



Literacy at RAINHILL HIGH SCHOOL



Writing

The Parents' Toolkit

Writing

At Rainhill High School we expect our students to write with confidence, clarity and accuracy in all subjects across our curriculum. On any given day your child will be expected to undertake writing tasks which focus on providing information; explaining processes or opinions; constructing a persuasive argument or even writing imaginatively demonstrating creativity.

Irrespective of the subject in which they undertake the written tasks it is our expectation that students will need to:

- Demonstrate an understanding of the rules of grammar
- Use punctuation accurately and consistently
- Be able to spell words accurately

These are the core writing skills.

We aim to support and encourage all of our pupils to develop their writing skills and techniques, through explicit teaching of the genre conventions and skills required and by addressing errors and misconceptions and supporting students to improve. Every classroom in the school contains a **Literacy Box** of resources to support and promote accuracy in all areas of writing.

Within this Parents' Toolkit are a series of resources that you can use at home to support your child with their written work across all of the curriculum. Some of these can be used as a checklist that you can work through with your child after they have completed a writing task.

Text Format & Examples	Subjects (not extensive lists)	Purpose	Language Conventions	Structural Conventions
<p>Recount</p> <p>Reviews Articles Journals Autobiography Accounts of events / investigations</p>	<p>English History Geography Science Maths MFL Performing Arts Art</p>	<p>To retell events with the purpose of informing and or entertaining the intended reader.</p>	<p>Past Tense</p> <p>Chronological discourse markers</p> <p>Action clauses</p>	<p>Strong opening that sets the scene.</p> <p>Chronological recount of the events as they occurred.</p> <p>Strong closing statement.</p>
<p>Report</p> <p>Information reports</p>	<p>English Geography Science Art MFL Social Sciences</p>	<p>To provide factual details that describe the way things are; they can describe a range of natural, cultural or social events and situations.</p>	<p>Present tense</p> <p>Non- chronological order focus on groups of things (generic participants)</p> <p>Impersonal - third person</p> <p>Passive connectives stress sequence, cause and effect</p>	<p>Opens with a general classification</p> <p>More technical classification</p> <p>A description including qualities, parts, functions etc.</p> <p>Uses summarizing</p>
<p>Instructions</p>	<p>English Science PE Geography</p>	<p>To describe how something is done through a series of sequenced and clear steps which must be followed to replicate the events.</p>	<p>Imperatives</p> <p>Chronological discourse markers</p> <p>Generalised pronouns rather than individuals “you”</p> <p>Action clauses</p>	<p>Unambiguous a statement of what is to be achieved</p> <p>A list of materials/ equipment need to achieve this goal</p> <p>A series of sequenced steps to achieve goal</p>
<p>Explanations</p>	<p>Geography Science Design Technology PE Maths</p>	<p>A description that accounts for discussion of the processes and how things work or are achieved.</p>	<p>Simple present tense</p> <p>Temporal (then, next, after) and/or connectives (because, therefore)</p> <p>Mainly action clauses.</p>	<p>Starts with a statement of how something</p> <p>Introduce the topic a series of logical steps explaining how or why something occurs.</p>

				Continue until the final state is produced.
Text Format & Examples	Subjects (not extensive lists)	Purpose	Language Conventions	Structural Conventions
<p>Persuasion</p>	<p>English Social Science History Geography RE Citizenship</p>	<p>To promote a particular point of view or argument, with the intention of making people think or act in a specific way.</p>	<p>Simple present tense</p> <p>Generic human participants indicated with pronouns.</p> <p>Logical rather than temporal conjunctions</p> <p>Emotive language</p> <p>Rhetorical devices: questions, repetition, facts, statistics, expert witness, direct address.</p>	<p>Powerful opening statement.</p> <p>The arguments (3 main ideas)</p> <p>Powerful conclusion.</p>
<p>Discursive</p> <p>Analysis Evaluation Formal Essays</p>	<p>English History Science Performing Arts Design & Technology Social Science PE Geography MFL</p>	<p>To present arguments and information from differing viewpoints; to present a logical argument from a specific viewpoint To analyse the strengths and weaknesses.</p>	<p>Present Tense</p> <p>Generic pronouns</p> <p>Logical connectives (therefore, because etc.); connectives signalling a change of direction, comparisons, or adding/ taking away.</p> <p>Rhetorical devices to introduce new information or draw to conclude.</p>	<p>A statement of the issue and preview of main arguments for + supporting evidence arguments against + supporting evidence recommendation given as a summary and conclusion evaluation usually includes strengths and weaknesses, followed by lessons learnt and future.</p>

Writing a Report

Report on: A heading

Date:

Context: The background information

Findings:

Recommendations: i.e. suggestions for future actions.

Use subheadings and use an impersonal style
e.g. *It has been agreed that ...*

Writing an Article

- Include a title and your name.
- Organise your ideas into developed paragraphs.
- The first paragraph should hook the reader's interest.
- You may use sub-headings to guide the reader.
- Ensure that you use the appropriate tone for the audience.
- Write with interest and make the article lively/informative/interesting.

Writing a Formal Letter

Your address → 33 Cherry Tree Lane
Rainhill
Prescot
Merseyside
L35 0TY

Date → 29th June 2020

St Helens Star
Bold Street
St Helens
Merseyside
WA10 1TT
← Address of recipient

Dear Sir or Madam ← Salutation

Yours faithfully ← Signing off

OR

Dear Miss Smith (Editor)

Yours sincerely

Writing a Speech

A speech is likely to be formal rather than informal as the concept of standing in front of an audience and delivering content.

Speeches may give information, explain or argue a point of view and persuade.

A politician would probably emphasise persuasion, whilst the speech from a geographer might concentrate on giving information and raising issues.

Write in full sentences and use developed paragraphs. Include a greeting within the opening paragraph as well as an outline of your viewpoint and topic.

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

Writing a Leaflet

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

Heading and subheadings; bullet points (but do not over use them); columns You may wish to include an image.

SPAG

Basics

- ❑ Every sentence must start with a capital letter.
- ❑ Every sentence must finish with some form of punctuation: .?!
- ❑ Proper nouns need capital letters. These are **unique** people, places or things *e.g. there are many cities so 'city' doesn't take a capital letter. However there is only one London, therefore it takes a capital letter.*
- ❑ When writing titles of works such as books, films or plays:
 - Capitalise the first word
 - Capitalise any main/important words
 - Don't capitalise minor words such as 'and', 'of' or 'the' *e.g. The Sound of Music, The Wizard of Oz, Harry Potter and the Goblet of Fire*
- ❑ When writing speech:
 - ✓ Go to a new line when a different person speaks *e.g. "Good morning" said the Headteacher.*
 - ✓ Each person's speech is marked with speech marks *e.g. "Walk on the left" said Mr Smith.*

Spelling

- ❑ Sound out the word
- ❑ Think about how it looks
- ❑ Think about a similar word
- ❑ Is there a memory sentence for this word? (e.g. big elephants cannot always use small exits)
- ❑ Find the word in a list –
- ❑ Key words list
- ❑ Frequently used words list
- ❑ Your own word bank
- ❑ Look it up in a dictionary/spellchecker
- ❑ Ask a friend or teacher
- ❑ To learn it: look, cover, write, check
- ❑ Once you've solved it, add the correct spelling to your own word bank.

The Apostrophe

I always aim to use apostrophes correctly.

There are two main reasons why we use apostrophes: for **possession** and to **replace a letter or letters**.

Full stop	.	indicates that a sentence has finished
Comma	,	indicates a slight pause in a sentence, separates clauses in a complex sentence and items in a list
Question mark	?	goes at the end of a question
Exclamation mark	!	goes at the end of a dramatic sentence to show surprise or shock
Apostrophe	'	shows that letter(s) have been left out or indicates possession
Speech marks	" "	indicate direct speech, the exact words spoken or being quoted
Colon	:	introduces a list, a statement or a quote in a sentence
Semicolon	;	separates two sentences that are related and of equal importance
Dash / hyphen	-	separates extra information from the main clause by holding words apart
Brackets	()	can be used like dashes, they separate off extra information from the main clause
Ellipsis	...	to show a passage of time, to hook the reader in and create suspense

There/ their/ they're

Note: special care must be taken over the use of **there**, **their** and **they're** as they sound the same but are used quite differently:

- ❑ **There** shows position *Your seat is over there*
- ❑ **Their** shows that **'they' own something** *Their blazers are navy blue*
- ❑ **They're** is short for **they are** as in *They're revising every day*

Its

Note: **its**, which shows that something owns something (like our, his etc.), **does not** take an apostrophe: *the dog ate its bone and we ate our dinner*

Your/ you're

Note: special care must be taken over the use of **your** and **you're** as they sound the same but are used quite differently:

- ❑ **Your** is possessive as in *this is your pen*
- ❑ **You're** is short for you are as in *you're coming over to my house*

Apostrophe for Possession

If a single thing/person owns anything, add an apostrophe + 's'.

The dog's bone
The boy's homework
Jones's bakery
Yesterday's lesson

However, if it is plural (more than one), an apostrophe comes after the 's'.

The dogs' bones
The boys' homework
Joneses' bakeries (lots of Jones families)
Many websites' content is educational

Key Connecting Words and Phrases

<p>When comparing</p> <p>For differences:</p> <ul style="list-style-type: none"> ▪ in contrast/alternatively ▪ compared with ▪ in comparison with ▪ is different from ▪ on the other hand/instead of ▪ yet the other ▪ however/otherwise ▪ whereas/unlike <p>For similarities:</p> <ul style="list-style-type: none"> ▪ is similar to ▪ similarly ▪ like/likewise ▪ equally ▪ in similar manner ▪ as with ▪ moreover ▪ just as ▪ in the same way 	<p>When signalling cause and effect (causal):</p> <ul style="list-style-type: none"> ▪ therefore/thus ▪ as a result/owing to ▪ consequently <p>When introducing evidence and examples:</p> <ul style="list-style-type: none"> ▪ for example ▪ as illustrated by ▪ in the case of ▪ for instance ▪ as shown by ▪ as exemplified by
<p>When adding to a point</p> <ul style="list-style-type: none"> ▪ in addition ▪ furthermore ▪ besides ▪ also ▪ still/anyway <p>When signalling contradiction</p> <ul style="list-style-type: none"> ▪ on the other hand ▪ alternatively ▪ a counter argument is ▪ from a different perspective ▪ from a different point of view 	<p>Connectives relating to time (temporal)</p> <ul style="list-style-type: none"> ▪ at first ▪ until ▪ at length ▪ meanwhile ▪ up to that point ▪ from that time onwards ▪ in the interim ▪ eventually ▪ subsequently ▪ finally
<p>When changing direction/qualifying</p> <ul style="list-style-type: none"> ▪ despite ▪ although/nevertheless ▪ even so ▪ however ▪ unless/except ▪ if/yet ▪ as long as 	<p>When signalling emphasis</p> <ul style="list-style-type: none"> ▪ most of all ▪ least of all ▪ most importantly ▪ above all ▪ especially ▪ significantly ▪ in particular

Some Writing Frames

These can be helpful in organizing ideas before beginning writing as a plan and then will result in well organised and sequenced writing.

On the next pages there are two different examples of writing frames that can be used with types of extended writing that your child may be set as homework or within lessons. These extended writing tasks span numerous curriculum areas again the lists are not extensive.

Writing frame to support discursive writing

Presenting arguments and counter-arguments and sometimes a balanced view (both sides of the argument)

- History
- Philosophy & Ethics
- English
- Citizenship

Planning	Writing
Introduction to the argument / debate	The issue of creates much disagreement.
First viewpoint / main point in the argument	Supporters of would argue that
Supporting argument and evidence	A key point supporting this point of view is
Opposing viewpoint	On the other hand, those who oppose this view would argue that
Supporting argument and evidence	A key point which supports this position is
Supporting argument and evidence	In addition
Concluding paragraph	After considering the different points of view and the supporting evidence, I believe that

Additional starters that may be useful:

- A further counter-argument is...
- A further complication is...
- It could be argued that...
- Yet another viewpoint is...
- Another factor to consider is...
- Other sources suggest...
- A further issue to consider is...
- It is claimed that...
- Moreover, it is suggested that...
- From a different perspective, it would appear...

Writing frame to support news reports or articles

Introductory paragraph	Hook the reader and engage their interest immediately.
Paragraph covering the main idea and focus	Ensure that you have covered: <ul style="list-style-type: none">▪ Who?▪ What?▪ When?▪ Where?▪ Why?▪ How?
Paragraph including less important information / news relating to the main topic	You could include some witness statements in here to support the argument or information.
Paragraph with the least important information / news relating to the main topic	
Final paragraph	Provide a conclusion including a summary the situation or the main points in the argument. This may reference how the situation will be resolved or what will happen next.
Remember	News articles should include the most important features of the topic in the opening paragraphs. Therefore, the last three sections could be deleted without losing the key point of the story.

