

# Purposes of writing: Literacy across the curriculum

Improving the Quality of Written Communication

# Writing to Recount: Chronological Report

## Recount (chronological report) – Writing to Recount

- Used to retell an event or series of events, in the order in which things happened (chronological order)
- Starts with an overview of the event
- Paragraphs mark change of focus, time, place
- Factual style which avoids writer's opinions
- Use of the third person (he, she, it, they) although first person (I, we) can be used in fictional and autobiographical recounts
- Use of past tense (e.g. fights developed later between rival supporters; Queen Victoria reigned until 1901)
- Mostly use of active voice to make it clear who did what (e.g. police blamed Leeds supporters not Leeds supporters were blamed)
- Variety of sentences used to create different effects and emphasis
- Connectives indicate time sequence, cause and effect or contrast Words used precisely to record events accurately, including use of people's names/places/dates/times
- Powerful adjectives, verbs and adverbs can be used to describe events vividly (e.g. conflict flared; controversial decision; argued aggressively)

## Chronological recount: helpful connectives

### Note:

- Newspaper reports have a distinctive style and give information about the "five Ws" (who, what, where, when, why) usually in the first sentence or paragraph.
- They often include direct speech from eye witnesses or a spokesperson.
- The journalist may use the first person in a descriptive, storytelling approach to the event but normally the third person is used and the journalist's opinions are not included.
- The report will often use the future tense (e.g. Further talks will be held next week) at the end of a report, to show what will happen as a consequence.

For recounts, the following connectives can be helpful in joining ideas between and within sentences and to signal a new paragraph:

### Sequencing

first    firstly    secondly etc.    initially    to begin/start with  
once    soon    meanwhile    following    previously    next    then  
earlier    finally    later    eventually

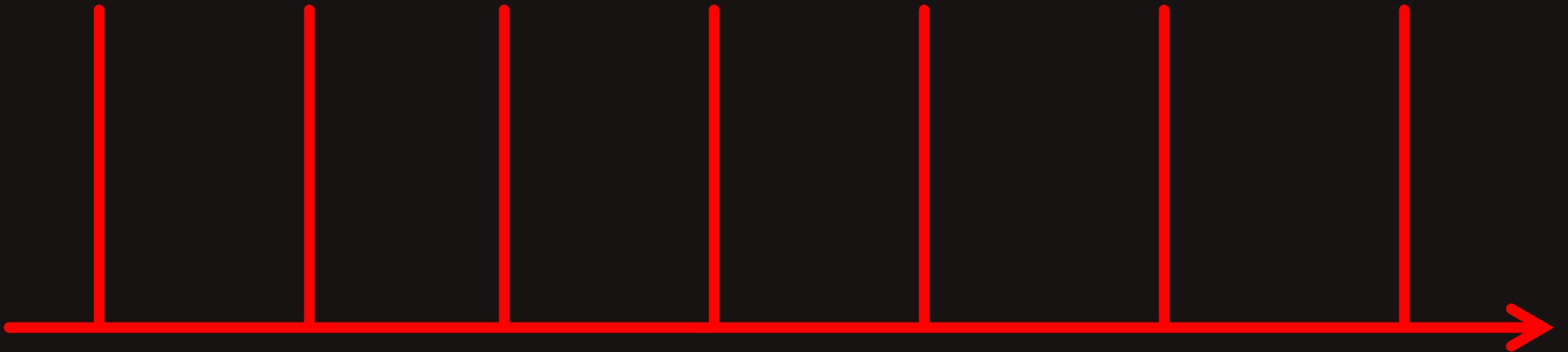
### Cause and effect

thus    hence    as a result    since    until    as long as  
in the course of things    whenever    inevitably    depending upon

### Contrast

alternatively    on the other hand    but    yet    however    despite  
this    although    apart from    as for    as far as

# Writing to Recount: Structure Scaffold



# Writing to Inform: Non-chronological Report

## Information text (non-chronological report)

- Used to organise and record factual information
- Headings and subheadings used to sort information clearly
- Tables, diagrams, illustrations add information and break up the text
- Presentational devices (e.g. different fonts/sizes, bullet points, boxes) used to guide readers through the text
- A general statement at the start (e.g. Snakes are reptiles), followed by more specific information in sections (e.g. appearance, diet, habitat)
- Clear, factual style which does not include the writer's opinions or feelings
- Use of the third person (he, she, it, they)
- Use of present tense (e.g. Snakes are covered in scales; a snake's diet consists of..)
- Use of both passive and active voice to avoid repeating it or they (e.g. they rear their young; the young are reared ... it rains between April and June; rain falls between...)
- Sentences tend to be short, for clarity and conciseness
- Connectives emphasise quantity, cause and effect, comparison or contrast
- Technical and specialist vocabulary is used (e.g. friction, habitat, gestation period)
- The writing uses mostly nouns and verbs to create the factual tone

## Information text: helpful connectives

### Note:

- Information texts are held together by subheadings and/or clear topic sentences at the start of paragraphs that signal the subject and these frequently start with a noun, followed by a verb or qualifying adjective + noun + verb
  - Acids are very common substances.
  - Strong acids are....
  - Weak acids can be found in...

However, the following connectives can be helpful in joining ideas between and within sentences and to signal a new paragraph:

### Cause and effect

consequently    as a result    because    as    therefore  
since    until    whenever    depending upon    eventually

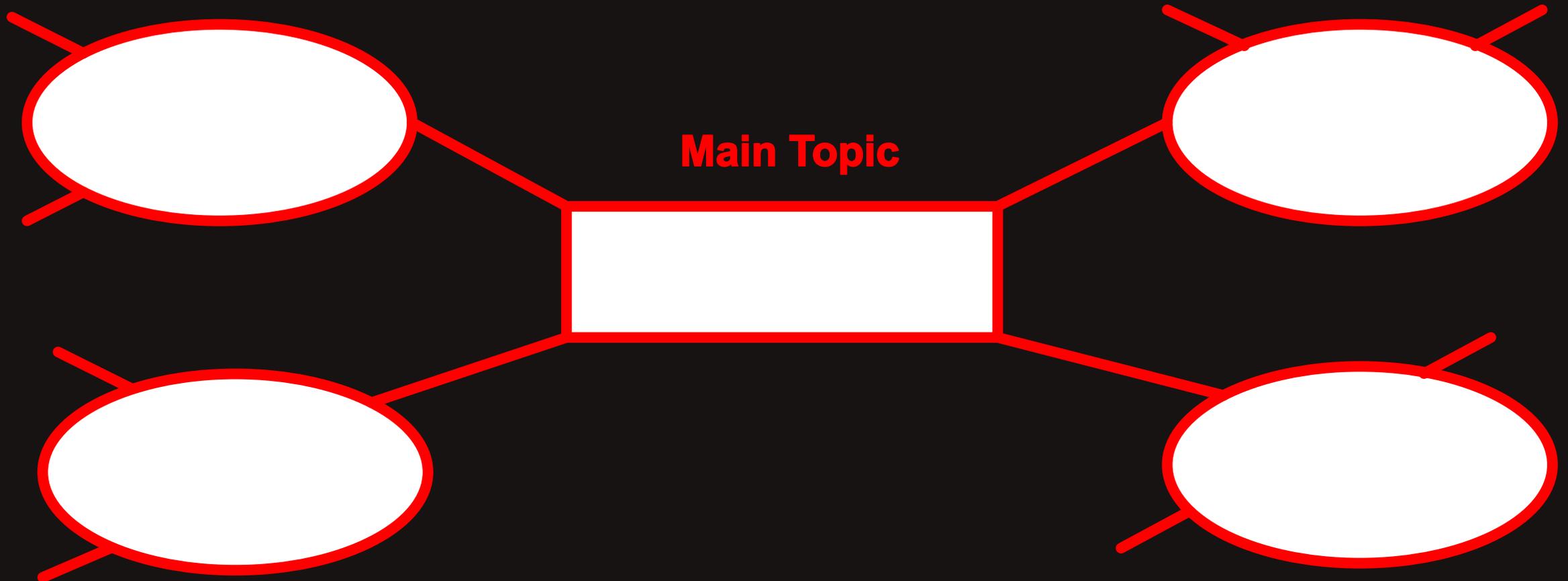
### Comparison

equally    similarly    compared with    in the same way

### Contrast

but    however    alternatively    the opposite  
instead    apart from    in contrast    yet    nevertheless

# Writing to Inform: Structure Scaffold



# Writing to Explain

## Explanation – Writing to Explain

- Used to give reasons for a phenomenon, problem, situation or issue
- The title may be a question (e.g. How are sedimentary rocks formed? Why does smoking endanger health? What is global warming?)
- The issue is raised at the start and is often summed up at the end
- Paragraphs used to introduce different reasons or show different steps in a process
- May use diagrams, maps, charts etc.
- Use of the third person (he, she, it, they)
- Use of present tense unless referring to finished action in past (e.g. global warming refers to...the term was first used...)
- Mostly use of active voice but passive voice can be used to make text sound more formal or for variety or when it is not important to know who did what (e.g. Scientists believe that smoking harms health/It is widely believed that...; the Government has considered increasing the number of wind farms/proposals have been made to increase the number of wind farms...)
- Connectives show time sequence, cause and effect, additional information, comparison
- Use of specialised and precise vocabulary (e.g. sediments, compression, particles)
- Impersonal, factual, plain writing to ensure the explanation is clear and concise

## Explanations: helpful connectives

### Note:

- Many text book explanations will be organised into short sections of writing, often in text boxes, in different colours, or written around maps, photographs and illustrations.
- There may well be a glossary at the end of the chapter or at the bottom of the page to explain technical/specialist vocabulary.

If you are reading – or writing – an explanation that consists of several paragraphs, the following connectives can be helpful in joining ideas within and between sentences and to signal the start of a new paragraph:

### Sequence

in the first place      secondly      next      gradually      over time  
when      while      until      meanwhile      eventually      finally

### Cause and effect

consequently      as a result      because      therefore      since  
effectively      depending upon      in the same way      so      so that

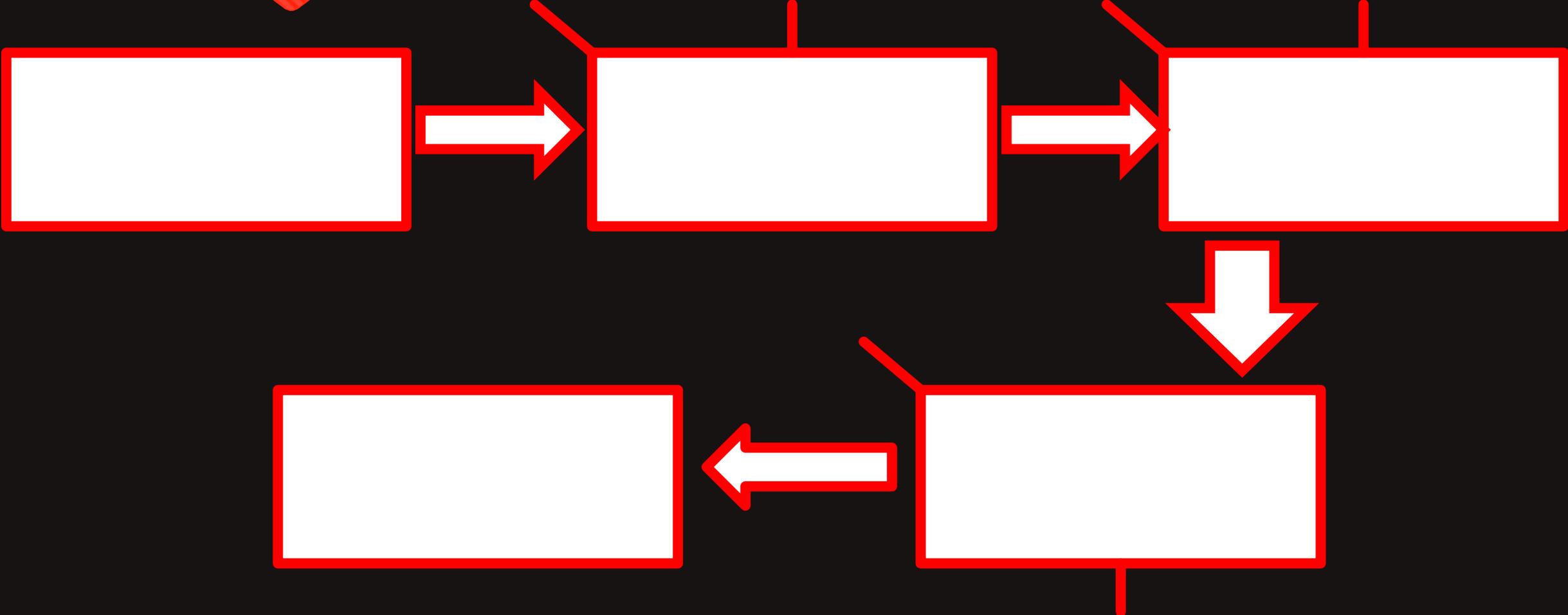
### Contrast and comparison

on the other hand      alternatively      however      compared with  
in contrast      although      whereas      otherwise      but

### Addition

and      too      as well as      furthermore      also      again      moreover  
in addition      another      what is more      the following

# Writing to Explain: Structure Scaffold



# Writing to Instruct

## Instructions – Writing to Instruct

- Used to outline how to do something
- The title may state the purpose of the instructions (e.g. Make a Kite; How to get started on a skateboard)
- Use of bullet points, numbers, letters, headings and subheadings to make sequence of actions clearer
- May include list of equipment or materials and illustrations or diagrams that are clearly labelled
- Text starts with a statement of what is to be achieved and is organised in order of the steps to be completed (chronological order)
- Use of the second person (you)
- Use of imperative verbs which give orders (e.g. place the glued edges together; cut 2 cms. of string)
- Use of the active voice to address the reader and make it clear who does what (e.g. fold the paper in half, not the paper is folded in half)
- Use of the present tense (e.g. when the glue is applied)
- Use of short sentences which are clear and to the point, missing out unnecessary words. Instructions often use one sentence for each step
- Connectives show time sequence/chronology
- Use of plain vocabulary to ensure reader can follow instructions
- Technical terms explained through diagrams or in a glossary

## Instructions: helpful connectives

### Note:

- Instructions depend on the clarity of the language used and the order in which the information is sequenced.
- Bold fonts, numbers, bullet points, diagrams etc. are used to hold the text together and to make each step of the instructions clear.
- Each step will often start with an imperative verb, followed by a noun:
  - *Slice the onion into thin rings. Bend cane to desired shape,*
  - *then tie securely with thread (see diagram).*
  - *Wait until paint is dry before applying varnish.*
- When you write instructions, you need to know who the audience for them will be and what they might already know about the subject, so that you can decide how much technical language to use and what kind of diagrams to include.

For instructions, the following connectives can be helpful in joining ideas:

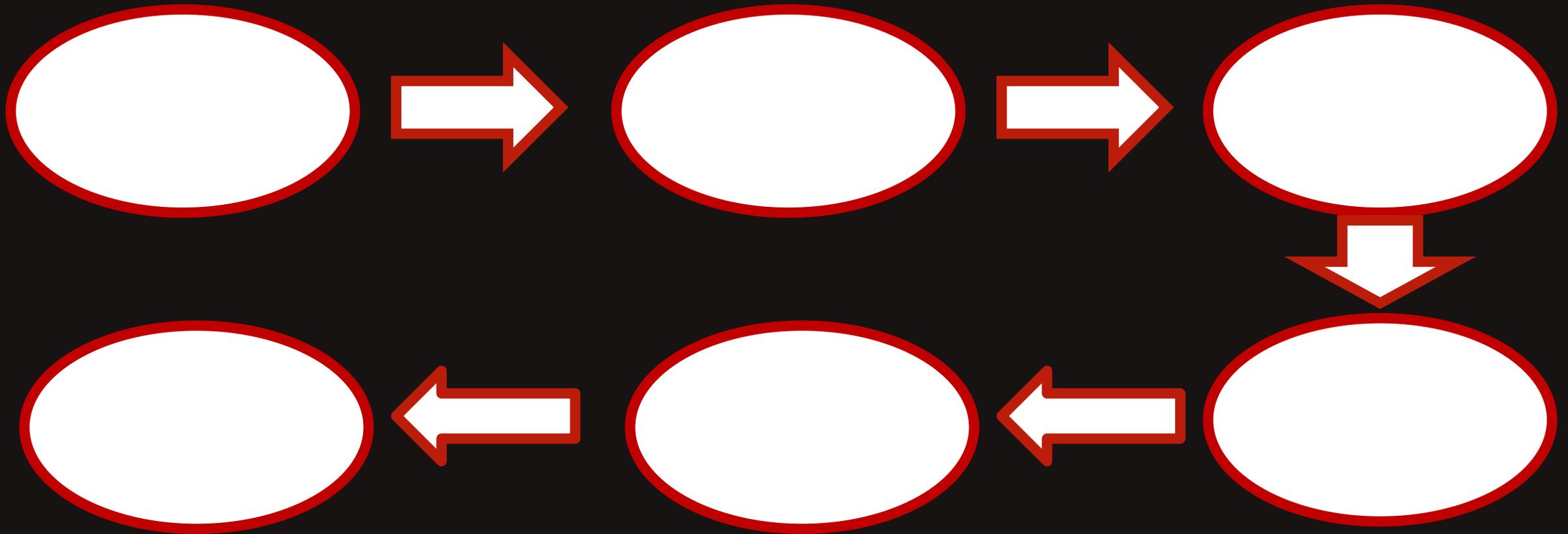
### Sequencing

first(ly)	second(ly)	to start with	then	next	after
meanwhile	once	when	while	before	later
earlier	previously	following	finally	lastly	if

### Addition

and	too	also	and then	again	as well as together
	with		too	the following	

# Writing to Instruct: Structure Scaffold



# Writing to Persuade

## Persuasion – Writing to Persuade

- Used to argue the case for a point of view and to convince the reader to follow advice or take action
- Persuasive writing includes leaflets, advertisements, holiday brochures, biased newspaper articles or editorials, magazine articles and essays
- May use bold and varied font styles, illustrations, photographs to gain attention
- Longer persuasive texts use opening statement to put forward argument or viewpoint; paragraphs used to develop argument with reasons/evidence; conclusion sums up writer's opinions
- Use of the first person (I, we), second person (you) or third person (he, she, it, they)
- Mostly use of present tense (e.g. lack of sleep means that the body and brain do not work properly) and future tense to express possibilities or consequences (e.g. without proper sleep you will be too tired to learn)
- Use of active voice with passive voice used for variety or to sound more formal (e.g RSPCA inspectors investigate thousands of cases of cruelty every year...every year, thousands of cases of cruelty are investigated)
- Mixture of long and short sentences, with short ones used for dramatic impact and to summarise
- Connectives used to emphasise points and to show logic in arguments Use of emotive language to gain reaction from reader
- Use of "special effects" to reinforce points, such as humour, questions to reader, repetition, alliteration, shock tactics

## Persuasion: helpful connectives

### Note:

- Advertisements use persuasive language in distinctive ways which may include: using words which have more than one meaning; invented words and "wrong" spellings; words chosen for how they sound; use of memorable slogans and catch phrases which are not always complete sentences. Adjectives and adverbs are important for creating impact.
- In longer persuasive texts, such as an essay or letter expressing a point of view, the following connectives can be helpful in joining ideas between and within sentences and between paragraphs:

### Emphasis

above all    especially    in particular    indeed    in fact  
significantly    specifically    more important(ly)    notably  
of course    surely    naturally    obviously    (un)fortunately  
because    as a result    therefore    admittedly    undoubtedly

### Sequencing

first(ly)    second(ly)    to start with    then    next    after    meanwhile  
once    when    while    before    later  
earlier    previously    following    finally    lastly    if

### Illustration

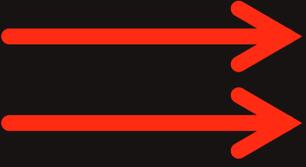
for example    for instance    such as    in other words  
as shown/revealed by    to show that    except for    unless

### Summary

finally    in conclusion    to summarise    in the end    overall

# Writing to Persuade: Structure Scaffold

Paragraph topics



# Writing to Discuss

## Discursive writing – Writing to Discuss

- Used to present arguments and information from differing viewpoints
- The title may be a question (e.g. should human cloning be made legal?) or use the word “discuss” to signal a need for balanced arguments (e.g. Discuss the issues raised by genetic engineering)
- Starts with statement of the issue; organised into arguments for and arguments against; conclusion makes writer’s viewpoint clear
- Each paragraph starts with clear topic sentence stating argument and then uses supporting evidence/examples/facts to develop the argument
- Use of the third person to sound more formal (he, she, it, they, one) and first person (I, we) to stress personal views
- Use of present tense (e.g. It is clear that...Developers claim that forests are a renewable resource)
- Mostly active voice to make it clear who did what (e.g. Conservationists argue that we must stop destroying rainforests) but passive voice used for general statements (e.g. It has been argued that global warming is caused by..)
- Use of long and short sentences for variety and emphasis
- Rhetorical questions can be used for dramatic effect and to involve the reader (e.g. But is it right that..? Who would disagree that..?)
- Connectives emphasise argument/viewpoint and counter-argument/alternative viewpoint Words used precisely when facts being presented and chosen for emotive impact to stress opinions
- Powerful adjectives, verbs and adverbs used to strengthen opinion

## Discursive writing

### Note:

- There are several different ways of organising paragraphs in discursive writing and the commonest models are:
- Statement of issue + all arguments in favour + all arguments against + personal conclusion
- Statement of issue + argument + counter argument + argument + counter argument etc. + conclusion

The following connectives can be helpful in joining ideas between and within sentences and to signal the start of a paragraph:

### Cause and effect

as a result because consequently/as a consequence therefore depending upon whenever since as long as inevitably

### Contrast and comparison

equally similarly compared with in contrast however alternatively despite this instead whereas otherwise nevertheless moreover on the contrary although apart from for all that it is doubtful all the same yet

### Summary

finally in conclusion to summarise in the end overall ultimately after all on the whole throughout in short

# Writing to Discuss: Structure Scaffold



# Writing to Analyse

## Analysis – Writing to Analyse

- Used to give a detailed response to a topic or question, using evidence from different sources
- Title often invites discussion (e.g. Why did the Normans win the Battle of Hastings? How is the theme of nature presented in these poems?)
- In a formal essay, a series of points is made, each paragraph starting with a clear topic sentence, and the rest of the paragraph used to provide evidence and to comment on it
- Use of quotations from text sources to provide evidence
- Use of third person (he, she, it, they, one); first person may be used when giving personal opinion, especially to sum up
- Use of present tense for evidence that is current (e.g. analysis of a poem or short story) or past tense when referring to historical evidence (e.g. Sherlock Holmes is portrayed as...The castles were strongly fortified)
- Mostly use of active voice; passive voice used when it is not important to know who did what or to sound more formal (e.g. Henry strongly fortified the castles; the castles were strongly fortified)
- Use of long and short sentences to show complex and simple ideas and to give variety
- Connectives emphasise contrasting views or evidence, cause and effect and the use of evidence
- Use of subject-specific vocabulary which helps analyse and discuss concisely (e.g. in analysing literature: theme, characters, rhythm etc.; in art: texture, composition, perspective etc.)
- Use of adjectives which make judgements and give opinions (e.g. amusing, effective, striking, realistic, convincing etc.)

## Analysis: helpful connectives

### Note:

- Writing that analyses a topic or question is held together by clear, direct topic sentences at the start of paragraphs and supporting evidence which is used to expand the point.
- It's helpful to think of a PEEL structure for each paragraph: point, example, explanation, link (back to question). You can also think of this as a burger: the "filling" is the evidence and it's held in place by a top layer of argument and a bottom layer of comment/evaluation of the evidence.

The following connectives can be helpful in joining ideas between and within sentences and to signal the start of a paragraph:

### Contrast and comparison

but	however	nevertheless	notwithstanding	yet	
still	instead	whereas	apart from	otherwise	
although	though	similarly	also	as for	equally

### Cause and effect

consequently	because	as a result	therefore	indeed
in fact	effectively	accordingly	of course	eventually

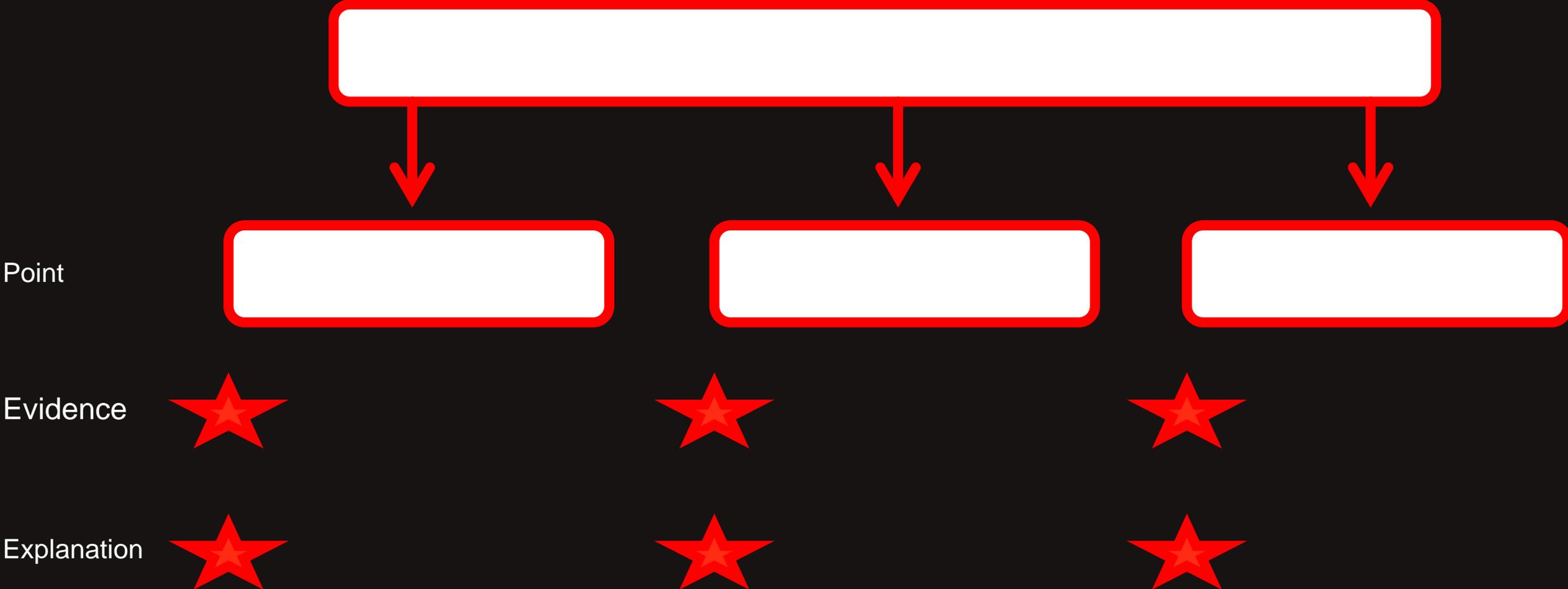
### Illustration

this shows/suggests/tells us/reveals/gives the impression/portrays  
it would appear/ seems likely one might consider/infer/conclude

### Summary

finally	in conclusion	to summarise	in the end	overall
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# Writing to Analyse: Structure Scaffold



# Writing to Evaluate

## Evaluation (including self-evaluation)

- Used to record the strengths and weaknesses of a product or a performance, or to assess how well learning targets have been met
- The title may ask a question (e.g. How well did your construction work? How well are you progressing in this subject?)
- Can be organised in the form of a list (e.g. list of strengths, list of weaknesses, targets and next steps). May use bullet points, numbers or letters, boxed text
- Subheadings can be used to organise the evaluation (e.g. the materials used; design ideas; production costs; testing the product)
- Use of the first person (I, we)
- Use of past tense to evaluate performance (e.g. At first I had difficulty painting the mould)
- Use of present tense to evaluate what is now known (e.g. I am pleased with my badge because of the way the nose on the clown's face lights up)
- Use of future tense to set targets or describe changes (e.g. Another time I would include a switch that can be turned off when the badge is not in use)
- Use of active voice to show who did what (e.g. I cut the copper track too short not The copper track was cut too short)
- Connectives used to introduce examples and to stress cause and effect
- Use of technical vocabulary connected with the subject
- Verbs used to make evaluations (e.g. we all felt that ... I realised that...some people in the group thought that...)
- Modal verbs used to express possibilities (e.g. it might have helped if...we could have...I should have...I will...I need to...)

## Evaluation: helpful connectives

### Note:

- Different subjects often have a writing frame that will help you to organise your evaluation.
- It's important in this kind of writing that you are honest and precise about what you've achieved and what you need to do next, so that you can use your evaluation as constructive criticism.

The following connectives can be helpful in joining ideas between and within sentences and to signal the start of a paragraph or section:

### Illustration

this meant that      this showed that      for example      for instance  
it became clear that      thus  
it seems likely      possibly      such as      in the case of

### Cause and effect

because      as      since      as a result of      as a result      so  
in order to      so that      consequently      therefore      depending  
upon      as long as      accordingly      eventually

### Summary

finally      in conclusion      to summarise      in the end      overall

# Writing to Evaluate: Structure Scaffold

[Blank box for topic or thesis statement]

+

[Blank box for positive evidence]

-

[Blank box for negative evidence]

**Conclusion/Targets**

[Blank box for conclusion or targets]