Lancashire Primary Strategy: Literacy

Writing Prompts and Targets to Support Independent Writing
Target Statements for Writing

Colour Key

Phonics and spelling

Handwriting

Style – Language effects

Style – Sentence construction

Punctuation

Purpose and organisation

Process

![Target Image](image-url)
The Reception Writer 'I can . . .'

- Begin to use story language such as 'Once upon a time'.
- Retell a story or recount.
- Begin to write simple stories and recounts.
- Begin to use capital letters and full stops in sentences.
- Begin to spell new words using phonemes.
- Spell words for YR from list 1 in the NLS framework.
- Spell CVC words.
- Dictate a simple sentence.
- Begin to write simple sentences.
- Write my name using a capital letter.
- Begin to spell new words using phonemes.
- Dictate and invent my own stories.
- Think about what to write before I write it.
- Write letters using the right movements.
- Make sure that my writing makes sense.
- Spell CVC words.
The Year 1 Writer
'I can . . .'

- Collect ideas from my own experience to use in my writing.
- Begin to use the right language for the text-type.
- Use language I found in my reading in my writing.
- Write ideas and stories that make sense.
- Begin to use the right language for the text-type.
- Write stories with a beginning, middle and an end.
- Form my lower case letters correctly so that they will be easy to join later.
- Spell words with two consonants next to each other e.g. drift.
- Spell the 50 words in list 1 of the NLS framework.
- Spell new words using what I know about phonics and graphics.
- Spell the main long vowel phonemes.
- Spell new words using what I know about phonics and graphics.
- Say my sentences before writing them down.
- Label information clearly.
- Use ideas from my reading in my writing.
- Write simple instructions in the right order.
- Write a story, joining up the events with words other than 'and.'
- Use capital letters and full stops to punctuate a simple sentence.
- Write simple sentences on my own.
- Write questions and sentences at the right times.
- Write ideas and stories that make sense.
- Read my sentences to make sure they make sense.
- Form my lower case letters correctly so that they will be easy to join later.
- Use capital letters and full stops to punctuate a simple sentence.
- Start to use question marks.
The Year 2 Writer ‘I can . . .’

- Write a story or a recount using connectives to signal time passing.
- Begin to use commas in a list.
- Use capital letters, full stops and question marks in my sentences.
- Use sentences in my reading as models for my writing.
- Begin to use conjunctions to write compound sentences.
- Use capital letters, full stops and question marks in my sentences.
- Use prepositions.
- Say my sentences and improve them before writing them down.
- Write simple sentences using some prepositions.
- Use two syllable words including some with prefixes and suffixes.
- Use the four basic handwriting joins in my writing.
- Use notes and jottings to plan my writing.
- Make sure my writing suits the text-type e.g. non-chronological reports.
- Keep to first person or third person.
- Write a story or a recount using connectives to signal time passing.
- Write a story that has settings, plot and characters all written in story language.
- Use detail in my writing to interest the reader.
- Choose the best words for my writing.
- Use notes and jottings to plan my writing.
- Spell all the words for Y1 and Y2 on List 1 in the NLS.
- Spell verbs that end in ‘ed’.
- Spell two syllable words including some with prefixes and suffixes.
- Spell verbs that end in ‘ed’.
- Spell all the words for Y1 and Y2 on List 1 in the NLS.
The Year 3 Writer
'I can . . .'

- I can . . . use speech marks to show when someone is speaking.
- I can . . . use full stops, capital letters, question and exclamation marks.
- I can . . . use a variety of different sentence starters.
- I can . . . use if, so, while, though, since to write more complex sentences.
- I can . . . use 1st or 3rd person without mixing them up.
- I can . . . use specific nouns; e.g., poodle rather than dog.
- I can . . . use the right terms for each text type.
- I can . . . use commas to separate items in a list.
- I can . . . use joined handwriting keeping the letters and the spaces the same size.
- I can . . . use a variety of time connectives.
- I can . . . use interest verbs and adjectives.
- I can . . . use non-fiction structures.
- I can . . . use a variety of sentence starters.
- I can . . . begin to use non-fiction structures.
- I can . . . plan my writing using different methods.
- I can . . . use joined handwriting keeping the letters and the spaces the same size.
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The Year 5 Writer

'I can . . .'

... spell Y5, List 2 words and use the apostrophe correctly

... spell words with complex suffixes - circum-, ir-, im-, -tion -cian

... use well chosen words and phrases

... use the right language features for different text-types.

... use settings to create and reflect mood

... apply non-fiction features when I write in other subjects

... develop characters through description, action, behaviour,

... use humour, detail, suspense, viewpoint to interest the reader

... write complex sentences using a wide range of subordinate clauses to add information, give reasons and explain

... change word order to create interest, be more precise, make my writing clear and brief

... improve my writing when I have finished.

... punctuate ¾ of sentences correctly: for effect, separating items in a list, demarcating clauses, speech, apostrophes for omission and possession

... add detail to the basic structures of non-fiction text-types to make my writing more effective

... make sure my nouns and verbs agree

... use paragraphs

... use connectives to signal time, cause and logic

... collect ideas for writing in a journal

... use direct and reported speech

... apply non-fiction features when I write in other subjects

... use humour, detail, suspense, viewpoint to interest the reader

... make sure my nouns and verbs agree

... use paragraphs

... use connectives to signal time, cause and logic

... collect ideas for writing in a journal

... use direct and reported speech

... apply non-fiction features when I write in other subjects

... use humour, detail, suspense, viewpoint to interest the reader

... make sure my nouns and verbs agree

... use paragraphs

... use connectives to signal time, cause and logic

... collect ideas for writing in a journal

... use direct and reported speech
The Year 6 Writer
'I can . . .'
Think of a sentence

Say your sentence

Can you add detail?

Write your sentence

Read your sentence
Think of a sentence

Say your sentence

Does it make sense?

Write your sentence

Read your sentence
We use capital letters for:

- Names
- Starting Sentences
- Days of the week
- Months of the year
Time Connectives

- that afternoon
- after a while
- soon afterwards
- the following day
- eventually

- then
- secondly
- finally

- next
- after
- first
**Paragraphs**

Start a new paragraph when there is:

- A change of topic

- A change of viewpoint or person

- A jump in time

- A change of place

- A new speaker
Connectives

- One day
- Later on
- After a while
- Suddenly, without warning
- That afternoon
- Tiptoeing, so as not to be heard,
- Crouching down, so as not to be seen,
- Although he was afraid,
- Meanwhile,
- At dawn
- Feeling tired,
- Next

- Also
- Furthermore
- Moreover
- However
- Nevertheless
- On the other hand
- But
- Instead
- In contrast
- Looking at it another way
The Year 3 writer remembers to:

**PUNCTUATION**
- use full stops, capital letters, question and exclamation marks.
- use speech marks when writing speech.
- use commas in a list.

**SENTENCES**
- write simple and compound sentences.
- use *if, so, while, though, since* to write more complex sentences.
- write sentences that *extend ideas* and give more information.
- use a variety of *different sentence starters*.

**STRUCTURE AND ORGANISATION**
- use *time connectives* to move a story along.
- use *different story openings* - speech; description; action or introduce characters.
- write stories with *paragraphs* for an opening, a build-up, a climax and an ending.
- use the *right structure* for non-fiction writing, e.g. instructions; reports.
- address the reader, for instance by using *questions* in non-fiction.
- use the *right language* for the right text-type.

**VOCABULARY**
- use interesting *adjectives* to put pictures in your reader’s head.
- use powerful *verbs* to show how characters are acting.
- use specific *nouns* - e.g. macaw not bird.
- collect *suitable words* and phrases before writing.
- use *different ways to plan*, e.g. charting, mapping, flow charts, simple storyboards.
- make and *use notes*.
- match the writing to the reader.
- *rehearse* writing, re-read, make changes and corrections.
How to Improve Your Writing

- Vary your sentence and paragraph openings by starting with:
  - The subject of the sentence
  - A connective – after a while, the next day, meanwhile, then, on the other hand, it wasn’t long before.
- Use different sentence types:
  - Questions
  - Imperatives
- Vary sentence length:
  - Short sentences to build suspense or make things clear;
  - Longer sentences to move the narrative on;
- Occasionally select the passive voice:
  - To hide the identity of the subject in a story – the gun was taken from the cabinet;
  - For report writing – the solid was dissolved in the water;
- Use different connectives in sentences:
  - and, then, but, because, so, also, if, however, rather than, although, despite, while, after;
- Use pronouns to avoid repeating names – but make it clear who you are referring to;
- Keep to the same tense except in speech;
- Keep to the same person: 1\textsuperscript{st}, 2\textsuperscript{nd} or 3\textsuperscript{rd}.
- Select interesting and powerful words;
- Use punctuation accurately and effectively;
- Use the appropriate structure and language features for different genre;
- Make sure your writing is balanced; engage the reader quickly; the complicating action should be the longest part; return to place at which the story began;
- Use dialogue to carry the story forward;
- Use no more than two or three characters;
- Do not describe characters appearances and clothes other than to refer to them as part of the action;
  - The boy wore a Nike tracksuit and Ellese trainers. His red hair stuck up in tufts around his ears
  - The boy hurtled down the street as fast as his trainers would take him; his red hair flapping in tufts above his ears
12 Tips for Writing a Story in a Short Time

- **Characters**: Use only two main characters, one male and one female (one 'he' and 'she' so you won't get mixed up). Try developing a couple of characters you enjoy writing about in advance and practise putting them in different scenarios.

- **Plan**: Your 'beginning' (characters, setting, some sort of problem) and 'end'. Keep it simple.

- **Beginning**: Keep this short. Don't forget the main part of the story is the middle (the problem and the resolution). Get your story moving as soon as possible.

- **Resolution**: When you know your ending, find a way of linking it to the beginning to make a good link.

- **Setting**: Keep you reader informed about any changes in the setting as the story goes on. Tell your reader what is changing.

- **Characters**: Remember to keep mentioning how the characters look and feel throughout the story.

- **Speech**: Use the speech to carry the story. Make the characters talk about what is happening. Remember 'said' can be boring.

- **Sentences**: Remember to vary your sentence lengths - check if you have begun them in different ways - look out for 'they - they - they'.

- **Last line**: Make it count - neat and punchy!

- **Check!** Leave five minutes to read it through - can you add any description or change any weak words? Pretend you have never read the story - does it need more detail?

- **Under your breath**: Read it aloud - use your reading to check the punctuation - do you need a comma or question mark? Watch out for direct and indirect speech.

- **Spelling**: Look at the words - can you see any spelling mistakes? Make any corrections that you can.

*Sue Palmer*
Don’t just say ‘SAID’!

answered, argued, announced, asserted, acknowledged, admitted, asked, blurted, babbled, blustered, begged, beseeched, barked, bawled, bellowed, bustled, bragged, boasted, commented, cried, claimed, confessed, confirmed, commanded, chortled, chuckled, declared, disclosed, divulged, demanded, exclaimed, emphasised, entertained, flapped, flustered, groaned, grumbled, giggled, gasped, growled, gabbled, gulped, howled, harumphed, haggled, heehawed, insisted, interrogated, inquired, implored, joked, jollied, jested, laughed, lied, mentioned, moaned, maintained, mumbled, murmured, muttered, nagged, noted, observed, ordered, proclaimed, pestered, pronounced, pointed out, professed, protested, pleaded, prayed, questioned, queried, roared, replied, retorted, reflected, responded, revealed, remarked, rejoined, stated, stressed, sighed, sobbed, spluttered, stammered, stuttered, screamed, shouted, shrieked, snapped, snarled, sneered, sniggered, sang, thought, tittered, uttered, wailed, whined, whinged, wittered, wept, wheedled, whimpered, whispered, yelled, yelped
<table>
<thead>
<tr>
<th>Part of Story</th>
<th>Details</th>
</tr>
</thead>
</table>
| **Opening**  | • Beginning,  
• Scene setting to orientate the reader,  
• May or may not include characters presented in some way.  
• Can start with action, dialogue or description or a combination. |
| **Build up** | • Change of normality,  
• Routine disrupted in some way,  
• Expectations changed.  
• Not necessarily bad. |
| **Problem**  | Events arising from the threat. Should include:  
• characters’ responses to situation  
• characters’ actions/reactions  
• interaction between characters - dialogue should only be used to carry the story forward.  
• events to carry the story forward  
• consequences of characters’ actions  
Could include:  
• dilemmas  
• characters being thwarted in some way |
| **Resolution** | • How characters extract themselves from a situation |
| **Ending**   | • How things work out for everyone.  
• Return to original setting but things/people have changed/ learned something. |
Purpose:
- to entertain and enthral

Structure:
- An opening including setting and characters
- A problem or change
- A series of events
- A complication
- Resulting events
- Resolution and ending

Language features:
- Written in 1st or 3rd person
- Past tense
- Chronological, but may contain flashbacks
- Distinctive characters
- Time connectives
- Dialogue in different tenses
- Powerful verbs for feelings and actions
- Language used to create effect
- Dialogue to move the story forward

Writer's Knowledge:
- Rehearse orally before writing
- Be clear about key events
- Use detail
- Try to see story in your head as you write
- Bring characters alive by their speech, actions, responses, feelings
- Know your ending
- Use questions to draw reader into events
- Use a small number of characters
- Main character makes a comment at the end

Story connectives:
- One day
- Later that day
- Soon afterwards
- Not long afterwards
- Next
- That afternoon
- Meanwhile
- Eventually
- After a while
- A week later
- At that very moment
- Suddenly, without warning
- Early that morning
- That same night
- So whenever
- For a moment
- Then
- Ah!
- By the time

Don't say 'said'!
Replied, bumbled, cried, screeched, laughed, whittered, whinged, bellowed, whispered, exclaimed, retorted, squeaked.....
Traditional Tales

Purpose:
• To entertain and pass on traditional culture

Structure:
• Opening that includes a setting of place and time and introduces characters
• A series of events that build up
• Complications and challenges
• Resulting events
• Resolution and ending

Language features:
• Written in the first or third person
• Written in the past tense
• Events happen in chronological order
• Characters are human or animal and some are good and some are bad
• Often three events/wishes/challenges
• Youngest character is often the hero
• Temporal connectives: once upon a time, later that day, long, long ago
• Dialogue in different tenses
• Verbs used to describe actions, thoughts and feelings
• Repetitive events such as huff and puff, three porridges, chairs, beds

Writer's knowledge:
• Borrow words and phrases to link the tale together
• Rehearse by constant retelling before writing
• Be clear about the few key events
• Use detail but not so much that the reader is distracted from the main events
• Try to see the story happening in your head as you retell/write the events
• Use some repetitive lines, e.g "I'll huff and I'll puff…"
• Keep the main characters consistently good, bad, lazy, silly, etc
• Re read the story aloud to see if it reads well.
Recount

Purpose:
To retell events

Structure:
• Setting the scene; an opening to orientate the reader
• Events - recount the events as they happened
• A closing statement to tell the reader what happened in the end

Language features:
• Written in the past tense
• In chronological order using connectives to signal time:
  at first, then, next, after a while, later that day,
  after lunch, before long, finally, eventually, in the end
• Use ‘I’ or ‘we’

Writer’s knowledge:
• Details are important to bring event alive
• Use specific names of people, places, objects
• Pick out incidents that will amuse, interest or are important
• Write as if you are ‘telling the story’ of what happened
• Plan by thinking or noting when? who? where? what? and why? Use a flow chart to plan the sequence
• End by commenting on the events
## Recount

**Recount** – retelling events in time order

<table>
<thead>
<tr>
<th>INTRO</th>
<th>Who</th>
<th>What</th>
<th>Where</th>
<th>When</th>
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| **P1:** Introduction telling the reader when, who, where, what. E.g. *It was a wet and windy Wednesday morning when Class 6b set out on their annual trip to the zoo.* Finally, we set off . . . Describe the journey – make it lively and include an anecdote. |
| **P2:** When we arrived . . . |
| After a while . . . |
| **P3:** At lunchtime . . . |
| **P4:** Soon afterwards . . . |
| **P5:** At the end of the day . . . |
| **Closing comment:** |

**Things to remember:**
- Time connectives
- Past tense
- Anecdotes
- What was seen
- Feelings
- A closing comment.
How to Write instructions and Procedures

Ingredients:

1 goal – What is going to be made or done;  
A list of ingredients, materials or equipment;  
Sequenced steps to achieve the goal;  
Diagrams and illustrations to make instructions clear;  
Imperative (bossy) verbs;  
Chronological order;  
Numbers, alphabet or bullet points to signal order;  
Generalised humans rather than named individuals; (you).

Method

• First, be clear about what is needed and what has to be done in what order.  
• Then, think about your readers. You should be very clear about what to do or they will be muddled. If they are young you should avoid technical language or use simple diagrams.  
• Write a title that explains what the instructions are about – use ‘How to...’  
• Sometimes, tell the reader when the instructions may be needed – ‘If your computer breaks down ...’ or who the instructions are for – ‘Young children may enjoy this game ...’  
• Use bullet points, letters or numbers to help the reader.  
• Always use short, clear sentences so the reader does not become muddled.  
• Make your writing more friendly by using you, or more formal by just giving orders.  
• Use adverbs and adjectives only when needed.  
• Tantalise the reader – ‘Have you ever been bored? – well this game will.....’  
• Draw the reader in with some ‘selling points’ – ‘This is a game everyone loves....’  
• Make the instructions sound easy – ‘You are only four simple steps away.....’  
• End with a statement that wraps up the writing – think about how useful or how much fun this will be – ‘Amaze your friends with your unique, acrobatic kite!’  
• Finally, ask yourself whether someone who knows nothing about this could successfully use your instructions.

Have fun writing instructions for all your friends!
<table>
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<td><img src="image.png" alt="Diagram" /></td>
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**Things to remember:**
- Imperative verbs
- Chronological order
- Ways of ordering, eg. numbers, alphabet, use of time connectives
- Diagrams/illustrations where appropriate
Non-Chronological Reports

**Purpose:**
- To describe the way things are

**Structure:**
- A general introduction to orientate the reader
- Technical classification
- Description of qualities, parts, function, habits and behaviour

**Language features:**
- Present tense (except history)
- Non-chronological
- General points leading to details

**Examples:**
- HISTORY - aspects of daily life in any period
- SCIENCE - characteristics, general life patterns and habitats of plants and animals
- GEOGRAPHY - descriptions of localities and geographical features

**Writer's Knowledge:**
- Plan under paragraph or web headings
- Use a range of resources
- Use questions - ‘Have you ever wondered why …?’
- Be clear
- Open by explaining very clearly what you are writing about
- Use tables, pictures, diagrams,
- Add comments to facts - ‘Armour must have been very hot and heavy!’
- End by drawing in the reader
Report – Describing the way things are

Introduction:

Main idea 1:

Main idea 2:

Main idea 3:

Concluding paragraph/summary

Things to remember:
- Describe the way things are
- Present tense (except historical, eg Life in Tudor Times)
- Non-chronological
- Third person
- General participants
- Provide information clearly and simply
EXPLANATIONS

Purpose:
- To explain the processes involved in nature
- To explain how something works
- To explain the way things are

Structure:
- General statement to introduce the topic - 'In Autumn some birds migrate'
- Information about the subject
- A series of logical steps explaining how or why something works/happens
  .... 'because hours of daylight shorten'
- Steps continue until the explanation is complete

Language features:
- Present tense
- Time and sequence connectives: first, then, next, after a while, several months later, in early spring, eventually
- Causal connectives: because, so, this causes

Examples:
- Life-cycles of frogs and plants
- What causes the seasons?
- How did the Romans build their roads?
- What happens when a volcano erupts?

Writer's knowledge:
- Decide whether charts, pictures, tables, flow-charts will help to explain
- Question titles are good - 'Why do flowers have perfume?'
- Organise the writing to explain
- Add interesting information
- Relate subject to reader by using 'you': 'Have you ever noticed...?'
- Glossary for technical language
- Ask yourself if it is clear to anyone who knows nothing about the subject

Examples:
- Life-cycles of frogs and plants
- What causes the seasons?
- How did the Romans build their roads?
- What happens when a volcano erupts?
Explanation – How or why things work or happen

Introduction – general statement to introduce the topic.

Main idea 1:

Main idea 2:

Concluding statement

Things to remember:
- Use how or why in the title
- A series of logical steps
- Steps continue until the final state is produced or explanation is complete
- Simple present tense
- Causal connectives eg because..., so..., this causes...
- Time connectives eg then..., next..., several months later...
**Purpose:**
- To argue the case for a point of view
- To attempt to convince the reader

**Structure:**
- An opening statement - 'vegetables are good for you'
- Arguments - in the form of points with elaboration - 'they contain vitamins'
- Summary and restatement of the opening position - 'we have seen that ... so ...'

**Language features:**
- Simple present tense
- Focus mainly on generic participants - 'vegetables, not a particular vegetable'
- Logical connectives - 'this shows' 'however' 'because'
- Moving from the general to the specific

**Writer's Knowledge:**
- Use good reasons and evidence to convince your readers
- Use facts not just persuasive comments
- You may wish to counter possible arguments
- Try to get the reader interested and on your side - appear reasonable
- Tantalise your readers so that they agree with you
- Use strong, positive language
- Short sentences can help give emphasis
- Make the reader think that everyone else does this, agrees or that it will make them a better, happier person - 'everyone agrees that..., we all know that...what did you do this weekend?'
- Draw the reader in - 'at long last.... What you have been waiting for:...'
- Be informative, persuasive and friendly
- Alliteration can help make slogans memorable - 'Buy British Beef'
- Use humour as it can get people on your side
- A picture that tugs at the heart strings can be more effective than a 1000 words
**Persuasion**

<table>
<thead>
<tr>
<th>Persuasion – To argue the case for a point of view</th>
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</thead>
<tbody>
<tr>
<td><strong>The issue:</strong></td>
</tr>
<tr>
<td>Statements and supporting argument 1</td>
</tr>
<tr>
<td>Statements and supporting argument 2</td>
</tr>
<tr>
<td>Statements and supporting argument 3</td>
</tr>
<tr>
<td>Reiteration and closing statement:</td>
</tr>
</tbody>
</table>

**Things to remember:**
- Present tense
- Logical connectives eg, *this shows…, however…, moreover…*
- Make a point then elaborate
Features of a Discussion Text

Purpose:
To present argument and information from differing viewpoints.

Structure:
- Statement of the issue plus a preview of the main arguments
- Arguments for plus supporting evidence
- Arguments against plus supporting evidence
- Recommendation - summary and conclusion

Language Features:
- Simple present tense
- Generic participants - people; scientists; smokers
- Logical connectives; therefore, however
- Moving from the general to the specific - humans agree..., Mr. Smith, who has hunted for many years
- Emotive language

Writer's Knowledge:
- Title as a question
- Introduce reader to the argument and why you are debating the issue
- To see argument from both sides
# Discussion

## Discussion – Reasoned argument

<table>
<thead>
<tr>
<th>For</th>
<th>Against</th>
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</tbody>
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### Opening statement

### Arguments for…plus supporting evidence

### Arguments against …plus supporting evidence

### Summary and conclusion with recommendation

---

**Things to remember:**

- Present tense
- Logical connectives, *therefore…, however…, on the other hand…*
Journalistic Writing

Purpose:
• To retell events

Structure:
• Headline
• Byline
• Columns
• Subheadings
• Captions
• Different typefaces

Writer’s Knowledge:
• Clipped style
• Mixture of direct and indirect speech
• Summary of events in first paragraph – when, where, who, what
• Names, ages, places inside commas – 'Ben Smith' 10, from Lancashire...'
• Broad view of the story moving towards the details

Content:
• Details to bring events alive
• Use specific names of people and places
• Recount significant events
• End by commenting upon events
• Do not refer to yourself
• 'It is alleged that ...'
  'there has been some speculation ...'
  'an eye-witness reported that ...'
  'a spokesman for the family claimed ...'
  'is currently under investigation ...'
  'several previous convictions ...'
The Six Text Types – Skeletons for Writing

**Recount** – retelling events in time order  
Who?                        What?  
When?                  Where?  

**Report** – Describing the way things are  

**Instruction** – How to do something  

**Explanation** – How or why things work or happen  

**Persuasion** – Why you should think this  

**Discussion** – Reasoned argument  

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Arguments given in the form of points with elaboration, explanation and evidence. First point is the case to be argued; the final point is the reiteration and conclusion.

Opens with clear statement of issue;  
Either – argument for + supporting evidence; argument against + supporting evidence;  
Or – argument, counter argument one point at a time.

From ‘Writing Across the Curriculum’ by Sue Palmer
<table>
<thead>
<tr>
<th><strong>Handwriting - Dos and Don'ts</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Do sit up and put your feet on the floor</strong></td>
</tr>
<tr>
<td><img src="image1.png" alt="Image" /></td>
</tr>
<tr>
<td><strong>Do move your paper up as you fill the page</strong></td>
</tr>
<tr>
<td><img src="image3.png" alt="Image" /></td>
</tr>
<tr>
<td><strong>Do choose the best writing tool for the job</strong></td>
</tr>
<tr>
<td><img src="image5.png" alt="Image" /></td>
</tr>
<tr>
<td><strong>Don't have your table too big or too small</strong></td>
</tr>
<tr>
<td><img src="image7.png" alt="Image" /></td>
</tr>
<tr>
<td><strong>Don't use paper that is too big or too small</strong></td>
</tr>
<tr>
<td><img src="image9.png" alt="Image" /></td>
</tr>
</tbody>
</table>
"To learn my word I can remember and practise the direction and movement of my pencil when I am writing it."

"To learn my word I can find the word root. I can see whether the root has been changed when new letters are added, e.g. for a prefix, suffix or a tense change. e.g. smiling – root smile + ing; woman = wo + man, signal = sign + al

"To learn my word I can use words that I already know to help me. e.g. could, would, should"

"To learn my word I can make up a sentence to help me remember it. e.g. could – ou lucky duck; people – people eat orange peel like elephants.

"To learn my word I can listen to how many syllables there are so I can break it into smaller bits to remember. Then I can identify the phonemes in each syllable. e.g. Sep-tem-ber."