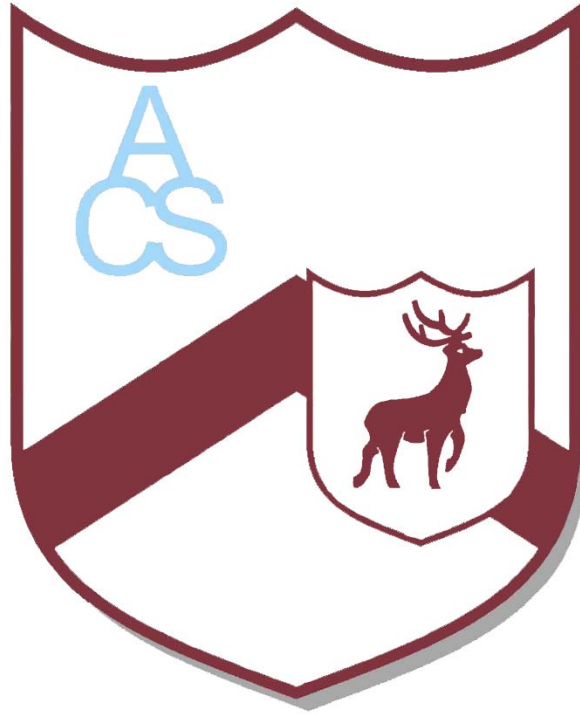


The Astley Cooper School



My Literacy Guide

Name:

Prepared for learning, prepared for life

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BASICS

Names of Words

Language Terms

Tricks for Tricky Spellings

Spelling

Names of Words

Noun — a naming word.

Most sentences will have one. There are different types of nouns.

Common Nouns - are everyday objects.

In the sentences below, the common nouns are highlighted in **bold type**. For example:

Steam hissed out of his **ears**!

The **hotel** has its own **beach** and a **swimming pool**.

Pronoun — a word which replaces a noun.

For example:

She plays the drums in a band.

We were able to catch an earlier train home because **it** was late leaving the station.

Adjective — words which are used to describe a noun or a pronoun.

For example:

The steps leading up to the **old** tower were **steep** and **slippery**.

The **lonely** girl walked past me.

Verb — is a doing or being word.

For example—a doing word:

She **sat** in the car and **yawned**.

He **slammed** the door and **marched** out into the street.

For example—a being word:

We **are** late.

I **am** a talented musician.

Adverb — tells us more about the verb. They usually end in **-ly**.

For example:

She sat in the car and yawned **loudly**.

He slammed the door and marched **boldly** out into the street.

Preposition — tells us where something happened.

For example:

The bus was stuck **under** the bridge for hours.

We hid **behind** the hedge for 20 minutes.

Language Terms

Alliteration:

Putting words that begin with the same sound or letter close together to create an effect through sound.

Example— The surging sound of the sea.

Onomatopoeia:

Words that sound like they mean.

Examples— bump, snap, boom, bubble, mumble, crack.

Used in sentences: As the light faded, they heard the **boom** of thunder.

Assonance:

Assonance is a repetition of a vowel sound to create an effect.

Example— He pulled and pushed the heavy rock away.

Similie:

A similie compares two things that are alike using **like, as, as if, as though**.

Examples— She saw the road **like** a ribbon in the moonlight.

The great aircraft rose **as though** it were an elegant bird in flight.

A Metaphor:

A picture created by comparing two things, saying one thing is another. Examples— The road was **a curling ribbon** that had been dropped carelessly on the ground.

The **army of ants** was on the march.

Personification:

Personification is a sort of metaphor. It makes an object sound like a **person** or an **animal**.

Examples— The sea **grabbed** and **gnawed** at the rocks.

The wind **teased** the water on the lake making it **ripple** with fear.

Oxymoron:

This puts together opposites to make the reader think.

Examples— **loving hate, bitter sweet, cruel kindness.**

Imagery:

Normally a simile or a metaphor to create an image in the reader's mind.

Spelling Section

This section contains helpful information including just a few simple rules for successful spelling!

You may know them already but need reminding! There are many spelling rules, some of them rather confusing. However if you can learn and use these, the standard of your work will improve.

Its worth trying if you want to do your best!

Make sure you know the meanings of these words before you start!

vowel

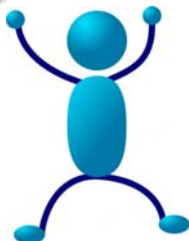
a e i o u

consonant

b c d f g

syllable

singular



plural



Tricks for Tricky Spellings

1. **Break** the word down into **syllables**

for example: *Wed-nes-day* *ord-in-ary* *fam-i-ly*

2. Find shorter **words within the word** you are learning

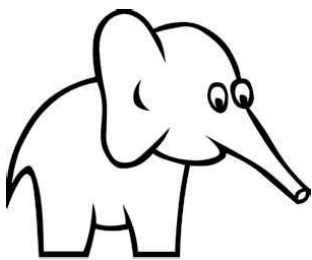
for example: separate (rat),
environment (on), library (bra),
there (here), business (sin).

3. Try some **silly sentences** where each word starts with a letter of the word you want to remember.

Here are some examples:

necessary

It is necessary for a shirt to have **one** collar and **two** sleeves (to remember one c and two s's).



because

Big elephants can't always use small exits.

4. Try **word association**:

To remember soldier try a soldier might **die**

5. Try pronouncing all the letters (say the word in a **funny way**)

6. Practise writing using

LOOK—SAY—COVER— WRITE— CHECK

Words Easily Confused

These are words which sound alike but are spelt differently and have different meanings.

It is important that you get these right.

• **there** **their** **they're**

there— shows a place, it sometimes begins a sentence

Examples: Can you be **there** at nine o'clock?

There will be a trip next year.

their— belonging to someone or something

Example: The pupils left **their** bags in the hall.

they're— shortening of they are

Example: **They're** arriving early tomorrow morning.

• **to** **too** **two**

to— shows movement towards something

Example: I am going **to** the beach for a swim.

too— means more than enough, also, as well

Example: There is **too** much sugar in this drink.

 You can come to the party **too**.

two— a number

Example: I am having **two** holidays this year!

• **here** **hear**

here— means a place

Example: I will meet you **here** at the end of the play.

hear— means something you hear with your own ears.

Example: I can **hear** you clearly, there's no need to shout!



• **where** **we're** **were** **wear**

where— means a place

Example: Where did you last see it?

we're— is short for we are

Example: We're not sure what to do next.

were— is the plural (more than one) of was

Example: The girls were playing tennis.

wear—to have clothes on or to have a certain facial expression.

Examples: You're not going to wear that!

Why did he wear a frown of concentration throughout the exams?

Plurals

Adding “s”

To change from singular to plural we usually add “s”

Example: boot—boots, game—games, cloud—clouds

Adding “es”

es is added when the word changes from one syllable to two syllables

Example: match—matches, church—churches

Changing “y” to “ies”

If there is a consonant before the “y”, change the “y” to “i” and add “es”

Example: story—stories, family—families

When a word ends in “o”

If the letter before the final “o” is a vowel, just add “s”

Example: radio—radios

If the letter before the final “o” is a consonant, add “es”

Example: potato—potatoes, echo—echoes

Learn these exceptions

child—children

woman—women

wife—wives

man—men

mouse—mice

sheep—sheep

foot—feet

tooth—teeth

thief—thieves

Shelf—shelves

Silent Letters

Learn these groups of words. Notice that each one has two consonants together that make one sound. You might be able to find more.

kn

knife knee knot knock knight

bt

debt doubt subtle

sc

science scent scene

mb

comb lamb climb plumber

wh

whisper white whistle when

wr

write wrong wrap wring wreck

gn

foreign design resign sign

st

castle listen fasten

Learn these ei words

Word family ei

eight eighty eighteen

weigh weight neither

height seize seized

leisure leisurely neighbour

Words that are easily confused

Look up the meaning of these in the dictionary and check you know which is which.

accept / except

aloud / allowed

bare / bear

choose / chose

heard / herd

hole / whole

knew / new

know / no

one / won

our / are

quite / quiet

right / write

sight / site

through / threw

weather / whether

whose / who's

PUTTING IT TOGETHER

Sentences

Punctuation Rules

()

!

?

Paragraphs

How to write in sentences

The types of sentences are:

Simple sentences: one main idea (usually with a verb)

Compound sentences: one or more ideas.

Simple sentences joined with connectives such as

but, so, and, often, because.

Complex sentences: one main idea with another one or more
that **depends on it.**

There are lots of ways to make complex sentences, these are some of them:

1. **Who whose whom which that etc**

*e.g.: That's the bike, **which** I want for Christmas.*

*She saw her neighbour, **whose** door was open.*

2. **Time Words: after before until while when etc**

*e.g.: **After** the music stopped, they fell to the floor.*

*She saw her neighbour **while** the door was open.*

3. **Cause and effect words: because as since as a result etc**

*e.g.: **As a result of the weather**, the game was cancelled.*

***Since my skiing incident**, I have taken care on the steeper slopes.*

4. Contrast and balance words:

Although unless despite yet unless etc

*e.g.: **Although** she was scared, she entered the room.*

*You will be detained **unless** you can give me the homework now.*

5. After participles: -ing -ed

*e.g.: **Finding** myself with time to spare, I phoned my mum.*

***Exhausted** after my run, I sat down to rest.*

6. After adverbs: ly words

*e.g.: **Carefully** shading his picture, the artist created a true likeness.*

*Looking **mysteriously** at me, the snake man smiled.*

7. With noun phrases:

*e.g.: Steven Spielberg, **the film's director**, won the Oscar.*

***The woman with the loud voice** stood at her market stall.*

Creating Effective Sentences

Why?

1. To create precise meaning for the reader.
2. To express an increasingly complex range of concepts.
3. To write for readers' enjoyment.

Techniques to be tried

1. The short, snappy, abrupt sentence.
2. The longer, developing, descriptive sentence gradually unfolding its message.
3. Beginning with an advert or subordinate clause to withhold the main point and create an expectation within the reader.
4. Rhetorical questions.
5. Exclamations.
6. Repetition of phrases within the sentence.
7. Rule of 3: 3 words or 3 phrases.

Punctuation Rules

Full Stop .

1. Used at the end of sentences—*He went to town.*
2. Used after capital letters in names—*J.F.Kennedy.*
3. Used after abbreviations of words—*3ft.6 ins. tall.*

Comma ,

1. Used to divide items in lists—*The four flavours are orange, lemon, apple and lime.*
2. Used to join together two sentences—*They stayed together, but they were asleep by midnight.*
3. Used for direct speech—*The Queen said, “It’s my birthday.”*
4. Used for subordinate clauses, or phrases—*The keeper, having tripped him, pretended to be hurt.*

Apostrophe ‘

1. Used for possessive of a noun— *The boy’s hat.*
2. Used for time or quantity— *In one week’s time.*
3. Used for missing numbers— *The summer of ‘68.*
4. Used for missing letters— *We can’t go, don’t you know?*
5. Used for plurals of words ending in S— *I know the Dobbs’: Tim, Lisa and Sophie.*
6. Used for possessives of plural nouns, after the S— *The boys’ changing rooms.*

Colon :

1. Used before a list— *There were three signposts: north, south and west.*
2. Used before a long quotation—*In the words of Martin Luther King: “I have a dream....”*
3. Used before an explanation—*It’s obvious what made the awful sound: it was the howling of an enormous hound.*
4. Used to balance two varying sentences— *I loved Polo-Mints: no one else did.*

Semicolon ;

1. Used for joining two sentences, without **and** or **but**— *I loved Marathon Bars; they are now called Snickers.*
2. Used to break up lists of long items—*We did lots of things: we climbed up Mount Snowdon; we went pony trekking; we swam in the sea.*

Exclamation Mark !

1. Used to exclaim or admire— *What a wonderful goal!*
2. Used to make something ordinary into something special— *I could do with a drink! (e.g. very thirsty).*
3. Used in greetings— *Hi there!*

Question Mark ?

1. Used after direct questions— *What time is it?*
2. Used to show uncertainty— *The door creaked open?*

Brackets ()

1. Used to add information— *We sell Snickers (formerly known as Marathons).*
2. Used by writers to make a personal comment— *The food tasted awful (yuk!)*

Ellipsis ...

1. Used to show a break in the writing— *He lay dead... stone cold dead... nobody breathed...*
2. Used to show words missing from a quotation— *"I have a dream ... that one day..."*

Dash —

1. Used to break up writing, giving a pause— *I came in—checked my watch—I was late.*

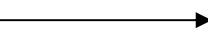
Hyphen —

1. Used to join words together, to avoid confusion— *I will re-mark your work.*
2. Used for spelling numbers— *Forty-two, forty-three.*
3. Used to join 2 nouns— *I watched the Tottenham– Arsenal match.*
4. Used for certain prefixes— *They were all anti-American.*
5. Used for hesitation or stuttering— *I saw a g-g-g-g-g-ghost!*

Speech Marks “ “

1. Used when writing direct speech— *“Hello, mum” I called through the door.*
2. Used for quotations— *The first sentence was “the house was empty.*
3. Used for showing someone else’s words— *She said she felt “very happy with life”.*

Paragraphs

1.  Indent the first line.
2. Continuous text afterwards.
3. Used for themes or connected ideas.
4. Begin with a topic sentence.

Sentences

1. Begin with a capital letter.
2. End in a full stop.

Finally

Some punctuation is compulsory, some is optional; you’ll find out. Fashions and rules are changing punctuation all the time. However, good punctuation makes writing clear and reading easy, so use it! (And it makes your English teacher happy).

Writing in Paragraphs

Writing in Paragraphs

Your writing often needs to be organised into paragraphs. You put things together into a paragraph when they are about the same thing. This helps the reader to follow what you are saying.

Here are some useful rules for organising your paragraphs.

1. Indent at the start to show a new paragraph (do not miss lines. A space is only missed when you double space for word processing).
2. Make the first sentence a lead signpost sentence telling the reader what the paragraph is about.
3. Develop the ideas in the paragraph. There should be at least four sentences. Here are 2 examples:

Example 1

In descriptive writing:

The light was fading fast and a chill breeze had picked up, blowing in from across the cold sea. As the minutes passed, the breeze gathered in strength and reached further inland. It began teasing the grasses which fringed the sand dunes. Growing into a sharp wind, it lifted the litter which had been dropped by irresponsible holiday makers, into a swirling dance.

Example 2

In an argument

My second point is that part-time jobs encourage us to be more responsible. Responsibility is an important life skill which will help young people in so many ways. We are, for example, expected to be responsible about our learning, preparing responsibly for the battering of tests we face throughout our education. In our social lives we have to act responsibly, dealing with bullies for example.

4. You might be able to make the last sentence of your paragraph point the way or hint about what the next paragraph is about.
5. Connectives such as firstly, secondly, in conclusion, are sometimes a useful way to start paragraphs but don't over use them; try to find different ways of starting paragraphs.

Cues to starting a new paragraph in fiction

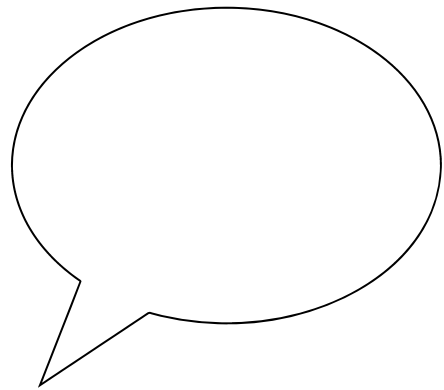
- Change of time
- Change of pace
- Change of viewpoint
- Change of speaker
- Change of action

Cues to starting a new paragraph in non-fiction

- Change of topic
- To make a new point within a topic
- Change of viewpoint

BEFORE YOU START WRITING

Planning



Brainstorm

Audience

Planning

Why is planning important?

If you don't plan, you might end up with a muddled piece of writing. You might find some of the following **problems**:

This is what might happen:

- You produce a piece of writing that jumps from one point to another and doesn't *flow*.
- You drift away from the question.
- Your mind goes blank and you forget all the ideas you had at the start.

How can I plan?

There are **4 steps** to follow before you write the answer. One of the best ways is to follow the **heap and plan** method. **Heap** your ideas down as they come to you and then **plan** them into an order.

The steps

1. Analyse the question (underline the key words)
2. Think of your ideas and write them down in a brainstorm (**heaping**).
3. Sort out the ideas together in groups (**planning categories**).
4. Decide on the order you are going to write them (**planning the structure**).

There is an example on the next page of a heap and plan method for the title: **As a pupil, write an article for a home/school magazine about the advantages and disadvantages of you having a part-time job.**

The Brainstorm

- Jobs prepare you for working life.
- You learn to be responsible.
- It seems better than school so you don't want to go to school.
- It makes a change from school so you put more effort in when you are at school.
- You learn social skills and working with others.



- How it affects school work.
- There should be rules for different ages.
- Ages 13, after 13, and after 16.
- Might help you decide what job you want to do.
- Makes you realise school isn't so bad after all.

Points from the Brainstorm

put into a plan

The numbers are in a strange order because the writer has decided to re-order them for the best effect.

Paragraph 2

Jobs prepare you for working life:

- Might help you decide what job you want to do.
- Learn social skills and working with others.
- You learn to be responsible.

Paragraph 3

There should be different rules for different ages:

- Certain jobs and hours.
- Until age 13.
- After age 13.
- After age 16.
- After age 18.

Paragraph 1

How it affects school work:

- Makes a change from school so you might put in more effort when you are at school.
- Makes you realise that school isn't so bad after all.
- Might seem better than school so you don't want to go to school.

Audience

The writer should have in mind the person who will read...
the audience.



It could be:

- Formal: headteacher, manager, prime minister
- Informal: family, friend, someone you know or would like to help
- Male
- Female

Different age

- Child
- Teenager
- Adult



Knowledge

- Professionals
- Amateurs
- Experts
- Learners
- Fans



Convinced/Unconvinced

- Those who agree
- Those who disagree
- Those who are not sure

Different Forms of Writing

Letters

Essays

Leaflets

Articles

Speeches

Writing Forms

It is important to show that you grasp the form you are being asked to write in.

Look at the key words in the question.

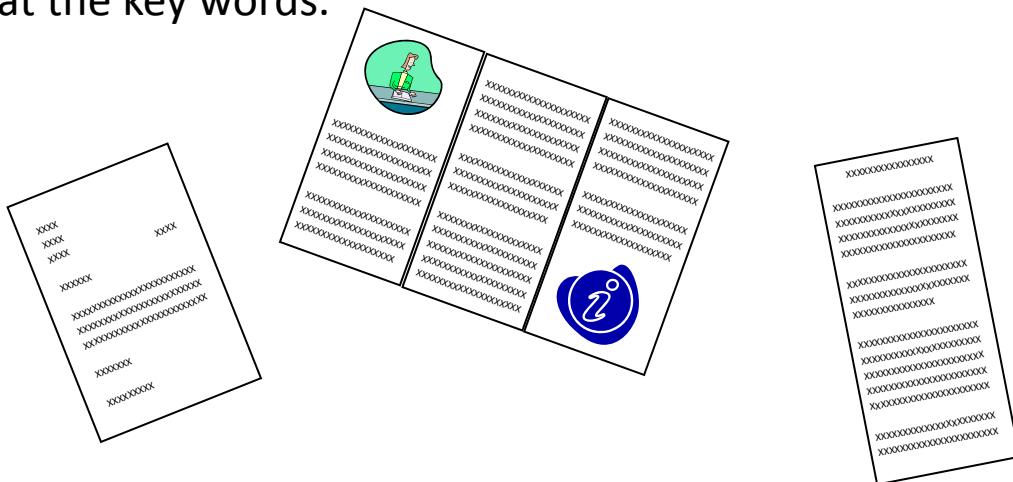
The next few pages have examples of forms you are likely to see.

Form means - the way it is set out.

Letters Leaflets Essays Articles
Speeches

You can tell from reading the question what form you are expected to write in.

Look at the key words.



Letters

Examples of letters from subjects:

History: Imagine you are a soldier in the First World War.
Write a letter from the trenches.

Geography: Write a letter to your MP, persuading her to write off
the debts of LEDC countries.

The top part of the letter

Your address
The business address
(both are placed here
if the letter is formal)

Your address
(placed here if the
letter is informal)

The date (formal letter)

The date

The main body of the letter

Dear...

First paragraph could include:

- A greeting—decide how formal you want to be.
- Explain why you are writing.

Other paragraphs should have:

- One main topic for each.
- Connectives.

The last paragraph could include:

- A summary of what you wrote about.
- What you hope the reader will do.
- A farewell greeting

Signing off

Decide how formal you want to be (yours sincerely, yours faithfully, love from ...)

Note: sincerely—is used for names
faithfully—for Dear Sir/Madam

Hints: a servant is faithful to their boss
sincerely and faithfully start with a small letter

Sign your name. It may also be printed.

Leaflets

Examples from your subjects:

Drama: Write a leaflet informing year 7 students about Drama.

English: Write a leaflet to persuade people to work in an Oxfam shop.

Front Page	Middle Page or fold (inside the leaflet)	Back Page
<p>Eye catching title giving the reader an idea of what the leaflet is about and encouraging them to read inside.</p> <p>Eye catching picture.</p> <p>Logo.</p> <p>Possibly some brief information.</p>	<ul style="list-style-type: none"> • Main headings. • Sub headings. • Bullet points. • Short paragraphs. • Pictures (often with captions). 	<p>Useful information such as contact.</p> <p>Further action.</p>

Example	THE BIG SELL <i>Working in an Oxfam shop</i>	
 <p>Oxfam</p> <p>Just four hours of your time will help pay for vaccinations to immunise children against six deadly diseases.</p>	<p>More than £10 million raised last year. Our shops are run almost entirely by volunteers who see Oxfam shops as part of the local community.</p> <p>You can help by:</p> <ul style="list-style-type: none"> • Sorting stock. • Keeping accounts. • Serving behind the counter. 	<p>For more information contact your local Oxfam shop.</p> <p>Telephone our volunteer line on:</p> <p>XXXXXXXXXXXX</p>

Essays

Examples from your subjects:

History: What happened to religion in the reign of Henry VIII?

????? The question or title ??????

There is nearly always a question to be answered.

Introduction

Address the question by giving an indication of how you will answer it or the viewpoint you are taking.

Main paragraphs

Each paragraph should have one theme or topic.

The first sentence should be a lead/signpost sentence, introducing the idea or theme for the paragraph.

At least five sentences which develop the main theme (the number of sentences will vary).

Conclusion

Briefly bring together the points you have made.

Make it clear what your answer to the question has been.

Articles

Examples from your subjects:

Geography: Write an article about the treatment of workers in a Third World country.

An article is usually set out like an essay in paragraphs.

Main Header (BIGGER AND BOLD)

Hint at the subject and viewpoint.

Brief and might be amusing.

First sections—paragraph

Introduce the topic.

Brief summary of the main idea or story.

Might use *who, what, when, where, why*.

Your article will normally be set out in paragraphs with a topic or signpost sentence to start each one and at least four sentences developing each point.

Further paragraphs could be:

- More details—facts, names, times, places.
- Real life examples.
- “Quote” someone (an expert/someone who is involved).
- What happens next.

Techniques

- Shocking or dramatic words.
- Make it exciting or interesting.
- Maybe humour.

Examples of an article:

Raiders Ram Dome and Snatch Diamonds

Yesterday, in a daring and dramatic raid, a gang of four robbers smashed into the Millennium Dome, and seized eight rare blue diamonds.

The attempted robbery on the River Thames took place in the early hours of Wednesday morning. While a speedboat waited to make the escape once the diamonds had been seized, the gang used a stolen JCB to smash into its target.

Police have known about the plot for two months and had been lying in wait—some disguised as cleaners, some as terrorists. As the gang tried to make their escape, about twenty officers formed the Flying Squad, armed with guns and wearing bullet-proof vests, surrounded them. Shocked, the gang gave up immediately.

Flying Squad Detective Chief Superintendent, David Strafford, who led the operation, said “The men were obviously startled. I don’t think they realised at first just what was happening.”

Dome officials said that they were always looking into ways of improving security at the Dome.

Speeches

Examples from your subjects:

RE: Write a speech for your year group assembly, in which you express your views about an issue which is important to you.

Speeches are set out in sentences and paragraphs like an essay.

They are written to be spoken.

Some form of introduction

Any of the following:

- Welcome the audience.
- Introduce yourself and the subject.
- Involve the audience—appeal to their emotion.

Main paragraphs

- Each paragraph should have one topic or theme.
- The first sentence should be a lead or signpost sentence.
- At least five sentences which develop the main theme (the number will vary).
- Points should link together.
- Points must link to the subject or topic.
- Address the audience – you.
- Make them feel involved—we, us.

Ending

- Remind them of the main subject or point.
- Leave them with something to think about or do.
- End with a joke or catch-phrase or something memorable.

Writing Styles

Argue Persuade Advise
Explain Inform Describe
Imagine, Explore, Entertain
Analyse, Review, Comment
Annotation Analysis

Writing to Argue

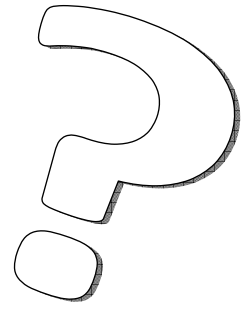
I'm right, and I'll show you why

The aim of writing to argue is to get the reader to accept your point of view.

Typical features:

- Powerful opening
- Reasons for your opinion _____ **Point**
- Evidence facts that back you up
 quote experts } **Evidence**
 Real life stories }
- Develop the argument _____ **Explain**
- Why the other side is wrong: countering
- Normally formal language
- Emotive words
- Rhetorical questions
- Exaggeration
- Connectives
- Repetition
- Dramatic ending

Writing to Argue



Rhetorical question

TV—Friend or Foe

Television is eating away at the minds of young people across the country, even as you read this.

Powerful opening



It is a know fact that **many young people spend more than five hours a day in front of the TV.** For many, that is nearly as much time as they spend in school. **Research reveals that as much as 80%** of what children watch on TV has no educational value whatsoever. **Our children's minds are being systematically destroyed.**

Point

Evidence

Explain

Emotive language

Formal language

Countering

Powerful word

However, some experts claim that time in front of the TV can provide good relaxation. **Surely this is rubbish.**

Writing to Persuade

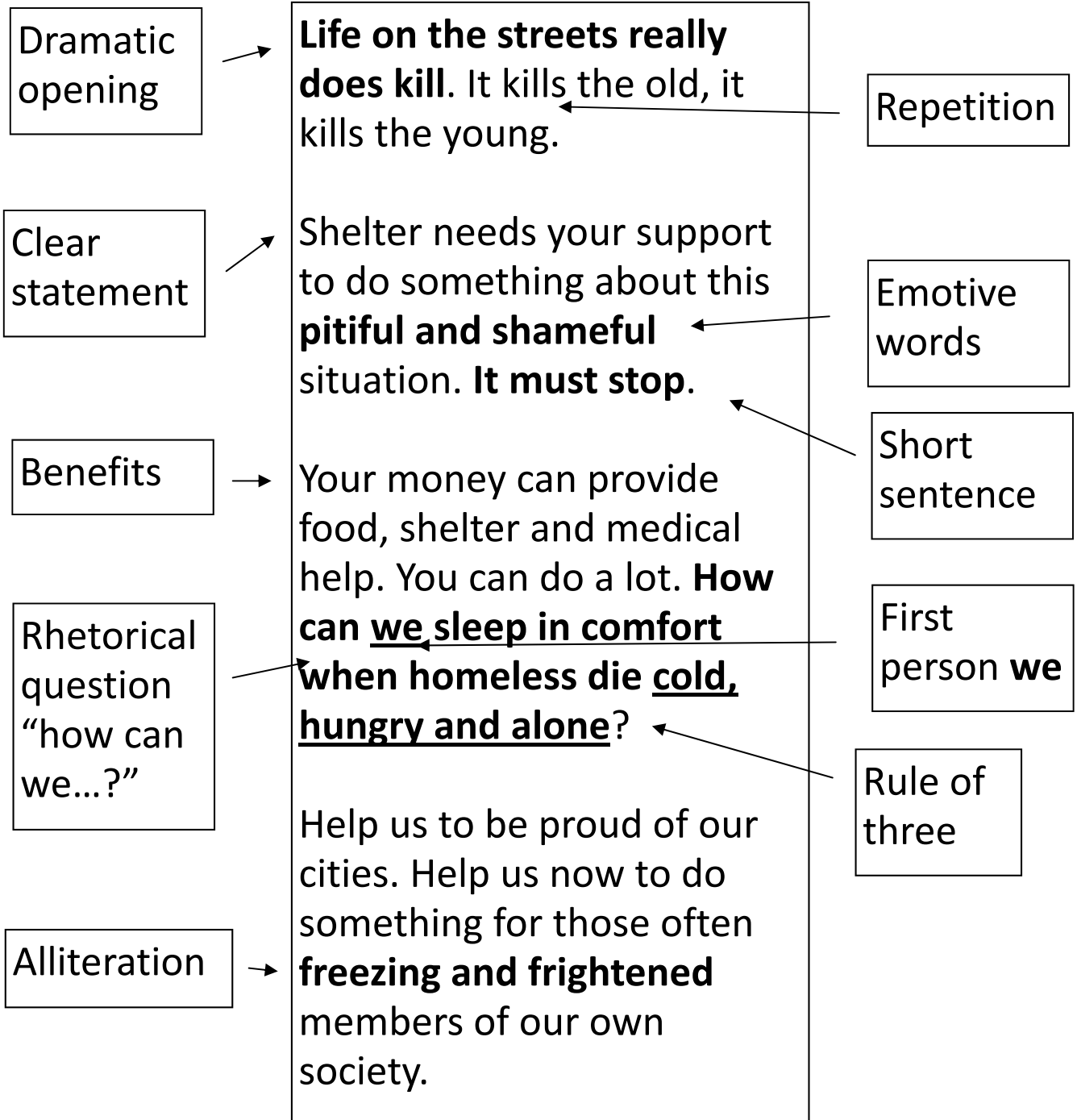
Go on. Give it a try

The aim of writing to persuade is to get the reader to do or believe something.

Typical features:

- Direct, dramatic opening
- Clear statement of your view
- Address the reader as “you”
- Use “we” to show we are all involved
- Sometimes shock the reader
- Benefits of doing it
- Imperatives—tell them what to do or believe
- Rhetorical questions
- Rule of three
- Repetition
- Alliteration
- Emotive words and phrases
- Some short punchy sentences

Writing to Persuade



Writing to Advise

Maybe you could try this.

It might help.

The aim of writing to advise is to offer the reader suggestions to help them solve a particular problem.

Typical features:

- Win the reader's confidence
- Second person—you
- Build a close relationship with the reader
- Empathise with the problem
- Offer several suggestions to choose from
- Raise questions and give answers
- Sound reassuring and comforting
- Some informal language to sound friendly
- Sometimes use humour
- Sometimes give a warning
- Use modal verbs
- Some conditional sentences
- Lead to clear conclusion about what to do

Writing to Advise

Informal

Empathise

I'm sorry you're not happy about your mum's new boyfriend. **Honestly, you're probably not the only teenager** who feels this way. Anyway, **perhaps it's not** as bad as it sometimes seems. I'm sure some of **your** mates will back me up on this.

With confidence

Second person—you

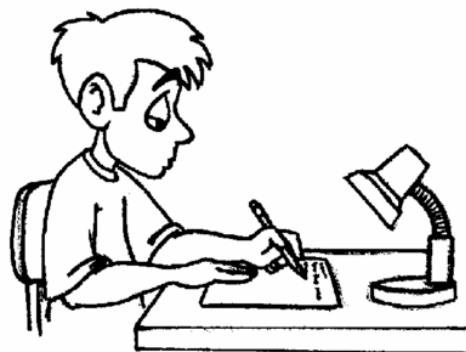
Raise questions

Has this been going on for long? Maybe it's just a passing phase. Well one thing that might help is to **spend more time** with the two of them. **Or else maybe if you tried talking** it through with your mum she would understand. It can't do any harm—so **give it a try.**

Offer different suggestions

Continual

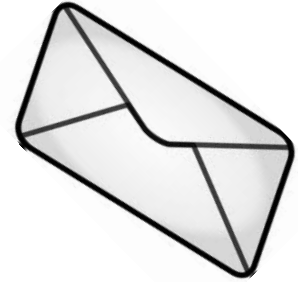
Imperative



Writing to Inform

Here are the facts.

*You can find out all
about it.*



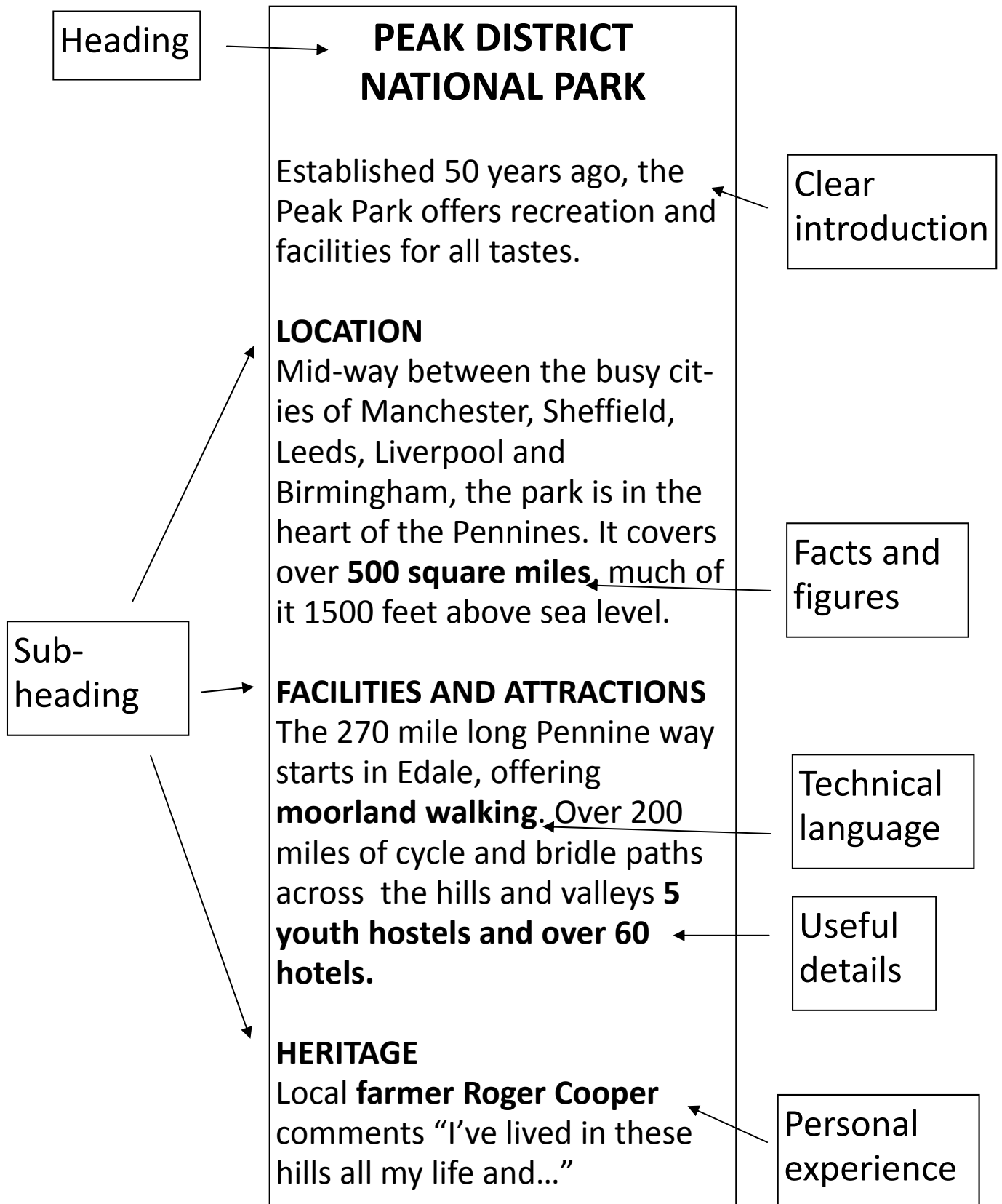
The aim of writing to inform is to tell your reader about something in an interesting way.

Typical features:

- Clear introduction
- Organised to make information easy to find
- Headings and sub-headings
- Numbers or bullet points
- Clear links between paragraphs
- Range of sentence structures
- In the present tense
- Often uses personal experiences
- Technical language, perhaps explained briefly
- Facts and figures
- Details
- Wide range of different aspects



Writing to Inform



Writing to Explain

Let me make it clear

The aim of writing to explain is to tell your reader about something that happened or is happening.

Typical features:

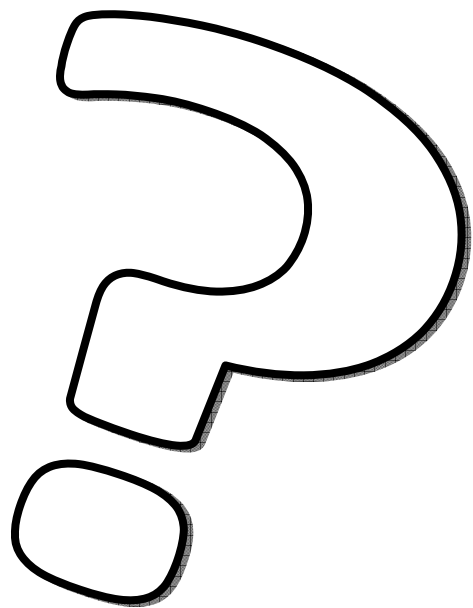
- Explaining why
- Explaining how
- A range of reasons
- A range of appropriate details
- Different points that are developed and linked
- Arranged in a logical order, maybe chronological
- Cause and effect connective

What?

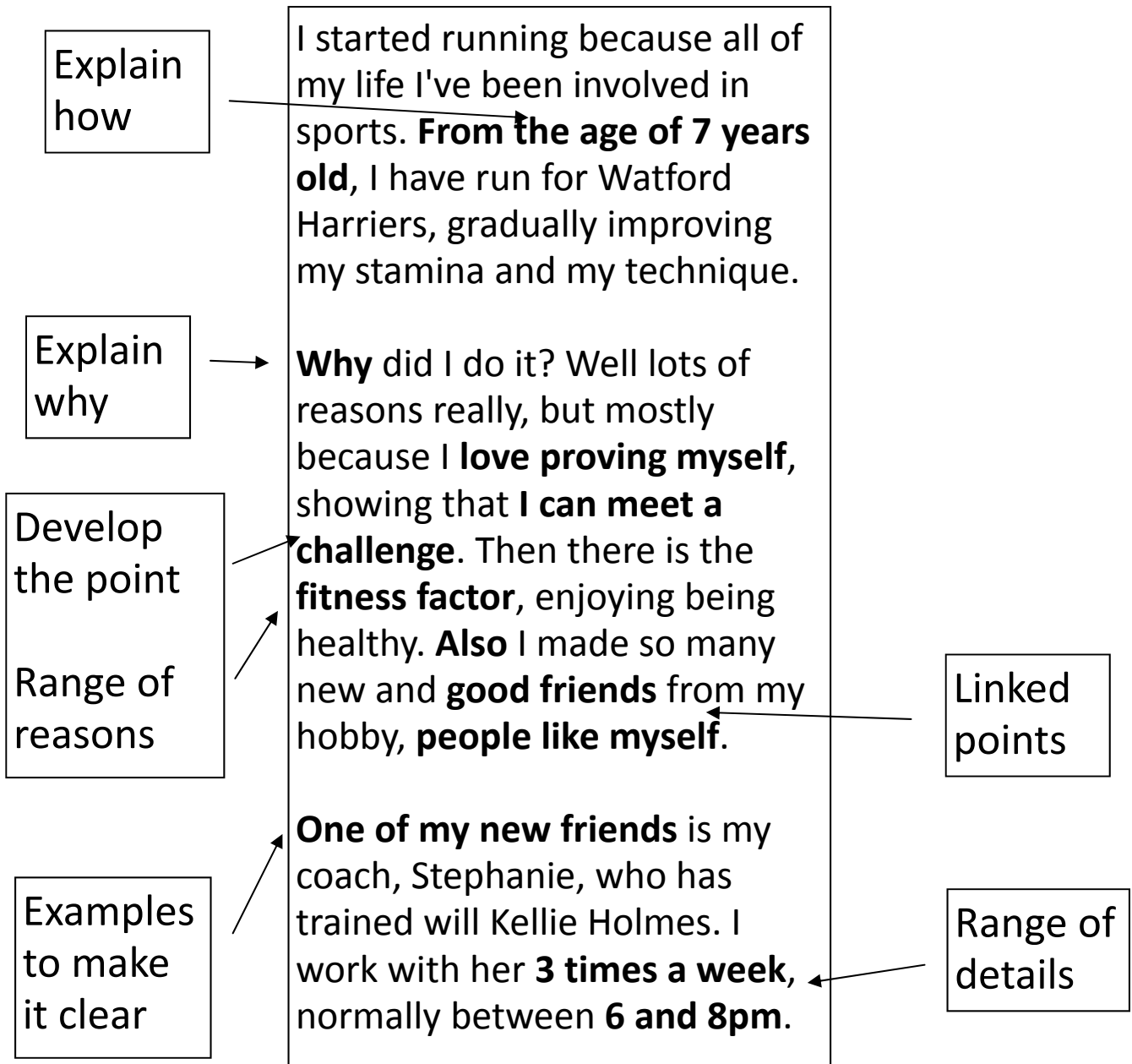
When?

Who?

Where?



Writing to Explain



Writing to Describe

Like painting a picture in words

The aim of writing to describe is to give the reader a clear picture of the person or place you are describing.

Typical features:

- A wide variety of appropriate details
- Create pictures
- Varied sentence lengths and types
- Give feeling and atmosphere
- Senses—*see hear smell touch taste*
- Adjectives and adverbs
- Alliteration and assonance
- Metaphors or personification
- Similes, comparisons, and contrasts
- Rich and varied vocabulary
- Known phrases

Writing to Describe

The snake charmer may have looked **old** and **frail** but his voice was clear **like a man thirty years younger**. His bright **blue** eyes contrasted with decaying, **foul smelling** teeth.

The **tangled jungle** of his hair blew about **wildly** in the breeze. He looked at me with a **fierce and fanatical** glare. This was a man who lived of his own, who weaved his **mystical** patterns, hypnotizing all who strayed into his presence. **This was the snake man.**

Labels on the left: Adjective, Colour, Metaphor, Adverb, Alliteration, Complex sentence

Labels on the right: Simile, Appeal to the senses —smell, Unusual words, Short or simple sentence



Imagine, Explore, Entertain

Imagine

- Emotions
- Feelings—fear, tension, surprise and so on
- Empathy
- In new situations
- Enter others' experiences
- Creating experiences
- Creating pictures
- Similes and metaphors



Explore

- Go beneath the surface
- Investigate
- Unravel

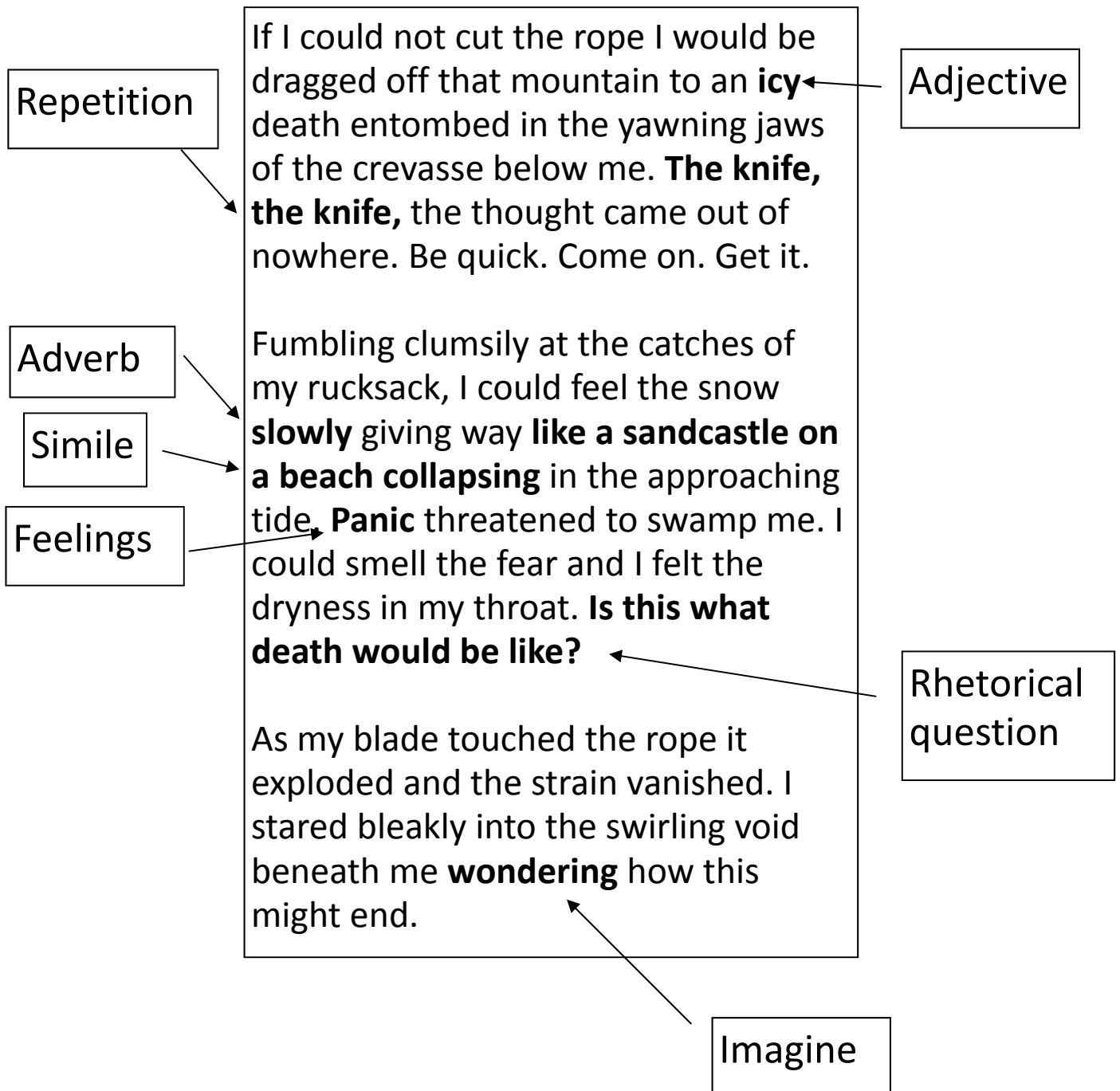


Entertain

- Humour
- Surprises Exaggeration
- Anecdotes
- Metaphors and similes
- Descriptions
- Punchy
- To the point
- Cliff hangers



Imagine, Explore, Entertain



Analyse, Review, Comment

Analyse

- Begin with description of a problem or situation
- Technical language
- Standard English
- Clear and precise
- Complex sentences with detailed information
- Make points PEE
- Offer interpretations
- Show why and how
- Pass judgements

Review

- Say what it is about
- Give own opinion
- Engage and entertain
- Humour
- Use examples and details
- Good and bad points
- Conversational—relationship with the reader—informal

Comment

- Often informal—as in speech
- Blend spoken and written styles
- Express thoughts and feelings on an issue
- Personal experience and evidence
- Develop own opinions in detail

Analyse, Review, Comment

