Introduction

National Curriculum English documents (DfEE 1990; DfEE 1995) have made it clear that children should undertake a wide range of different types of writing and that they should be “helped to plan and produce these types of writing” – descriptions, explanations, opinions, etc. – by being given purposeful opportunities to write their own. In spite of the many changes to the English orders over the last few years, the emphasis on non-fiction writing remains a recurrent theme.

The Exeter Extending Literacy project attempted to address this issue by developing ‘writing frames’ which would act as a kind of scaffolding through-out the country in primary and lower secondary years and across the full range of abilities, including children with special needs.

This publication sets out to:
■ explain the history and purposes of writing frames
■ outline the characteristics of six different non-fiction genres – recount, report, explanation, procedure, persuasion and discussion
■ give examples of how writing frames scaffold children’s writing in each of these genres
■ offer blank templates (see pages 16–39) which can be used in a range of situations.

We would like to thank the many teachers and children throughout the country who have trialled writing frames in their classrooms. Their insights, expertise, suggestions and critical support have been invaluable.

We would particularly like to thank the following Devon teachers who were all members of our Genre Group and gave freely of their time, their ideas and their classroom experience:
- Carolyn Ballard
  Bishopsteignton Primary School
- Margaret Birch
  Manor Primary School
- Andrea Bradshaw
  Bere Alston County Primary School
- Caroline Cox
  Stoke Hill First
- Rosie Culverhouse
  Tavistock Community College
- David Edwards
  Cheriton Bishop Primary School
- Jan Marshall
  Horrabridge County Primary School
- Patricia Rospigliosi
  Learning support teacher
  West Devon
- Chris Stratton
  Alphington Combined School

(1) ‘Pupils should be able to . . . produce a range of types of non-chronological writing.’

English in the national curriculum (DfEE 1990: 423, level 3)

‘Pupils should . . . be taught to write in a range of forms, incorporating some of the different characteristics of these forms.’

Key stages 1 and 2 of the national curriculum (DfEE 1995: 9)
Writing frames
Non-fiction writing is generally felt to be more problematic for children than more familiar narrative texts because of linguistic features such as the use of specialist vocabulary, structures and connectives. Consequently, they need more support to produce their own non-fiction writing.

Genre analysis undertaken by Australian researchers offers an exciting way forward. Six main genres will be considered in this publication – recount, report, procedure, explanation, persuasion and discussion. Analysis of the typical structure of these different genres has helped to shape the writing frames developed as part of the EXEL project.

Writing frames are templates consisting of starters, connectives and sentence modifiers which offer children a structure for communicating what they want to say. They help by:
- giving experience of a range of generic structures
- providing the cohesive links which allow children to maintain the sense of what they are writing
- offering a varied vocabulary of connectives and sentence beginnings which allow children to go beyond the familiar... and then…

This model arises from Vygotsky’s (1978) ideas on how children learn in collaboration with experts – parents or teachers. At first they are spectators and most of the cognitive work is done by the expert. As they grow in experience and capability, the expert passes over greater and greater responsibility but still acts as a guide, assisting the child at problematic points. Eventually, the child assumes full responsibility for the task with the expert still present in the role of a supportive audience.

This model makes good theoretical sense but can be a little difficult to apply in a busy, over-populated classroom where children are often expected to move into independent writing before they are really ready. A ‘scaffolded phase’ is clearly needed to span joint and independent activity, where children are offered strategies to aid writing which they can use without an adult necessarily being alongside them. Writing frames are one such strategy. They act both as a way of increasing a child’s experience of a particular type of non-fiction writing and as a substitute for teacher intervention.

How to use the frames
Use of the frame should always begin with discussion and teacher modelling before moving on to joint construction (teacher plus child/children) and then independent writing supported by the frame. This pattern of teaching is vital, for it not only models the generic form and teaches the words that signal connections and transitions, but also provides opportunities for developing children’s thinking and oral language. Some children, and especially those with learning difficulties, may need many oral sessions and sessions where the teacher acts as a scribe before they attempt their own writing.

‘Big’ versions of the frames can be used in the teacher modelling and joint construction phases. It is important that both child and teacher understand that the frame should be used as a support for drafting – words may be crossed out or changed, extra sentences may be added and surplus starters crossed out. The frame should not be treated as a strait-jacket.

When to use the frames
Writing in a range of genres is most effective if it is located in meaningful experiences. For this reason, the frames should always be used as part of class topic work rather than in isolated study skills lessons. Much primary school teaching is still largely based on this model of curriculum planning and we would argue very strongly for its potential effectiveness. The frame itself never offers a purpose for writing.

When children do have a reason for writing, there are several situations where you may decide it is appropriate to offer a frame:
- when they first attempt independent writing in an unfamiliar genre...
when they appear stuck in a particular mode of writing, eg constantly using ‘and then’ .... ‘and then’
when they wander between genres in a way that demonstrates a lack of understanding, eg procedural texts such as recipes may start in a second person or instructional mode (‘First you beat the egg’) but then shift into a recount (‘Next I stirred in the flour’). Mixing genres can, of course, be a deliberate and creative decision, and we must take care to differentiate between those occasions when children purposely move between genres and those where different genres are confused
when they have written something in one genre which would be more appropriate in another genre, eg reporting an experiment as a personal recount.

In all of these situations it is important to stress that writing frames are just one of a range of strategies and writing experiences which teachers would offer children.

Using the frames with a range of writers
The frames are helpful for children of all ages and abilities from ks 1 to ks 3. However, they are particularly useful with children of average writing ability and with those who find writing difficult.

Children already confident and fluent in a particular genre clearly need no further scaffolding in that genre. However, writing frames can be used to extend their experience to other genres. While teachers sometimes note an initial dip in the quality of the writing, the new genre and its language features are often added to the repertoires of confident writers after only one or two uses of a frame.

Moving from frame to independent writing
As children become familiar with a frame, they should be encouraged to make additions or deletions. For example, Robert (aged 9) had more to say than the frame allowed and so he continued to add to it (see figure 2). It is noticeable that he continues to use appropriate connectives and maintains the textual cohesion. The initial scaffolding has begun to give way to independent usage. This indicates he is probably ready to move to the independent phase. The length of time that children feel the need to use a frame will, of course, vary from individual to individual.

Later, as children begin to show evidence of independent usage, they can consult copies of the frames placed in a box of help cards in the writing area. This form of support also encourages them to start making independent decisions about their own learning.

Remember
- use of the frame should always take the following sequence
• discussion and teacher modelling
• joint construction (teacher plus child/group)
• independent writing supported by the frame
- not all the children in a class will need to use a writing frame
- writing frames should only be used when children have a purpose for writing
- children should be encouraged to cross out, amend and add to the frame as suits them
- frames are only a small part of the varied and rich writing experiences we offer children
- generic structures are not rigid, unchangeable forms
- the frames in this book are starting points which teachers can develop for their own unique classroom contexts and purposes.
Recounts usually consist of:

- **orientation**: a ‘scene setting’ opening, e.g. I went on a visit to the museum. Our class planted some seeds.
- **events**: a recount of the events as they occurred, e.g. I sat with Sarah on the bus. We put soil in four pots.
- **reorientation**: a closing statement, e.g. When we got back from the trip we wrote about it. The seeds with soil, light and water grew best.

Recounts are often written in the past tense, with events presented in chronological order. They focus on individual participants and use ‘doing/action’ clauses.

Recounts are often the most successful way of introducing the frames: they clearly direct the children’s attention to the topic and, through the use of the personalised sentence structure, make them active participants, using their own voices (see, for example, resource 3). Writing from personal experience is a very important part of children’s writing development.

Most children already write many recounts and are very familiar with this genre. The frames given here may therefore be most useful in offering alternative starters and connectors and encouraging children to write in different ways. Seven alternative recount frames are offered:

- prior knowledge and reaction
- prior knowledge and reaction (visit)
- prior knowledge and revision
- prior knowledge and revision (visit)
- sequential
- enumeration
- enumeration (visit).

These photocopiable frames are on pages 17–23.

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**Figure 3** An example of recount writing produced by a Year 4 child.

Our trip to Easter Museum. On Tuesday the 21st February we went on a school trip to the Easter Museum. First of all we split into two groups. Then my group went upstairs. We talked about different animals. A deep smoker, a dead sheep, bats and a lot of snakes. We saw a tiny kitten, a snake and a fake monkey. It was very big. A monkey had weighed in and it had put on prices. At the end we went downstairs into the Roman section which had been reconstructed floor-by-floor. From the ground we had some oblong wooden drawers. There we each had a coin we could exchange. The girls were more interested in the jewels, the boys were more interested in the重建然后 they wanted to fill the floors. The girls wanted to go to look for a mysterious animal that she remained here. After the floor pattern we found out that it was a breamed goby. Then we were in another museum. In we much later than the first because the sun was setting and we wanted to go home. On the way we saw a fake person. We wanted the images to work. Then over a lorry, a dog and a girl. The security into it, because its face, its chest and its head made with brick and wood. Through the hole they pushed it over the other. Stagger near shop. Then we decided at about 5 o’clock. Then we went home.

On was a great trip. I liked the stories.
Prior knowledge and reaction frame

This frame encourages children to base their accounts on what they have learnt rather than what they did and offers them an alternative structure to a chronological recount. Pupils give their opinion of the information they wish to recount e.g. the most interesting thing I learnt (see Figure 4).

Prior knowledge and revision frame

The prior knowledge plus revision frame helps children to reflect on anything they have discovered which conflicts with or supplements what they already know. Getting children to acknowledge and change their misconceptions is difficult. They will often ignore information that contradicts what they already know. This frame can be used to acknowledge such conflicts or to add further detail to existing knowledge (see Figure 5).

Figure 4: Writing with a prior knowledge and reaction frame by a Year 4 child with specific learning difficulties, after watching a video and group discussion.

| Name | Lee Kid
| Date | Friday 21st May
| Title | Food in the Past

Although I already know that they did not have electricity and there were no lights and no oven then I learnt that they had a fire and that there were no cooks.

I learnt that poor people had flat bread and it was brown bread.

I also learnt that only rich people had meat and bread.

Another fact I learnt was that the food because it was rotten.

| Name | Ann Smith
| Date | Monday 24th May
| Title | Food in the Past

I learnt that there was meat and bread. They put spices on to stop the smell.

Figure 5: Writing produced by a Year 5 child after collecting information from books.

Rabbits Warren

I also learnt that the mad rabbit woman who lived in the countryside. But when I got there she was dead and all the grandchildren had drawn the picture.

I also learnt that the rabbits are dull and they are a bit boring. I now know that the rabbits are dull and they are a bit boring.

I also learnt that we are not allowed to keep rabbits in our house. Also a rabbit is only a rabbit.
Prior knowledge and reaction/revision visit frames

As we can see in figure 6, these frames can transform a ‘bed to bed retelling’ (I got up and had my breakfast... then we ate our sandwiches... then we went back to school...) into a personalised, detailed account of what has been learnt.

Sequential frames

Recounts are usually chronological in order, ie they are told in the time sequence in which they took place. This often means that children adopt an ‘and then, and then, and then’ mode of writing. The sequential frame offers more interesting alternatives. It also offers a logical structure to help those children who find it hard to hold a sequence. In the example of children’s work shown in figure 7 the given frame is underlined.

![Figure 6](image1.jpg)

A trip to the Museum

Although I already knew that they buried their dead in mummy cases I was surprised that the pharaohs stayed on for all these years. I have learnt some new facts. I learnt that the pharaohs had a god called Amon. He was in charge of the god’s Nile and he brought the fish. I also learnt that some times people carried a little chariot. So if you felt a lie and you rubbed the mummies’ tummies it would be ok.

Another fact I learnt was that they put painted scarab beetles on their hair for decoration. However the most interesting thing I learnt was that mummy cows and some times mice as well.

![Figure 7](image2.jpg)

If a chick is to hatch out from a shell

First it must_

Next the water from the shell begins to break our_

Then it breaks out of the egg_

Finally the feathers are yellow_

Now it is a chick

Writing produced using a prior knowledge and reaction (visit) frame by a Year 5 child after a visit to a museum.

An alternative structure to a chronological recount completed by a Year 2 child after previous shared writing experiences using sequential frames.
Enumeration frame
Listing is an early genre familiar for most children. The enumeration frame uses this familiar form to enhance recount writing. Most children find this an easily accessible format. Many teachers also encourage the use of this frame to summarise the end of a term’s work, as we see in Hannah’s recount in Figure 8.

**Figure 8**
Writing produced by a Year 5 child using an enumeration frame to summarise and reflect on her work on the Romans.

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Romans

Hannah Casson

I found the Romans interesting, for several reasons. First, they built in both wood and metal. Also, they made walls with lots of rooms in them. Secondly, the Romans had Roman baths and very clean water. Finally, I thought that way they would not get sick as much. They also got lots of food and grew vegetables. In winter, they had hot baths and food to eat.
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writing frames 7
Report genre frames

Reports describe a range of natural, cultural or social phenomena.

Reports usually consist of:
- an opening, general classification, eg Exeter is a city in Devon, Humans are mammals
- a more technical classification (optional), eg A city holds a Royal Charter, The scientific name is ‘Homo sapiens’
- a description of the phenomenon in question, eg qualities, parts and their function, habits, behaviour or uses. They are usually written in the present tense, are non-chronological, focus on groups of things (generic participants) and use ‘being’ and ‘having’ clauses, as we see in Simon’s report in figure 9.

FIGURE 9
An example of report writing produced by Simon, a Year 6 child.

Our lungs are organs in our body which take the breathing. The lungs are divided into sections called lobes. There are two lobes in the left lung and three lobes in the right lung. Inside each lobe, the lung tubes split and split again, and soon look like this.

Lungs

At the end of the lung is a ‘bubble’ called an alveolus. When we breathe in, the oxygen enters our blood via the alveolus, and when we breathe out, the carbon dioxide leaves our air. The same way when we wake, the lungs get clogged up with hair, so we cannot breathe properly.
Comparison and contrast frames

These are more complex versions of reports. An opening statement introduces the general classification. This is followed by a description of the similarities and differences, eg. Although Exeter and London are both cities, they are different in many ways....

Comparing and contrasting phenomena is a sophisticated skill for which most children require support. Before attempting the frame children will need to use some kind of graphic organiser like the grid provided (see FIGURE 10). This enables them to organise a mass of information before they begin writing. Later, they proceed to use this information in continuous writing. FIGURE 11, for instance, is an example of independent writing after experience of using a comparison frame.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>What I ate</th>
<th>What the Greeks ate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bread</td>
<td>Nothing</td>
<td>Bread and pastries</td>
</tr>
<tr>
<td>Lunch</td>
<td>Pasta and soup</td>
<td>Pasta and soup with a piece of cheese and salad</td>
</tr>
<tr>
<td>Dinner</td>
<td>Fish and chips</td>
<td>Vegetables such as meat and bread</td>
</tr>
<tr>
<td>Snacks</td>
<td>Pomegranite</td>
<td>Pomegranite and fruit</td>
</tr>
<tr>
<td>Drinks</td>
<td>Tangerine and water</td>
<td>Tangerine and water</td>
</tr>
</tbody>
</table>

FIGURE 10
A comparison grid completed by a Year 4 child before using a writing frame.

FIGURE 11
Independent writing by a Year 5 child after previous experience of using a comparison frame. The child first filled in a grid. Note how the structure and language of the frame has been assimilated into her independent writing.

A comparison of a Middle Class Victorian home with a modern home.

Victorian houses differed from modern houses in the way that the Victorian had dimensions suited to them; however, we have electric lights. Inside the Victorian had many rooms. Most of the rooms were dark. The Victorian had fireplaces, because of this, they used to decorate their houses with flower prints and lace. This does not differ much from the modern fashion of decorating kitchens and bathrooms with floral prints. The Victorians also used floral tiles to decorate their homes. The interiors of modern houses are not the same. Victorian houses had high ceilings and modern houses still do. Their walls had stone walls which stopped the furniture from rubbing against the wallpaper. Churches have ornate wooden windows which differ from the windows used in houses.
Explanations usually consist of:
- a general statement to introduce the topic, e.g., A butterfly goes through several stages in its life cycle.
- Computers use a binary number system.
- a series of logical steps explaining how or why something occurs. These steps continue until the final state is produced or the explanation is complete, e.g., A goes through this process to become B, B then goes through this process to become C, etc.

Explanations are often written in the simple present tense, using temporal (then, next, after, etc.) and/or causal conjunctions (because, therefore, etc.), and mainly ‘action’ clauses.

Some explanations contain elements of the sequential genre but are differentiated from simple sequential recounts by the use of causal statements. For an example of explanation, see Figure 12; and for examples of writing with explanation frames, see Figures 13 and 14.

In the photocopiable pages found at the end of this book, a choice of explanation frames is given. The first (page 27) is causal. The other two frames (pages 28-30) not only ask children to explain a phenomenon but also to ascribe value to differing explanations.

Figure 12
An example of explanation writing produced by Bill, a Year 5 child.

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The water cycle

The water cycle is about what happens to water. I want to explain where rain comes from.

1. Begin with the sun shining on the sea and leaves to make water vapour and the water vapour rises up into the sky.
2. When it gets colder, the water vapour condenses back into water. Then it falls as rain.
3. It runs down the hills and under the earth and into the rivers and the sea.
FIGURE 13
An example of writing with an explanation frame produced by a Year 4 child receiving individual language support.

I want to explain why

The Roman army was so powerful.

There are several reasons for this. The chief reason is that they were so skilled.

Another reason is that they brought heavier and better weapons.

A further reason is that they were well armed.

So now you can see why they were so powerful.

FIGURE 14
An example of a writing with an explanation frame produced by a Year 4 child.

I want to explain why

The Tudors are famous because they usually used rivers instead of roads.

There are several reasons for this. The chief reason is that the rivers were long and could be easily defended.

Another reason is that the Tudors were skilled at using the rivers.

A further reason is that the rivers were not easy to cross.

So now you can see why the Tudors used rivers more than the Romans. The rivers were easier to defend.
Procedure genre frames

Procedures or instructions are written to describe how something is done in a series of sequenced steps.

A procedural text usually consists of:
- a statement of what is to be achieved, e.g. How to make a cake
- a list of materials/equipment needed to achieve the goal
- a series of sequenced steps to achieve the goal, e.g. Cream the sugar and butter
- in many cases, a diagram or illustration.

It is usually written in the simple present tense or using imperatives (do this, do that), is chronological, focuses on generalised human agents rather than individuals (first you take rather than first I take), and consists of mainly doing/action clauses. For an example of procedural writing, see Figure 15.

Procedural frames scaffold children’s writing in the more formal register of instructions. The first two procedural frames in the photocopiable section at the end of this book (pages 30‒31) use the same generic structure but offer differing vocabulary and layout.

During the trialling of these frames many children commented on the need for diagrams to clarify their instructions. The third frame (page 32) allows for a more visual approach.

![Figure 15](image-url)

An example of procedural writing produced by Sarah, a Year 5 child.

Object of the game

1. The object of the game is to get to the finish with all the items.

Equipment

1. The game you will need:
   - 1 Die
   - 2-6 counters
   - 15 item cards

How to play

1. Each player chooses a number and the person who throws a 6 goes next.
2. After you have thrown the die move the number spaces it goes on it.
3. If you land on a space that has something, place the item it came on the last blue space
4. If you are not at the start by the time you have got to the finish, keep going, move until you have got there.
5. The game is for 2-6 players.
Persuasion genre frames

Persuasive writing takes many forms from advertising copy to polemical pamphlets. Its purpose is to promote a particular point of view or argument – unlike a discussion paper which considers alternative points of view.

Persuasive writing usually consists of
- the thesis: an opening statement, often in the form of position/preview, e.g. Fox hunting is a cruel and barbaric sport
- the arguments: often in the form of point plus elaboration, e.g. Foxes rarely attack domestic animals. Statistics show...
- reiteration: a summary and restatement of the opening position, e.g. We have seen that... Therefore, all the evidence points unmistakably to the conclusion that fox hunting is clearly cruel and unnecessary.

It is usually written in the simple present tense, focusing mainly on generic human participants and using mostly logical rather than temporal conjunctions. For an example of persuasive writing see figure 16, for an example of writing produced with a persuasive frame see figure 17.

As with all the frames in this publication, discussion, teacher modelling and joint construction of texts are vital first stages. Many children will find some kind of preliminary organising of their main arguments such as the ‘protest posters’ frame (see page 33) a helpful first stage in recording their ideas and information.

**Figure 16** An example of persuasive writing produced by James, a Year 5 child.

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**Figure 17** Writing produced by a Year 7 child using a persuasion frame.

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**Writing frames**

[Page 13]
## Discussion genre frames

Discussion papers are written to present arguments and information from differing viewpoints.

They usually consist of:
- a statement of the issue plus preview of the main arguments, e.g., *Our school is trying to decide whether to have a uniform. Some people think it would improve the school whilst others think it is unnecessary.*
- arguments for plus supporting evidence, e.g., *Most of the local schools already have a uniform and most of the children look very smart.*
- arguments against plus supporting evidence, e.g., *Most of the pupils feel very strongly that not wearing uniforms allows them to feel more individual and grown-up. (The order of arguments for and against can, of course, be reversed).*
- recommendation given as a summary and conclusion, e.g., *One group wants to unify the school whilst the other group claims freedom of choice…. I think….*

They are usually written in the simple present tense using generic human, or non-human participants, rather than personal pronouns (except in the conclusion) and use logical conjunctions (therefore, because, etc). An example of discussion writing can be seen in **Figure 18** opposite.

Children are increasingly expected to use this genre as they progress through the education system. Although the weighing of arguments backed by evidence before reaching a conclusion is used in secondary and higher education for the writing of academic essays, younger pupils often have very little experience of this genre.

Writing discussion papers can be a natural extension of the debate which is a feature of primary classrooms. A preliminary framework (see **Figure 19**) should be used after or alongside discussion. This can then be further refined into a completed piece of writing (for, instance, **Figure 20**).

Teachers can make their own giant versions on sugar paper or use an *oppos* for the initial teacher modelling/joint construction phase. Gathering the information and organising it is a vital step before writing. Some teachers may feel that the preliminary framework itself is sufficient scaffold for further writing. Others may wish to use a discussion frame.
Our class have been debating whether football should only be allowed to be played in the school playground on Mondays, Wednesdays and Fridays because our playground is quite small in the winter when we can’t use the field.

The people who don’t like playing football say it is unfair that football takes up a lot of space in the playground. They say they cannot walk around because they get bumped into and hit with the ball. They also say it is scary for little kids.

The footballers say that most people like playing so they should be allowed to. And if they cannot practice the school team will get worse and we won’t win any games. Also they will not enjoy school if they cannot play with their friends.

I think that football should be allowed everyday because most people like it and it is good fun.
Photocopiable writing frames

Recount genre frames 15-23
Report genre frames 24-26
Explanation genre frames 27-29
Procedure genre frames 30-32
Persuasion genre frames 33-36
Discussion genre frames 37-39
I also learnt that

Another fact I learnt

However the most interesting thing I learnt was

Although I already knew that

I have learnt some new facts. I learnt that

I also learnt that
Although I already knew that I have learnt some new facts from our trip to ………………………………….

I learnt that

Another fact I learnt

However the most interesting thing I learnt was

I also learnt that
Recount genre

Before I began this topic I thought that

But when I read about it I found out that

I also learnt that

Furthermore I learnt that

Finally I learnt that
Recount genre

Before I went on the visit to…………………………………… I thought that

But when I got there I found out that

I also learnt that

Another thing I learnt was that

Finally I learnt that
Recount genre

To begin with

Next

Then

After that

Finally

Now
Recount genre

I found …………………………………………… interesting for several reasons.

I discovered that …………………………………………………

As you can see ……………………………………………………

I also learnt ………………………………………………………

It was interesting that ……………………………………………

Finally ……………………………………………………………

As you can see …………………………………………………...
I found our visit to …………………………………………… interesting for several reasons. I discovered that I also learnt it was interesting that.
What to do

- Write the names of the objects being compared/contrasted in boxes A and B below - for example A: My house, B: Victorian house.
- List the characteristics being studied in the boxes in the left hand column - for example heating, lighting, cooking facilities, building materials.
- Use the grid to record information before writing a report.

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Title</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>characteristics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Although ……………………………… and ……………………………… are different ……………………………… they are alike in some interesting ways. For example they both ………………………………

They are also similar in ………………………………

The ……………………………… is the same as ………………………………

The ……………………………… resembles ………………………………

Finally they both ………………………………
Although ………………………………… and ……………………………… are both ……………………………………… they are different in many ways. The ………………………………… has ………………………………… whilst ………………………………………… has …………………………………………

They are also different in that

Another way in which they differ is

Finally
Explanation genre

I want to explain how

To begin with/It starts by

And this makes/means/changes

After that

And as a result

Next

Then

The final result is that the
There are differing explanations as to why/how/what/when.

One explanation is that...

The evidence for this is...

An alternative explanation is...

This explanation is based on...

Of the alternative explanations, I think the most likely is...
I want to explain why

There are several reasons for this. The chief reason is

Another reason is

A further reason is

So now you can see why
Procedure genre

How to

You will need

The stages:

1. First you
2. Then you
3. Next
4.  
5.  
6.  

PROCEDURE
Procedure genre

- Goal
- Equipment and materials required
- Action plan

Use the box below to explain each stage – eg: 1. First you… 2. Then… 3. … 4. …

Evaluation: How far has the goal been achieved? Any further action to be taken?
Write statements in the 'protest posters' to support your point of view.
Although not everybody would agree, I want to argue that I have several reasons for arguing for this point of view. My first reason is a further reason is. Furthermore, although some people might argue that I think I have shown that.
These facts/arguments/ideas show that
Moreover
Another reason is
I think that
so
because
The reasons for my thinking this are, firstly
because
I would like to persuade you that

There are several points I want to make to support my point of view. Firstly

These words and phrases might help you:
- because
- therefore
- you can see
- a supporting argument
- this shows that
- another piece of evidence is
The issue we are discussing is whether

Make notes in the boxes below listing the arguments for and against.
- Remember notes are just brief outlines. They don't have to be in sentences.

Arguments for

Arguments against

My conclusion, based on the evidence, is

Now use these notes to help you write a discussion paper on this issue
Some people think that

because

They argue that

Another group who agree with this point of view are

They say that

On the other hand disagree with the idea that

They claim that

They also say

My opinion is

because
There is a lot of discussion about whether the people who agree with this idea, such as ……………………………… claim that. They also argue that ………………………………… believe that. A further point they make is …………………………………. There are also strong arguments against this point of view. They say that …………………………………. Furthermore they claim that …………………………………. After looking at the different points of view and the evidence for them I think because ………………………………….
writing frames

scaffolding children's non-fiction writing in a range of genres

Maureen Lewis and David Wray