Non-chronological Report 1
Purpose: to describe characteristics/to inform

Examples: a report on dinosaurs or general life patterns and habitats of plants and animals, a guidebook or a description of a scene, a school prospectus.

Structure	Features
• Start with a heading and introductory statement about what you are going to report upon. • Begin with general observations (A computer mouse is a pad). • Include interesting facts organised by subject. These can be arranged in paragraphs and under headings. • Include 'What happens when' if relevant. • Finish with a concluding statement. ('There are over 70 zoos in the UK that are open to the public'). • Include information about sources if relevant.	• Formal language (The word zoo was first used in the 19th Century). • Descriptive language. • Impersonal writing so no personal pronouns. • Mainly present tense. • Includes facts not opinions unless designed also to persuade.

Tips and Hints
- Begin by doing some reading on the subject.
- Brainstorm information to decide on categories for a spidergram.
- Read more carefully and make notes on the spidergram.
- Include headings and sub-headings to organise your report. These could be the same as the categories on your spidergram (A report on a town might be organised into population, situation, facilities).
- Notes on Post-its can be arranged and rearranged to find the best organisation of your information.
- Use labelled diagrams, charts and illustrations to bring your report to life.
- Arrange the information in an interesting manner.
- Technical vocabulary may be used. If so a glossary will be needed to explain its meaning.
Read your work carefully. Is there anything that you have left out?

Non-chronological Report 2
Purpose: to describe and inform

Examples: a report on dinosaurs, a guidebook, a school prospectus.

Structure	Features
- Write a title (Greek Clothes). - Begin with an opening statement (Greece is a hot country so the Ancient Greeks did not need many clothes). - Organise your facts under headings and sub-headings.	- Formal language (The main Greek clothing was called a Chiton). - Mainly present tense (Zoos are places where the public go to view animals). - No personal pronouns (I, we, etc).

Tips and Hints
- Use a writing frame if possible.
- In rough write some headings for your report.
- Find some information to go under each heading before you start your best report.
- Decide how to organise your headings.
- Use some diagrams and pictures to bring your report to life.

Read your work carefully. Is there anything that you have left out?

CH 2002

Discussion Text 1
Purpose: to present a balanced argument

Examples: arguments for and against school uniform, arguments for and against a new runway at Manchester Airport.

Structure	Features
- Start by outlining the issues or stating a viewpoint (Keeping caged animals is wrong). - Make the points for one side of the argument or to support the statement and include evidence. - Make the points for the other side of the argument or against the statement and include evidence. - Link points together. - Clarify the strength and weaknesses of different positions. - Finish by stating an opinion in favour of one particular side (a recommendation) or by asking the reader to decide.	- Connectives related to reasoning (therefore, so, because) and balancing connectives (however, furthermore). - Paragraphs in sequential order. - Use formal language. - Impersonal language. - Phrases such as - (on the other hand, there is evidence to show, some people believe that, in conclusion, some people say). - Often in the present time.

Tips and Hints
- Sometimes it is helpful to start with an introductory paragraph.
- Compile a for – and – against discussion grid.
- A double spidergram can be used to brainstorm points for two different opinions.
- Remember to write a concluding paragraph (Having considered all the arguments, I think ….)
- Support opinions with facts.
- Try to remain unbiased until you state your opinion in the conclusion.

Reread your work and check it against the points on this card.
CH 2002

Discussion Text 2
Purpose: to present a balanced argument

Examples: arguments for and against school uniform, arguments for and against a new runway at Manchester Airport.

Structure	Features
• Start by stating one of the viewpoints (Some people believe that keeping caged animals is wrong). • Write down one side of the argument. • Give evidence for this side. • Write down the other side of the argument. • Give evidence for this side. • Finish by saying what you think.	• Connectives for arguments (therefore, so, because). • Connectives for balanced arguments (however, but, furthermore). • Formal language. • Phrases such as – (on the other hand, some people think that, I believe that).

Tips and Hints
- Use a writing frame if possible.
- Write the points 'For' and 'Against' in two columns before you start the discussion text.
- Think of some evidence to support each point.
- Usually you will need to write in the present tense.

Reread your work and check it using the points on this card.

CH 2002

Legends

See also Fictional Narrative cue card

Structure	Features
• Introduce setting and characters. • Establish problem/conflict eg dragon threatening village. • Enter Hero to solve problem. Heroic deeds are done or some amazing tasks undertaken. • Climax of story. • Resolution of problem eg death of dragon. • Happy ending.	• Heroic language (Poor though the people were. By a trick it shall be overcome). • Use powerful verbs and adjectives (trembled, mightiest, slay, devoured, blast). • Past tense to describe events. • Often based on a true story; good triumphs over evil. • Includes at least one fantastical beast eg a dragon.

Tips and Hints

- Exaggerate - make things bigger or smaller than in real life.

- Make your hero wise and strong-minded

- Include some magic.

CH 2002

Myths

See also Fictional Narrative cue card and legends

Myths are some of the oldest stories in the world. They were made up before people understood how and why natural events happened. Myths were originally told rather than written down.

Structure	Features
- Set the scene by introducing the setting and the characters (In a cave high above the great canyon, the invisible talking god lived with his sister). - Establish the problem (The sky was so close to the land that it cut out the light). - What action happens as a result of the problem. - The result. This explains why things are as they are (And so it is that the tide comes and goes out every day).	- Descriptive language. - Mythical language (dark was the land, dark and cold). - Powerful verbs and adjectives in the action part of the story (tumbling across the sky). - Past tense to describe events (Tiros and his friends <u>loved</u> to tumble across the sky). - Present tense to describe the phenomenon (and so it <u>is</u> …) - A story passed on from generation to generation. - Many are about gods and goddesses. - They explain why things are as they are in nature (Why the sun sets each evening).

Tips and Hints

- When planning a myth decide first which natural phenomenon/events you are going to explain and then work backwards.
- Use speech verbs like gasped, shouted, whispered, mumbled rather than said.
- Include magical happenings.
- Use paragraphs to organise the main events.
- Start with typical language of storyteller (Many moons ago. Once long, long ago when the earth was new).
- Include a god and goddess.
- Describe how things were (People were unhappy, loved the world).

- Some suitable phrases to describe what the characters were:-
  The father of all things.
  The giver of life
  The maker
- Some suitable endings include:-
  And so today ………
  That is why ………
  Ever since then ………
  So now people know ………..

CH 2002

Fictional Narrative Prose 1 – teacher reference
Purpose: to entertain, enthral, and intrigue, to extend experience, to foster imagination
Examples: legend, traditional tale, fable, Science Fiction, ghost story, historical story.

Tips and Hints

- Mix ingredients from different stories that you know.
- Use the 'shape' of a known story to plan your own (OPENING – something happens – **CLIMAX** when something goes wrong – events to sort it out – resolution – **END**).
- You might start planning your story by jotting down ideas as a brainstorm.
- You might plan by drawing your ideas.
- You might just write ideas in order or do a flow chart.
  1. Tom gets a bike
  2. Rides to gran's
  3. Falls off
  4. ……..
- You may begin with action, description or dialogue.
- The beginning needs to capture the reader's attention.
- The opening often provides clues about the genre of the story, the atmosphere or mood, the characters.
- Don't tell the reader everything they need to know – keep them guessing, use suspense.
- Events may be in chronological order or may include time-slip.
- Choose writing that is suitable for your audience.
- Use description to bring characters alive. Focus on the most important and unusual things.
- Create characters who behave and speak as you would expect, eg 'I hate you all,' snarled Sam.
- Other character's (or the narrator's comments) can help to build up characterisation, eg Jo was fed up with Sally's sulking.
- When writing dialogue think about what the speaker and listener do and what else is happening in order to avoid a string of dialogue.
- Stories are about CHANGE – what happens to the characters. Make sure this is reflected in the beginning and the ending.
- Base people and places on what you know.
- Use different settings to create different atmospheres.
- If stuck, go back to the plan, imagine a new scene, introduce a new character or event, find something hidden, make a discovery.
- Collect and use paragraph openings (On the other side of town, The next day; Tom entered the room; At that moment the dog barked).
- Don't cop out at the end (It was all a dream).

- Choose from a happy/sad ending, a surprise ending, and an ending that leaves you wondering.
- At the very end you could describe, or show, the character's feelings, reflect on events (provide a moral), look to the future, show how the character has changed.
- Proof read your work when it is completed. Check that it makes sense and that you have used a variety of punctuation marks.

CH 2002

Narrative Prose 11

Purpose: to entertain
Examples: legend, traditional tale, fable, Science Fiction, ghost story, historical story.

Tips and Hints

- Use some parts of the stories that you already know when planning your story.
- Plan an **OPENING**, a **CLIMAX**, a **RESOLUTION** and an **END**.
- You may begin with action, description or dialogue.
- The beginning needs to grab the reader's attention.
- Don't tell the reader everything they need to know – keep them guessing.
- Events may be in chronological order or may include a time-slip.
- Describe your characters. Focus on the most important and unusual things about them.
- Make characters speak as you would expect, eg 'I hate you all', snarled Sam.
- When writing speech think about what the speaker and listener DO and what else is HAPPENING in order to avoid a string of dialogue.
- Base people and places on what you know.
- Don't cop out at the end (It was all a dream).
- Choose from a happy/sad ending, a surprise ending, and an ending that leaves you wondering.
- Proof read your work when it is completed. Check that it makes sense and that you have punctuated it correctly.

CH 2002