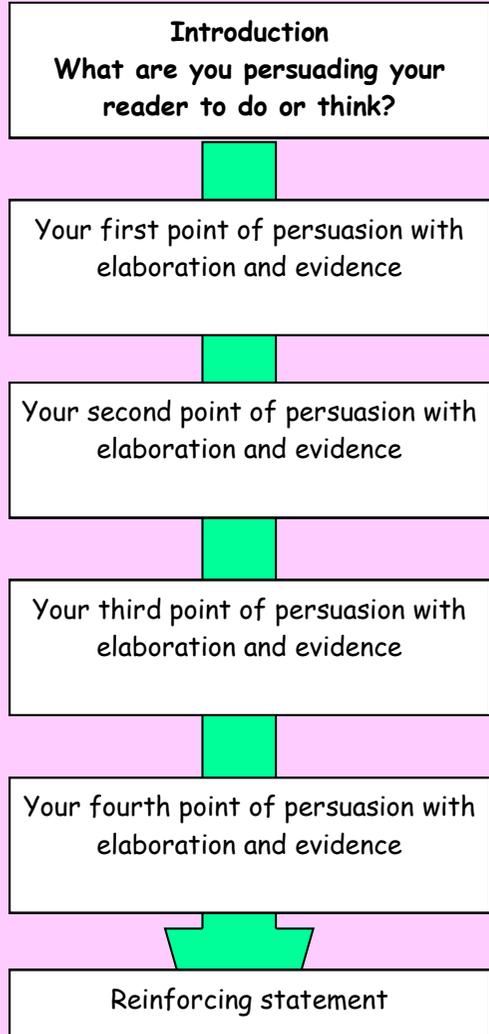
- Use a question for the title.
Homework! Is there life after school?
- Introduce the reader to the discussion and why you are writing about it.
- Keep the argument balanced and present both points of view as fairly as possible.
- Support each side's point of view with reasons and evidence.
- Use reasonable language; often; usually; perhaps. Abuse or ridicule weakens the discussion.
- If you present your own point of view in the conclusion, give the reasons for your decision.
- Photographs, diagrams or pictures could be used to illustrate the topic under discussion, e.g. Proposed plans for a supermarket on farmland.
- Point out any weaknesses in the view of either side.
- Ask rhetorical questions; '*Does anyone actually believe....?*'



Persuasive Texts 3

Planning Tool

Draw a blank one of your own to plan your persuasive text. Remember, use only notes, words and phrases when planning. You may need fewer or more boxes.



Purpose

- To argue the case for a particular point of view.
- To encourage the reader to agree with you.

Audience

- Readers you wish to persuade to buy your product or believe in your cause.



Typical Topics

- Healthy eating
- Not smoking
- Exercising
- The case for/against a bypass
- Persuading your head teacher to reduce homework; abandon school uniform; change lunch menus; allow football in the playground; mobile 'phones in school.
- Advertising posters or radio jingles for products or attractions.
- Save our park; school; woodland.
- Joining your club.
- For (or against) fox-hunting; fishing; zoos; circuses.
- Reading a particular book or author—book and film reviews.
- Persuading a friend to watch a film or TV programme you have really enjoyed.
- Persuading an historical figure to change a course of action.
- Persuading children not to be bullies.
- The Loch Ness Monster, UFOs, ghosts do or don't exist!



Key Ingredients: I have included:

an opening statement of the case	
present tense	
logical connectives	
techniques to attract and engage	
evidence and examples	
persuasive language	
powerful reasons and benefits	
a closing statement to reinforce the case	

Awesome Outcomes

- A letter
- A leaflet
- A poster
- An article
- A radio jingle
- A video recording
- An oral presentation
- An advertisement
- A holiday brochure
- A hotel brochure



Vocabulary—some examples

spectacular	unethical	convincing
special offer	environment	evidence
bargain	entertaining	believe
exotic	educational	attractive
cruelty	beneficial	anti-social

Super Sentences

- Write in the present tense.
- **You** could write in the second person so that **you** sound friendly.
- Start some sentences with 'ly' words, e.g. *Obviously, Evidently, Apparently, Statistically, Clearly, Undoubtedly, Surely.*
- Use questions to make your reader want to part of something, e.g. *Do you want to be left behind in the race to be fashionable?*
- Use descriptive sentences when selling holidays or luxury goods, e.g. *Golden sand, turquoise sea and the warmest of gentle breezes make Serenity Island the perfect get away destination.*
- Use emotive sentences when persuading your reader to believe in your cause, e.g. *Children have been playing in these woods for hundreds of years. Where will they play when they have been felled to make way for yet another supermarket?*



Persuasive Texts 3—Language Features

Structure and Organisation

- Start with an opening statement that sums up your point of view.
- Present each point in order. Add more information and evidence after each point, e.g. *Vegetables are good for you because they contain vitamins. Vitamin C is essential in*
- Repeat your point of view, in a different way, at the end to reinforce what you have written, e.g. *Having seen what fantastic facilities we offer, we feel sure you will be keen to join our club. We look forward to seeing you!*



Cracking Connectives and Super Sentence Starters

This shows	moreover
however	consequently
therefore	So it is clear
so	It is obvious that
but	This proves that
if	Statistics show
also	Most people believe
furthermore	Everyone knows that
Evidently,	I'm sure you'll agree that

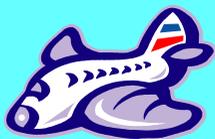
Tricks of the Trade

- **Attract** the reader's attention—use alliteration, rhyme, puns, humour, questions.
- **Engage** the reader—be friendly, expect them to agree with you. Use the second person, **you**,
- **Inform** the reader—tell them what it's all about
- Make the reader feel that every one else does this, agrees or has benefited from this: *it is generally believed; research has shown; everyone agrees that; we all know that; do you want to miss out?'*
- Tempt the reader: *At long last! Just what you have been waiting for. Miss it! Miss out!*
- Organise and put in order the points you want to make.
- Use emotive pictures such as a tropical beach or a cute puppy.
- Be reasonable—don't use words such as stupid, fool, thick!
- Use evidence and statistics to support your case. *'And no! Exercise does not make you tired!'*
- Think about opposing points of view and try to think of ways to make these seem incorrect.
- Use strong, positive words. Emphasise the benefits of your viewpoint rather than being negative about another point of view.

Perfect Punctuation

- Use question marks at the end of question sentences.
- Use exclamation marks at the end of sentences that attract the reader's attention.
- Use bullet points to list facilities or benefits.
- Use a colon after a list title, e.g. *Hotel facilities include:*

Story Mountain



Problem

- Introduce the problem and a series of cliff-hangers.

Build Up

- Describe a series of events that lead towards the climax (problem) of the story.
- Weave narration, dialogue and action to keep the story moving.

Resolution

- Write about how the main characters resolve/escape their difficulties.

Opening

- Open with a description of place and time.
- Or, open with action and dialogue.
- Introduce the characters.

Ending

- Return to normality or a new normality.

Adventure Stories 3

Purpose

- To entertain;
- To keep your reader on the edge of their seat!
- To allow escape from reality and the humdrum.

Audience

- Readers who like exciting stories with lots of action and adventure.

Possible Problems:

- The main characters:
- come across a villain where they play;
 - are swept out to sea in a small boat;
 - lose their dog who leads them to danger;
 - are chased by something unseen;
 - board the wrong 'plane at the airport;
 - lose a friend mysteriously whilst playing;
 - are kidnapped by pirates.

Themes

- Becoming lost
- Being chased
- Trapped
- Searching/Quest
- Nightmare
- Secrets
- Challenging threats
- Spies
- Isolation
- School adventure
- Camping adventure
- Ocean adventure

Key Ingredients

My opening seizes and holds the reader's interest.

The reader knows who, where and when.

I have used dialogue to move the story on.

I have used different sentence structures to create effect.

My descriptions are vivid and can be visualised.

My characters respond to each other and to events and I show this through speech and feelings.

The plot is balanced with main events taking up most of the story

I have resolved things for the characters and written a comment for the main character at the end. There may be a twist or surprise.



Vocabulary

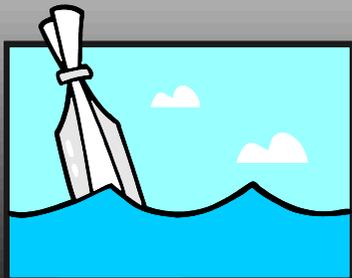
adventure	hair-raising	manuscript	photograph	sinister	forest
action-packed	nail-biting	cryptic code	tape recording	dim	ocean
baffling	perilous	footprints	scroll	dingy	jagged cliffs
dangerous	terrifying	map	riddle	eerie	tomb
exciting	intriguing	secret symbols	puzzle	gloomy	lost city
exhilarating	hazardous	sealed letter	diary	menacing	ancient house

Super Sentences

- Write in the first or third person;
- Use past tense;
- Use powerful verbs to convey actions, thoughts and feelings;
- Use simple sentences to build suspense or make you reader jump!
- Use compound sentences to show actions or reasons.
- Use complex sentences to show the reader who, where, when and why.
- Start complex sentences with 'ed', 'ing', and 'ly' starters to create rhythm.
- Use exclamation for impact. 'Help!'

Perfect Punctuation

- Dialogues is important to show strong characters and move the story along. Remember 66 99, new speaker, new line.
- Remember punctuation *inside* as well as around speech—commas, question and exclamation marks.
- Use an ellipsis at the end of a cliff-hanger sentence—but not too often.



Adventure Stories 3—Language Features

Structure

- A story told as a series of exciting events in the order in which they happened building towards a high impact resolution.
- The story may have several peaks of drama with the highest point of tension nearer to the end.
- Know your ending so that the events lead up to it and you avoid including irrelevant details.

Organisation

- Write a short opening paragraph and get into the story quickly. Make sure the opening paragraph lets the reader know who the main characters are and what they are going to do—let the characters do this for you!
- Use separate paragraphs for each event of the story.
- Build tension and suspense through each new paragraph up until the climax and resolution.
- Use the last paragraph to bring the characters back to normality, perhaps using dialogue to round off the story and make a comment. *"Well, I don't think we'll be going back there in a hurry, laughed Billy.*

Cracking Connectives and Super Sentence Starters

At first,	Next,	Jumping with excitement,
Meanwhile,	Finally,	Creeping towards the edge,
Eventually,	Hour by hour	Shaking with fear,
Later on	Seconds later	Taking the plunge,
Days passed	So	Exhausted and tearful,
In the blink of an eye,		Suddenly, without warning,
As the day faded into night,		As silently as a will o' the wisp,
Time ticked by so slowly,		Sidling secretively,

Tricks of the Trade

- Have characters that your readers will have strong opinions about. The hero/heroine should be likeable but not boring.
- Use language for impact—powerful verbs to show how someone speaks. e.g. *retorted, blustered, whispered, cajoled*. Adjectives to show power, size, appearance, e.g. *immense, grotesque, villainous, alarming, sinister*. Adverbs to show the way in which actions are made, e.g. *nervously, surreptitiously, clumsily*.
- Describe your characters by what they do, what they say and how they say it, and how they respond to other characters.
- When describing appearance, weave it into the action rather than just tell, e.g. *'Billy flew down the road with his red hair flapping about his freckly face. How he hated those freckles!'*
- Don't tell the reader how to feel—use description to make them feel scared; tense; excited;
- Show how characters feel by what they say and do, e.g. *'With his heart thumping in his chest'; 'I'm outa here!'*
- Make your main character interesting by giving them a fault or a quirky personality;
- Keep the number of characters manageable—too many and you will lose control of them;
- Keep your characters 'in character' - Ask yourself 'What would this person do/say here?'
- Make your reader jump! Create a calm scene and introduce the dilemmas suddenly;
- Use questions to draw the reader into the story—'What should they do now?'

Mystery

Super Sentences:

- Use simple sentences to build suspense or make you reader jump!
- Use complex sentences to show the reader who, where, when and why.
- Use language effects to bring the settings to life.

Perfect Punctuation:

- Use one or two exclamation marks when something dramatic occurs.
- Remember *66 99, new speaker, new line* when writing dialogue.
- Ask your reader a question and use a question mark or one of your characters could ask a question.
- Use one or two ellipses (...) to show a cliff-hanger but don't overdo them!

Structure

- Mystery writing usually follows the usual story structure. See diagram on the other side of this mat.
- Structure is often chronological
- Information is sometimes layered, with facts being revealed one by one;
- Flashbacks are sometimes used to fill in missing information
- Sections can be organised that tell a story before and after a main event
- Suspense can be increased by hinting what might happen next, then letting the reader work it out.

Organisation

- Settings are often places the main character is unfamiliar with and they seem mysterious from the start (forests, uninhabited places, lonely rural landscapes);
- Other settings can be familiar but with an unfamiliar event that triggers the mystery (a parcel arrives, people act strangely).

Key Ingredients:

- My story hooks the reader by setting out the mystery very early.
- I have orientated my reader into the world of the story.
- I have described the setting using the senses and shown how it affects the characters.
- My characters interact through dialogue, action and description.
- I have used techniques such as red herrings to throw the reader off the scent.
- I have created atmosphere using adjectives and adjectival phrases
- I have included personality traits, physical features and quirks to bring my characters to life.
- My story has an opening, build up, problem, resolution and ending.

Composition and Effect—Writers' Techniques:

- Have suspects and innocent characters;
- Include events to make the reader begin to work out clues for themselves;
- Make ambitious word choices to describe your characters;
- Use well-known mystery stories and innovate—Who killed *Grandma*? Who ate the porridge? Who poisoned the apple?
- Use powerful verbs to convey actions, thoughts and feelings; especially ones that convey mysterious events. *'oscillated'*; *'flashed'*; *'shimmered'*.
- Language effects used for impact— adverbs; adjectives; precise nouns; expressive verbs; metaphors and similes. (They edged their way towards the door, a lion's mouth waiting to swallow them whole.)
- Include techniques such as red herrings (false clues) to make your reader think they have solved a clue, then reveal that they were mistaken all the time;
- Drop clues, hints and puzzles for the reader to think about but don't give away too much;
- Use questions to highlight key moments as the mystery deepens (A sudden noise! What would be waiting for them through that door?)
- Reveal the answer to the mystery as late as possible.



Purpose:

- To entertain and intrigue;
- To provide clues for the reader to try and solve;
- To involve the reader by the use of subtle hints such as fingerprints, scraps of clothing or notes;



Themes

An unsolved crime
Disappearances
Theft of an object
Unexplained phenomena or events
Kidnapping
Coincidences
Murder—or was it?



Problems

Strange happenings in a deep, dark forest
Answer a distress call.
Enter an old building.
Be captured and kept imprisoned.
Witness a crime.
Unexplained or mysterious events (shadows at the door, someone watching from the street)
Conflict between the villain and the hero.
All characters appear to have a motive—but who is the culprit?
A character behaves strangely.
Receive an unexpected message from someone thought to be dead.
Find footprints and a broken window.



Mystery Vocabulary

culprit
motive
alibi
evidence
clues
villain
hero
detective
victim
crime
deduce
Red herring
sleuth
witness
suspect
fingerprints
footsteps
mystery
reveal
conceal



it was then he heard it
a floorboard creaked
then somebody coughed
he stood, quiet and still
I made my way carefully up
the stairs
something scuttled in the
darkness
my heart thudded
but then something moved
the door swung open/shut
behind her, she heard the
pounding of feet
slowly, he turned round
then somebody coughed
he peered into the gloom
she saw the hand
he heard a whisper
We clung to each other
he hardly dared to move
she stopped in her tracks
he froze, as still as stone
Each footstep echoed



Cracking Connectives:
suddenly, all at once, without warning, whilst,
meanwhile, as soon as.

Sentence openers:

- As the wind howled...
- Suddenly, without warning,
- As the light filtered through the tiny skylight,
- Later, when all was still,
- Revealing the last clue,



Problem

Often there are peaks of suspense and anti climaxes as the plot unfolds.

Cliff-hangers keep the reader's interest.

Evidence and red herrings are interwoven to intrigue the reader and encourage them to find the solution before it is revealed.

Build up

The hero (sometimes a detective) collects clues and evidence to solve the mystery

Each character has motives and alibis that are revealed through description and dialogue.

Resolution

Loose ends start to be tied up.

Suspects are gradually eliminated from enquiries.

Ending

End comes quickly and is brief.

Mystery solved by showing how the culprit is guilty and everyone else is innocent.

Culprit is sometimes brought to justice, but not always.

Opening

Short swift opening encouraging the reader's curiosity about the culprit.

Introduce the mystery using description of the problem and the characters

Science Fiction 3

Themes

- Technology taking over!
- Aliens on Earth
- Space exploration
- Time travel
- Good triumphing over evil science
- Discover new life forms



Purpose:

- To entertain and enthrall;
- To warn about the power of science;
- To warn us of what might happen in the future;
- To explore ideas of other worlds and times.

Audience:

- Children and adults who like stories about aliens or futuristic technology.

Possible Problems

- Be misplaced in time.
- Answer a distress call.
- Slip into a parallel place.
- Stranded on a planet.
- Meet visiting aliens.
- Be abducted by aliens.
- Have an experiment go wrong.
- Find a new life-form.
- Life in the future ruled by machines.
- Create a new life-form.
- Invent a machine to give superpowers to the character/s.
- Monster in the city.

Key Ingredients

My story is set in an imaginary place or time.	😊
I have orientated my reader into the world of the story.	😊
I have described the setting using the senses and shown how it affects the characters.	😊
My characters interact through dialogue, action and description.	😊
I have used made up words or unusual names for characters.	😊
I have created atmosphere using adjectives and adjectival phrases.	😊
There are make believe characters or scientific theories.	😊

Science Fiction Vocabulary

Characters	Settings		Technology		Adjectives	
astronaut	space city	the future	scientific	scanner	airless	dusty
time-traveller	intergalactic station		robot	telescope	arid	radioactive
alien	shuttle	the past	computer	satellite	barren	volcanic
humanoid	laboratory	solar system	navigation	time machine	desolate	molten
reptilian	planet	undersea	sensor	sonic	gaseous	inquisitive
cyborg	teleporter	under earth	life support system		uninhabited	sinister
android	parallel existence		scientific experiment		futuristic	grotesque

Problem

An event, or series of events which cause difficulties for the characters.

Resolution

How the characters extract themselves from the problem/s.

Build Up

Show how setting affects characters - add suspense.

Opening

Describe the setting through the senses. Orientate the reader to the story world.

Ending

Return to what is 'normal' for the characters.



Language Features Science Fiction 3

Super Sentences:

- Use simple sentences to build suspense or make you reader jump!
- Use compound sentences to show actions or reasons.
- Use complex sentences to show the reader who, where, when and why.

Perfect Punctuation:

- Use one or two exclamation marks when something dramatic occurs.
- Remember 66 99, new speaker new line when writing dialogue.
- Ask your reader a question and

Structure

- Science fiction usually follows the usual story structure. See diagram on the other side of this mat.
- There may be flashbacks and forwards if time-travel is involved
- The time or setting must impact upon the characters and the plot.
- The resolution is often Good overcoming Evil or characters, misplaced in place or time, returning home.
- Avoid a list of action-packed events—this is a story not a cartoon or computer game!

Organisation

- As the time and settings may be unusual, they need to be revealed early in the story.
- Relate events in chronological order; or include flashbacks; or start with the problem.
- Return to the original setting.

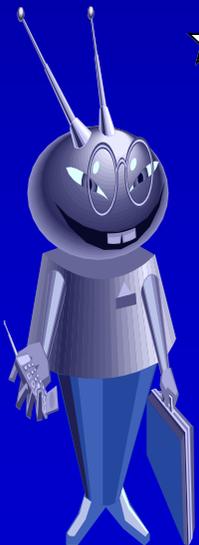
Tricks of the trade:

- Have goodies and baddies; great people and lowly people.
- Include things that we know already so that the reader can relate to the science fiction element—machines and transportation that have changed into futuristic forms.
- The story is more important than the science fiction - description should support the story not replace it.
- Use well-known stories and change to the future—Jack and the Sky-Hook; Goldilocks and the Three Robots; The Three Little Aliens; Little Red Space Traveller; Hansel and Gretel—Lost in Space.
- Use powerful verbs to convey actions, thoughts and feelings; especially ones that convey alien or technical movement. *'oscillated'*; *'flashed'*; *'shimmered'*.
- Language effects used for impact—adverbs; adjectives; precise nouns; expressive verbs; metaphors and similes.
- Invent futuristic names for objects and people—the writer's own name spelled backwards often works; Nasus; Yelsel; Esiuol; Trebor; Xela; Alocin; Aniwide.
- Use dialogue to carry the story forward to 'tell' the reader what is happening.
- Experiment with parallel events happening at the same time but in two different places or times.

Cracking Connectives:

Sentence openers:

- | | |
|--|---|
| <ul style="list-style-type: none"> • Meanwhile • Suddenly, without warning, • As the mist rose from the metal city, • Later, as the moons rose above the Zoron desert • Tumbling back through time, | <ul style="list-style-type: none"> • Since the beginning of time, • Eventually, • Emerging from the mist, • Clanking and groaning, the machine ... • Appearing before his eyes, • Slithering across the rocks, • "Welcome Earthling," whistled the |
|--|---|



Fantasy 3

Story Mountain



Problem

The problem could be for the fantasy characters, world or 'real' characters. See possible problems on the right.

Build Up

Build the suspense or intrigue through unusual and puzzling events. Introduce new characters through action as well as description.

Resolution

Write about how the problem is resolved through events or actions by the characters.

Opening

Open the story in the real world and move into the fantasy world or introduce the fantasy element. Or move between two worlds but make it clear which is which through description and imagery.

Ending

Return to the 'real' world or return to a changed fantasy world with a rhetorical question—'Will life ever be the same again?'

Purpose

To entertain and fire the imagination.

Audience

Readers who enjoy stories set in fantasy settings with fantasy characters.

Themes

- Time travel adventures
- Stories set on other planets or outer space
- Other worlds existing alongside the real world
- Stories about fantasy creatures or beings
- Undersea worlds
- Fantasy and real worlds side-by-side

Fantasy Settings

Enchanted forest: ancient, bewitched, dank, dense, gloomy, magical, misty, mysterious, shadowy, silent, strange

You might find... creepers, a dragon's lair, an enchanted river, a glade, a poisoned pool or swamp, a vanishing lake, a waterfall

Sorcerer's castle: cloaked in mist, eerie, enchanted, forbidding, hidden, lonely, magnificent, menacing, mysterious, ominous

You might see... battlements, a dungeon, a maze, a moat, a secret passage, a spiral staircase, a tower, a tunnel, a turret

Characters: dwarf; elf; giant; gnome; goblin; healer; hobgoblin; knight; magician; maiden; mermaid; ogre; pixie; prince; princess; sorcerer; troll; warrior; witch; wizard; dragon; sea monster; serpent; unicorn; winged horse; centaur; phoenix; griffin.

Possible Problems

- Being trapped in the past or future
- Being lost in space
- Fantasy worlds or characters being discovered by the real world
- Threats to the worlds of the fantasy creatures
- A quest to find a fantasy creature

Key Ingredients

My story has a strong plot	✓
I have woven the setting and character descriptions into the story	✓
I have used imagery to create 'pictures' for my readers	✓
My story and characters are believable	✓
I have used adjectives that create atmosphere	✓

Characters can be:

Characters can:

beautiful	mesmerising	bewitch
bewitching	terrifying	cast spells
cruel	bizarre	change shape
cunning	gruesome	transform
enchancing	menacing	enchant
evil	creepy	imprison
invisible	ethereal	vanish
magical	malevolent	mesmerise

Super Sentences

- Write in the first or third person;
- Use past tense;
- Use powerful verbs to convey actions, thoughts and feelings;
- Use simple sentences to build suspense or make you reader jump!
- Use compound sentences to show actions or reasons.
- Use complex sentences to show the reader who, where, when and why.
- Start complex sentences with 'ed', 'ing', and 'ly' starters to create rhythm. *'Flying through the black night like a flaming comet, the dragon swooped down upon the terrified villagers.'*
- Use a 'sentence of 3' to move the action along. *'The ogre lifted its grotesque head, beat its chest and lumbered from the cave.'*

Perfect Punctuation

- Dialogues is important to show strong characters and move the story along. Remember 66 99, new speaker, new line.
- Remember punctuation *inside* as well as around speech—commas, question and exclamation marks.
- Use an ellipsis at the end of a cliff-hanger sentence—but not too often.
- Use exclamation for impact. *'Look away! Don't look into its eyes!'*

Language Features—Fantasy 3

Structure

- Use narrative structure of opening, build-up, problem, resolution and ending.
- A story told as a series of exciting events in the order in which they happened building towards a high impact resolution.
- The story may have several peaks of drama with the highest point of tension nearer to the end.
- Know your ending so that the events lead up to it and you avoid including irrelevant details.

Organisation

- Open in a fantasy setting and create flash-backs to the 'real' world, or
- Move between the 'real;' world and a fantasy setting as in *The Lion, the Witch and the Wardrobe, The Borrowers or Northern Lights.*
- Write a short opening paragraph and get into the story quickly. Make sure the opening paragraph lets the reader know who the main characters are and what they are going to do—let the characters do this for you!
- Use separate paragraphs for each event of the story.
- Build tension and suspense through each new paragraph up until the climax and resolution.
- Use the last paragraph to bring the characters back to normality or wondering if life will ever be the same again.



Tricks of the Trade

- Settings and characters are particularly important in fantasy stories so describe them in detail.
- Choose adjectives carefully to describe the places and things in the story.
- Use similes to help the reader imagine what you are describing more clearly, e.g. *The glass castle was as big as a football field and as tall as a skyscraper. Its clear walls sparkled like blocks of ice in the sunlight*
- Don't make everything so fantastic that it is unbelievable.
- Make what happens as interesting and detailed as the setting. Don't get so involved in creating amazing places and

Cracking Connectives:/sentence starters

At first	Spinning and falling
As the suns rose out of the lilac sky,	Nervous, but intrigued
Desperate to escape	Longing for home
Suddenly out of nowhere	Creeping through the portal,
As time ticked backwards	Sparkling in the meadow stood a
Whilst	Looming on the horizon ...



Traditional/Folk Tales

Myths, Legends, Fables and Fairy Tales

An overview. See separate tablemats for details of each genre.

Myths

Purpose:

- To explain natural events, religious beliefs or cultural traditions in story form.
- To present the mysteries of the world in ways that can be easily understood.

Structure:

- The plot is often based on a long and dangerous journey or quest.
- The hero faces trials and dangers and escapes by sometimes developing superhuman powers or being helped by superhuman beings or miracles.
- Myths are often much longer than legends or fables.
- More action than dialogue than in other traditional genres.

Examples:

- Theseus and the Minotaur
- The story of Re
- The Fisher King
- Dragon Robe for the Empress of China.
- How kangaroo got his tail.

Legends

Purpose:

- To explain in story form how particular people lived and what they believed.
- A legend may have arisen from a real historical event or character such as Robin Hood.

Structure:

- A story told as a series of events in the order in which they happened.
- Or, a series of separate stories about the same character.
- The story may take the form of a journey.
- A legend could be a character's life story or the story of a community of people.

Examples:

- The Legend of Robin Hood
- King Arthur and the Knights of the Round Table
- Merlin
- Fionn and Fingal
- George and the Dragon
- Legend of the Three Sisters



Fables

Purpose:

- A fable teaches the reader a lesson for life.
- The story has a theme.
- It ends with a moral or a cautionary message.

Structure:

- The reader knows that the story did not really happen.
- The structure is very simple with little description of setting or character.
- The story is often very short with only one or two characters, often animals.
- One of the characters learns a lesson about life often through their foolish behaviour.

Examples:

- The Battle of the Sun and the Wind
- The Boy who Cried Wolf.
- The Hare and the Tortoise
- The Wolf in Sheep's Clothing
- The Fox and the Stork
- Anansi and the moss covered rock



Fairy Tales

Purpose:

- To amuse.
- To present cultural information in story form.
- To show the differences between good and evil through different characters and their actions.

Structure:

- The setting is usually vague but set 'Along, long, time ago,' or 'Once upon a time...'
- The story is usually told in chronological order.
- The events show what happens to the main character when he/she enters the fairy world.
- The character might be searching for something; a home, wealth, happiness, love.
- The ending is usually happy where dreams come true.

Examples:

- Cinderella
- Rumpelstiltskin
- The Elves and the Shoemaker
- Goldilocks
- The Little Mermaid



Traditional Tales—Generic Features

Purpose:

- To amuse and entertain
- To pass on traditional culture



Structure:

- Openings that includes a setting of place and time and introduces characters
- A series of events that build up
- Complications and challenges
- Resulting events
- Resolution and ending

Language features:

- Written in the first or third person
- Written in the past tense
- Events happen in chronological order
- Characters are human or animal and some are good and some are bad
- Often three events/wishes/challenges
- Youngest character is often the hero
- Temporal connectives; once upon a time, later that day, long, long ago
- Dialogue in different tenses
- Verbs used to describe actions, thoughts and feelings
- Repetitive events such as huff and puff, three porridges, chairs, beds



Writer's knowledge:

- Borrow words and phrases to link the tale together
- Rehearse by constant retelling before writing
- Be clear about the few key events
- Use detail but not so much that the reader is distracted from the main events
- Try to see the story happening in your head as you retell/write the events
- Use some repetitive lines, e.g "I'll huff and I'll puff..."
- Keep the main characters consistently good, bad, lazy, silly, etc
- Re read the story aloud to see if it reads well.

Story Mountain



Problem

- Introduce a dilemma, a twist, an obstacle or threat.

Build Up

- Introduce the challenge, tasks or natural event to be explained.
- Describe the events leading to the climax

Resolution

- The challenges, tasks or journeys are successful.
- Fictional accounts of natural events are completed.

Opening

- Set the scene by describing 'when', 'where', 'who' and 'what'.
- Make the settings dramatic.
- Describe your main character.

Ending

- Describe, and comment on, the outcome for the main character/s.
- Describe the final outcome of a natural event.

Myths 3

Purpose

- To explain natural and mysterious events in a fictional story.
- To pass on cultural and religious beliefs to the next generations.

Audience

- Adults and children who enjoy traditional stories about heroes, heroines and mysteries.

Possible Problems

- A character has to use superhuman powers to overcome an obstacle.
- A trickster hinders the main character's goal.
- Floods, fire or wind challenge the hero.
- The main character is challenged to a superhuman contest.
- A symbol has to be decoded before the character can proceed.

Themes

- Creation of the Earth, the universe, humans.
- Why animals look the way they do.
- Fictional explanations for the weather, natural disasters, the different environments and landscapes.
- Miraculous feats by superhuman characters.
- Courage.
- Wisdom.
- Pride.
- Greed.
- Envy.



Key Ingredients

My myth explains a strange/important happening	☺
It may be set in ancient times	☺
It includes use of magical powers	☺
I used powerful imagery	☺
My characters are heroes	☺
It features strange, frightening creatures	☺
My characters face danger and challenges	☺
My characters and settings are vivid	☺
The story is fast paced	☺

Vocabulary

hero	centaur	hellhound	Cyclops	mighty	labyrinth
heroine	dragon	gorgon	griffin	gruesome	cliffs
giant	unicorn	leprechaun	Pegasus	fantastical	grandeur
beast	wraith	werewolf	ogre	immense	mountain
god	minotaur	Jack Frost	troll	mystical	island
goddess	sea serpent	phoenix	goblin	magical	cloudland

Myths—Language Features 3



Super Sentences

- Use simple sentences to build suspense or make you reader jump!
- Use compound sentences to show actions or reasons.
- Use complex sentences to show the reader who, where, when and why.
- Start complex sentences with 'ed', 'ing', and 'ly' starters to create

Structure

- The story may take the form of a long and dangerous journey or quest, including miraculous events.
- There may be a series of trials for the main character who might uses superhuman powers to win through.
- The story might be longer than other stories such as fables.
- Myths about natural occurrences or objects may take the form of a series of events leading to completion of the fictional explanation.

Tricks of the Trade

- Myths are powerful stories. They should amaze and intrigue the reader with tales of superhuman deeds and amazing events.
- Use rich vocabulary to describe the splendour of characters and dramatic settings, e.g. *'glittering spear' 'towering, golden columns' 'mighty army'.*
- Use simile to create pictures in your readers' minds. *'The mighty beast was as big as a mountain,' 'Fleeing from danger, the unicorn galloped as fast as the wind.'*
- Use vivid vocabulary to describe characters. *'Her glossy, golden tresses were so long they trailed behind her like a wedding veil.' 'His temper was a volcano of erupting anger and rage. He spat out his words like red hot lava.'*
- Keep descriptions of actions fast-moving to keep the drama moving along.
- Use symbols to make links between the mythical world and the real world such as mirrors in which to see other worlds; thread to guide characters between two worlds; water reflections; doors; gates; tunnels ...
- Give your characters supernatural powers such as strength, flight, mind-reading.
- Or, strong characteristics such as courage and wisdom.
- Create a character who is opposite to your hero. Someone who is evil, stupid, cowardly or weak.
- Introduce a trickster to add fun or a twist.



Perfect Punctuation

- Use exclamation marks when something dramatic occurs. Not too many.
- Remember 66 99, new speaker new line when writing dialogue.
- If a character asks a question, remember the question mark.

Organisation

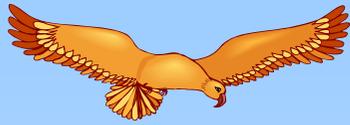
- Describe the time and place in the first paragraph. Introduce and describe the main character/s.
- Use separate paragraphs to describe each event in the story.
- Make the Build up and Problem longer than the Opening, Resolution and Ending.
- Weave description, dialogue and action together, but Myths tend to have less dialogue than other stories.



Cracking Connectives—Super Sentence Starters!

Long ago in a far away land,	Now, one day,	Running like the wind,
In ancient times and foreign lands	On and on and on continued	Fashioned from magical steel,
A long, long, time ago,	Hours later,	Screaming like a banshee,
When the world was brand new	Suddenly, without warning,	Gnashing and wailing, the ...
There was a time when ...	Meanwhile,	As mighty as a mountain, the ...
Many years ago	At last	Triumphant in victory, ...
This is a tale of	Before the sun had set ...	Felling the beast with his sword, ...

Story Mountain



Problem

- Introduce a threat or a dilemma to the character/s.

Build Up

- Introduce the task, quest or deeds to be undertaken.
- Tell of the hero's preparation and events arising from this.

Resolution

- The quest or task is successful

Opening

- Set the scene with 'when', 'where', 'who', and 'what'.
- Use rich vocabulary to describe the above.

Ending

- The hero returns and stories are told of his adventures for many years.



Legends 3

Purpose

- To explain in story form how particular people lived and what they believed.
- A legend may have arisen from a real historical event or character such as Robin Hood.

Audience

- Adults and children interested in legendary characters and events.



Themes

- Journeys to far away places involving dangers, ordeals and interesting characters.
- Quests in search of treasure, lost people, belongings.
- Tasks to be undertaken to save villages or peoples.
- A hero defeats an evil character.
- Life stories of legendary characters.
- Battles.
- A foolish character saves the day.

Possible Problems

- A dragon threatens a village.
- The main character is trapped.
- The main character is tricked.
- A door, or way into a key setting, is barred.
- The main character falls ill, or asleep.
- A magic charm or map is lost.

Key Ingredients

My legend is about a person or people	
It might feature monsters or strange beasts	
My characters might travel a long journey	
It includes brave, heroic characters	
There are a series of daring deeds	
It might feature battles, fights or struggles	
Good triumphs over evil	
My legend could be based on a true story.	
I have used time connectives	
I have used paragraphs for each event	

Vocabulary

hero	peasant	sword	river	valley	dilemma
heroine	lord	dagger	lake	journey	battle
knight	lady	castle	ocean	quest	conquest
outlaw	dragon	forest	gold	task	meadows
fellow	fearsome beast	cave	charm	venture	honour
maiden	arrow	mountain	treasure	struggle	dishonour

Legends—Language Features 3

Super Sentences

- Use simple sentences to build suspense or make you reader jump!
- Use compound sentences to show actions or reasons.
- Use complex sentences to show the reader who, where, when and why.
- Start complex sentences with 'ed', 'ing', and 'ly' starters to create rhythm.

Perfect Punctuation

- Use exclamation marks when something dramatic occurs. Not too many.
- Remember 66 99, new speaker new line when writing dialogue.
- If a character asks a question, remember the question mark.

Structure

- A story told as a series of events in the order in which they happened.
- Or, a series of separate stories about the same character.
- The story may take the form of a journey, or the different stages of a battle.
- A legend could be a character's life story or the story of a community of people.

Organisation

- The opening paragraph describes the time and setting of the legend. The main character/s is introduced
- The build up describes the challenges to be overcome in the order in which they happen.
- Use separate paragraphs for each event, starting a new one each time there is a change of time, event, setting or speaker.
- Use a short paragraph to resolve all the tasks or problems.

Cracking Connectives: Sentence starters

In days gone by ...	Long ago, in days gone by...	Trudging wearily onwards, ...
As winter crept in...	Now, there once lived a boy ...	Dawn came; noon came; night fell
Well now, one winter's eve...	Have you heard tell of...	Despite this, ...
Come closer and I will tell...	After some time ...	Obviously, the dragon was ...
Away up North in the land of...	Not long after this ...	Once upon a time ...
Long ago, when dangers lurked.	Next, ...	Legend has it that ...
Once upon a very long time ago	So, ...	Exhausted from his journey, ...



Tricks of the Trade

- Legends were traditionally told orally so use rich vocabulary and rhythmic language, e.g. *'In days gone by, when the land was covered in fields and forests, there lived a noble peasant.'* *'As the dragon swooped from the stormy skies, Alfred pierced its scaly armour with his trusty sword.'*
- Use figurative language such as simile and metaphor to describe people, beasts and events. e.g. *'Darkness fell like a black cloak across the land.'* *'The forest surrounded him with its wooden limbs and spindly fingers.'* *'The battle raged on.'*
- Use repetition to show a long battle or a long journey, e.g. *'On and on, strode the weary fellow.'* *'The task was done; onto the next'*. at the start of each new challenge.
- Add magical or supernatural ingredients—(such as Merlin in the Legend of King Arthur, the dragon in Beowulf or the Witches in the Legend of Macbeth.)
- Imitate the style of the beginnings and endings of the legends you have read or heard.
- Perhaps your main character could recite a chant or rhyme as he moves from one event to another, e.g.

*'To find the answer, I must fight
Against the foe with all my might'*

Fairy Tales 3

Story Mountain



Problem

Something goes wrong. There may be a riddle or challenge. The main character might be trapped, bewitched or facing a dilemma.

Build Up

One day
Something changes for the main character. They may face a challenge or a quest. Repeated phrases or patterns are used.

Resolution

The character escapes or is saved.
A problem is solved.
A search is over.
A spell is removed.
A threat goes away.
The poor become rich.
Wishes come true

Opening

When: *Once upon a time; Long, long ago;*
Who: *there lived ...*
Where: *in a land far away; in a cottage in the woods; in a beautiful palace.*
What: A description of what is normal for the characters before events unfold.

Ending

Lives change for the better.
The bad things do not return.
They live happily ever after.

Purpose

- Amuses the reader or listener.
- Passes on traditions and cultures.
- Tell of safe and dangerous people and places.
- Sends you off to sleep at bedtime!

Audience

- Young children

Themes

- Good winning over evil.
- Rags to riches.
- Keeping a promise.
- Wishes being granted.
- Being rescued from danger or misery.
- Changing from ugly to beautiful.
- Outwitting wicked characters.
- Escaping from a spell.
- Changing an evil character to a good one.
- Searching for a lost secret or treasure.



Possible Problems

- A good character is imprisoned by an evil character.
- A character has to keep a promise they wish they hadn't given in exchange for something.
- A character cannot reveal their true identity.
- Children are orphaned or gain a wicked step parent.
- A lost character is found by a magical character.

Key Ingredients

- I have used traditional story language and plot patterns. 😊
- I have included colourful characters with clear personalities; good-hearted, evil, wise; stupid. 😊
- I have used repeated phrases and rhyming chants. 😊
- I have used a mixture of real people and fairy-land people. 😊
- I have used different speaking styles for real people and fairy folk. 😊

Vocabulary

king	queen	prince	princess	fairy	elf	goblin	troll
pixie	gnome	wizard	witch	giant	magician	ogre	dragon
unicorn	beautiful	bewitching	cruel	cunning	incredible	fantastic	magical
invisible	evil	kind	castle	forest	river	mountain	cave
cottage	woodland	pool	ancient	gloomy	misty	shadowy	mysterious
hushed	dungeon	maze	passage	tower	cauldron	spells	potion

Super Sentences

- Imitate sentences used in fairy stories you have read— *Once upon a time there lived ... A long, long time ago. And it came to pass... In the end they lived happily ever after.*
- Add detail to sentences by using adjectives to describe settings and characters; powerful verbs to show how characters move and speak. *'Fe Fo Fi Fum' boomed the gruesome giant.*
- Use fairy tale nouns as listed on the other side.
- Start sentences in different ways— *'Weeping quietly, the princess ...' 'Exhausted from the terrible journey, ...' 'In a flash, the fairy waved her wand and ...'*
- Use a variety of simple, compound and complex sentences. Simple to create suspense or make statements; *'A wolf howled'.* *'And that is that!'* compound sentences to show actions; *'The witch stirred her bubbling cauldron and chanted a spell.'* complex sentences to add detail; *'The elf, who had not granted three wishes in a long, long time, squealed with excitement.'*

Fairy Stories 3 — Language Features

Structure

- Fairy stories are often in the form of a recount.
- Events take place in chronological order.
- The events describe what happens to the main character/s in the fairy world.
- The opening often shows a scene where everything is normal for the character/s, e.g. Cinderella sweeping the kitchen fire; Little Red Riding Hood taking food to her grandma's house.
- Build up—events arising from a change in the character's normal life.
- The problem is a dilemma, danger or twist.
- The resolution is when all problems are overcome, a quest is successful or evil is overcome.
- The ending is usually happy and may return to the original setting.



Perfect Punctuation

- Use speech marks to show which characters are speaking. 66 99, new speaker new line.
- Characters might ask questions so you'll need question marks.
- They might be surprised or frightened and you will need an exclamation mark.
- If something exciting is about to happen you might use an ellipsis.
- Don't forget to separate items in a list and clauses with commas.

Organisation

- Use paragraphs to separate each scene or event in your fairy tale.
- Make the opening paragraph short—using when, where, who for the first paragraph.
- In the second short paragraph describe the event that leads to the build up; e.g. *'One day, while Cinderella was mopping the floor, a golden envelope landed on the mat. She stooped to pick it up but'*
- Continue to describe each different event in separate paragraphs finishing with short paragraphs for the resolution and ending.
- Use time connectives to start each paragraph to show the sequence of events.

Tricks of the Trade

- Your characters can be human, fairy folk or magical.
- Make it clear who is good, bad, stupid, brave .
- Think about how your human character/s might come into contact with fairy land settings or characters.
- Use repeated numbers, patterns, rhymes or phrases throughout your story; e.g. three wishes, a repeated spell or chant.
- Use different types of speech for humans and the characters from the fairy world who might talk in riddles, rhymes or old-fashioned English., e.g.

'Who are you? I have never seen anyone so strange,' exclaimed the poor girl.

'I have come to rescue thee from thy prison,' replied the tiny, old man'. 'Come with me and thou shall see all that is meant to be.'



Cracking Connectives:

Once upon a time	As the years passed
Long, long ago	Eventually
One day	So
Early one morning	Finally
As night fell	In the end

Story Mountain (Fiction)



Problem

Describe a problem/ conflict between the characters e.g. *There is a race between the hare and the tortoise.*

Build Up

Give clues to your reader about what is going to happen. Use dialogue to do this.

Resolution

Stat how the problem is sorted out and what happens.

Opening

Establish the setting and introduce the characters.

Ending

State your moral/ cautionary message.

Fables

What does it do?

- Teaches the reader or listener a lesson about life.
- Ends with a moral or cautionary message.

Who is it for?

- Children and adults.

Themes

- Good triumphs over evil.
- Persuasion is better than force.
- It is better to be prepared.
- Gratitude is the sign of a noble soul.
- Pride can be costly.
- Don't just follow the crowd.
- Taking your time is better than rushing.
- Small friends can be powerful allies.
- Liars may give themselves away.
- People are not always what they seem.

Possible Problems

- A character is too proud/selfish/lazy/greedy.
- Someone is in too much of a hurry.
- A character constantly tells lies.
- A character often pretends to be poorly.
- You have to do everything yourself!
- Someone is not quite as they seem.
- Someone wants you to do something you do not want to do.

Key Ingredients

- My story establishes the setting in the first line.
- I have selected two characters and introduced them quickly.
- I have created a title using my main characters.
- I have given clues about what might happen next.
- I have used dialogue to tell the reader what happens.
- I have used connectives to show cause and effect.
- My fable has an opening, build up, problem, resolution and ending.

Characters	wind	ant	Adjectives	strong	wilful
fox	spider	eagle	clever	weak	witty
grasshopper	frog	fisherman	wise	happy	pretty
lion	sheep	hare	slothful	stubborn	determined
mouse	wolf	tortoise	slow	handsome	aggressive
sun	boy	goose	greedy	ugly	lazy

Super Sentences

- Use dialogue to move the story along.
- Use simple, compound and complex sentences but limit the use of descriptive words.

Perfect Punctuation

- Remember 66 99, new speaker new line when writing dialogue.
- Don't forget to use question marks if a character asks another character a question.
- Use exclamation marks when stating your cautionary message!

Language Features—Fables 3

Structure

- The reader knows that the story did not really happen.
- The structure is very simple with little description of setting or character.
- The story is often very short with only one or two characters, often animals.
- One of the characters learns a lesson about life often through their foolish behaviour.

Organisation

- Choose a theme and a title.
- **Opening**
- Describe the setting and introduce the two characters. As a fable is a short story you do not need to use too much detail.
- **Complication and build up**
- Establish a problem e.g. The Sun and the Wind argue about who is the most powerful. Describe what happens next...
- **Resolution**
- State the moral or cautionary message to finish.

Cracking Connectives:

- One morning...
- As dawn broke...
- When winter began...
- As the sun rose...
- First he thought...then he thought...next he...
- Upon which the wolf...
- At last...
- Suddenly the...
- Eventually he understood...
- So the moral of the story is....



Writers' Secrets

- Establish the setting in the first line and introduce the two main characters quickly.
- The main characters are often animals: make them behave like human: *a brave old turtle, a cunning fox, a lazy donkey.*
- Use the main characters to give your fable a title: The Ant and the Elephant.
- State the moral of your fable clearly at the end: *a wise person is always prepared.*
- Give clues to your reader about what might happen: *a greedy but impatient fox was watching the chickens from behind a tree.*
- Don't add too much detail or description and only use dialogue to help to tell what happened.
- Use connectives when characters talk to one another, to explain or show cause and effect: "If you will give me your hand, I will help you over the river", said the wolf. "I can't possibly eat you because I'm a vegetarian," lied the bear.
- Use connectives to show your reader quickly and easily when things happened and how time passed: (One morning... as he was... first he saw... then he saw... As summer faded ...)
- Sometimes use questions to allow one character to introduce themselves to another: What are you writing so busily in your book, little bird?

