HIGHLAND LITERACY PROJECT

Using planning formats and Writing Frames with pupils

Report Plan

Appearance
What they look like

Habitat
Where they live

Frogs...

Behaviour
How they move

Food
What they eat

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Planning Formats

Planning is a key component of the writing process. Writing frames and planners help to gather children's thoughts, organise them and provide a framework and structure for their writing. Children can then concentrate on what they want to say. The more they have thought about and planned their ideas, the better they will be able to focus on crafting their writing during the drafting stage.

ICT can also be used to create writing frames for composing directly on screen (see also Kidspiration/Inspiration software).

Writing frames and planners should be designed and used progressively, providing less scaffolding for harder tasks as learners gain in experience and skill.

Children should experience a range of different planning formats; as they become more experienced they will then be able to choose/design the best format for the task and their individual learning style.

Teacher provides planners →pupils select own planner   → pupils design own planner (if needed)

Writing Frames

A writing frame is a support structure used in writing non-fiction, or functional writing. Writing frames are an important scaffolding technique to teach pupils how to write in different styles and in a wide range of genres. Pupils should be able to recognise, understand and create report documents, discussions and explanations, using appropriate styles, through the use of writing frames.

Advantages of writing frames

- Help to structure writing: writing frames can help pupils by asking them to select, and think about what they have learnt. They encourage pupils to re-order information and demonstrate their understanding, rather than just copying out text. In this way, all pupils can be helped to achieve success at writing.
- Writing frames help some pupils by preventing them from being presented with a blank sheet of paper – a particularly daunting experience for those for whom sustained writing is difficult.
- Writing frames give pupils an overview of the writing task.
- Give a framework on which to hang ideas.
- Help pupils to extend their writing.
- Can provide suitable sentence starters.
- Help to teach pupils about appropriate genres of writing.
- Direct writing towards a purpose.
- Focus on including the strategies needed to reach a particular level
- Provides support for the less able.
- Can be differentiated to extend the more able.
- A range of frames can be provided to allow pupil choice.

Writing frames will support pupils to move from shared writing to guided/independent writing. Writing frames are particularly important in the initial stages of learning to write in a particular genre, and to support less able pupils.

However, the **over-use** of writing frames can create tedium amongst pupils and can limit the creativity of the more able pupils. Those who can, should be encouraged to generate their own ideas and apply them using their own structure in extended writing tasks.

When giving pupils an outline/writing frame, always ask, will they need the same detailed outline the next time they write?

We need to move pupils towards more independent writers who can devise their own organisational framework.

Below is an extract from *Developing writing* (HMIE, 2005, p 21) which compares a piece of writing done with and without a writing frame.

Pupil script 1 written <u>without</u> a writing frame SCHOOL UNIFORM

Should school uniform be made compulsory? Everyone in the school is wearing one form of dress and this can make everyone feel that they belong. Uniforms are a lot cheaper than designer labels such as Nike, Adidas or Reebok. Those in favour of school uniform say that uniforms are not only smart, but also hardwearing.

Uniforms can be uncomfortable especially in the summer months when ties or thick skirts and trousers make everyone very hot and unable to concentrate for long periods of time.

Pupils are individuals, each with their own personality, beliefs and opinions, and in school uniform their individuality is lost.

Uniforms should not be compulsory and each pupil should be allowed to make their own decision about what to wear to school. If pupils are taught to come to school in clothes of their own choosing, they are more likely to grow into independent, thinking, adults who will be better able to take up a responsible position in society.

Pupil script 2 written <u>with</u> a writing frame SCHOOL UNIFORM

There is a lot of discussion about whether school uniform should, or should not, be made compulsory.

The people who agree with this idea claim that because everyone in the school is wearing one form of dress code that it makes everyone feel that they belong. **Furthermore**, uniforms are a lot cheaper than the designer labels such as Nike, Adidas or Reebok, the purchase of which could **result in** parents getting into debt.

A further point that those in favour of school uniform claim is that uniforms are not only smart but they are very hard wearing.
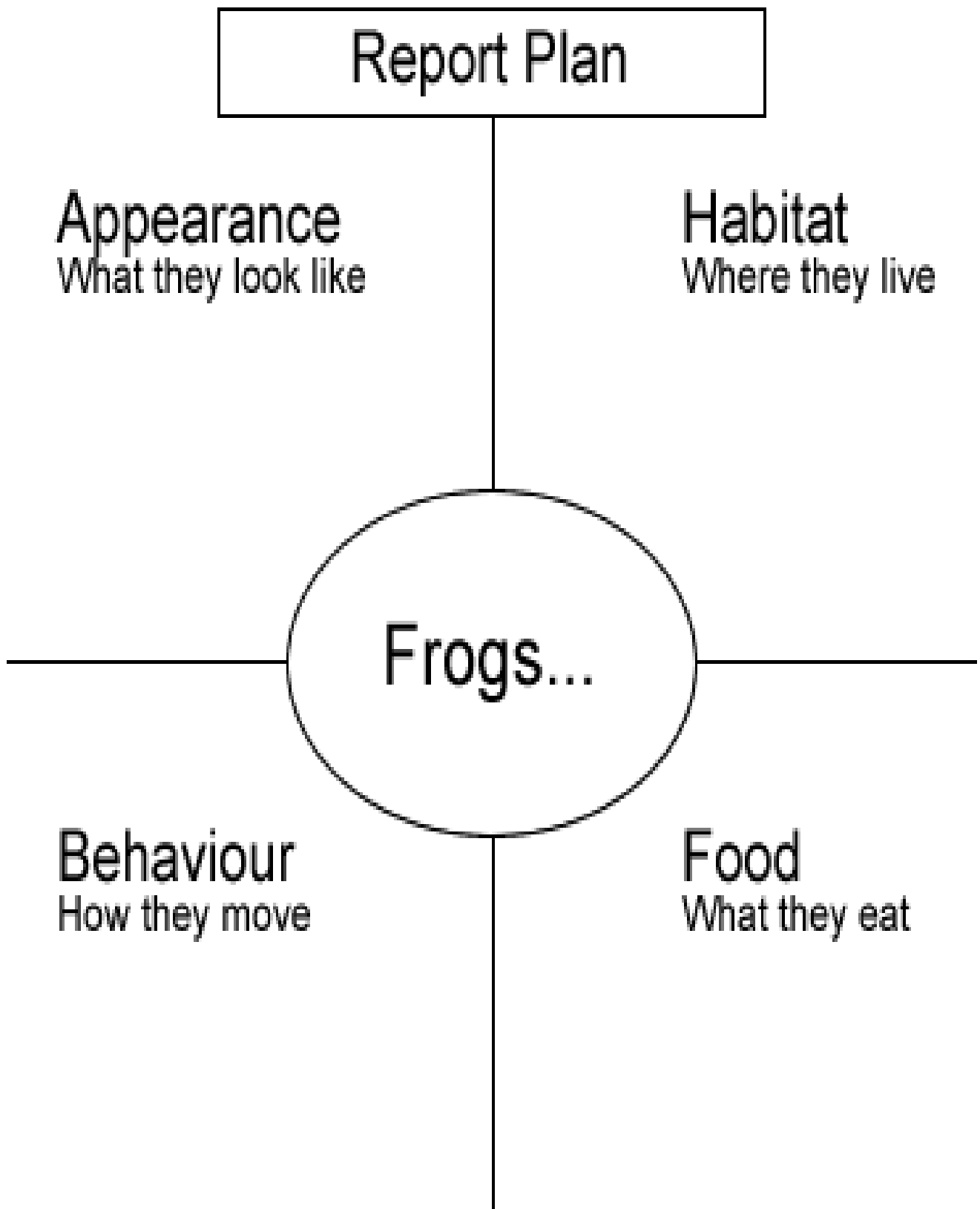
However, there are strong arguments against the point of view expressed by both pupils and parents. One point of view is that pupils are individuals, each with their own personality, beliefs and opinions. **Therefore**, in wearing a school uniform, all individuality is lost.

They also say that uniforms are very uncomfortable especially during the summer months, when ties and thick skirts and trousers make everyone very hot and **as a consequence** unable to concentrate for long periods of time.

After looking at the different points of view and the evidence for them, I think that uniforms should not be compulsory and that pupils should be allowed to make own choices as far as the clothes they wear to school are concerned.

Finally, it would seem that if pupils are taught to come to school in clothes of their own choosing, they are more likely to grow into independent, thinking adults, who will be better able to take up a responsible position in society.

Below are some examples of writing planners and writing frames for functional and imaginative/personal writing tasks.

Report Plan

Appearance
What they look like

Habitat
Where they live

Frogs...

Behaviour
How they move

Food
What they eat

Report Plan

Title:

HEADINGS	KEY WORDS
Classification What is it? Opening statement	
Description What attributes does it have? (size, shape, features)	
Place/Time Where is it? Habitat? When is it?	
Dynamics/Behaviour What does it do?	
Summarising comment:	

WHALES					
Text Reference	Appearance	Habitat	Food	Enemies	Glossary
Reference:					
Reference:					
Reference:					
Reference:					

Timeline

Name: _____

Title: _____

Date or Time

Event

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____
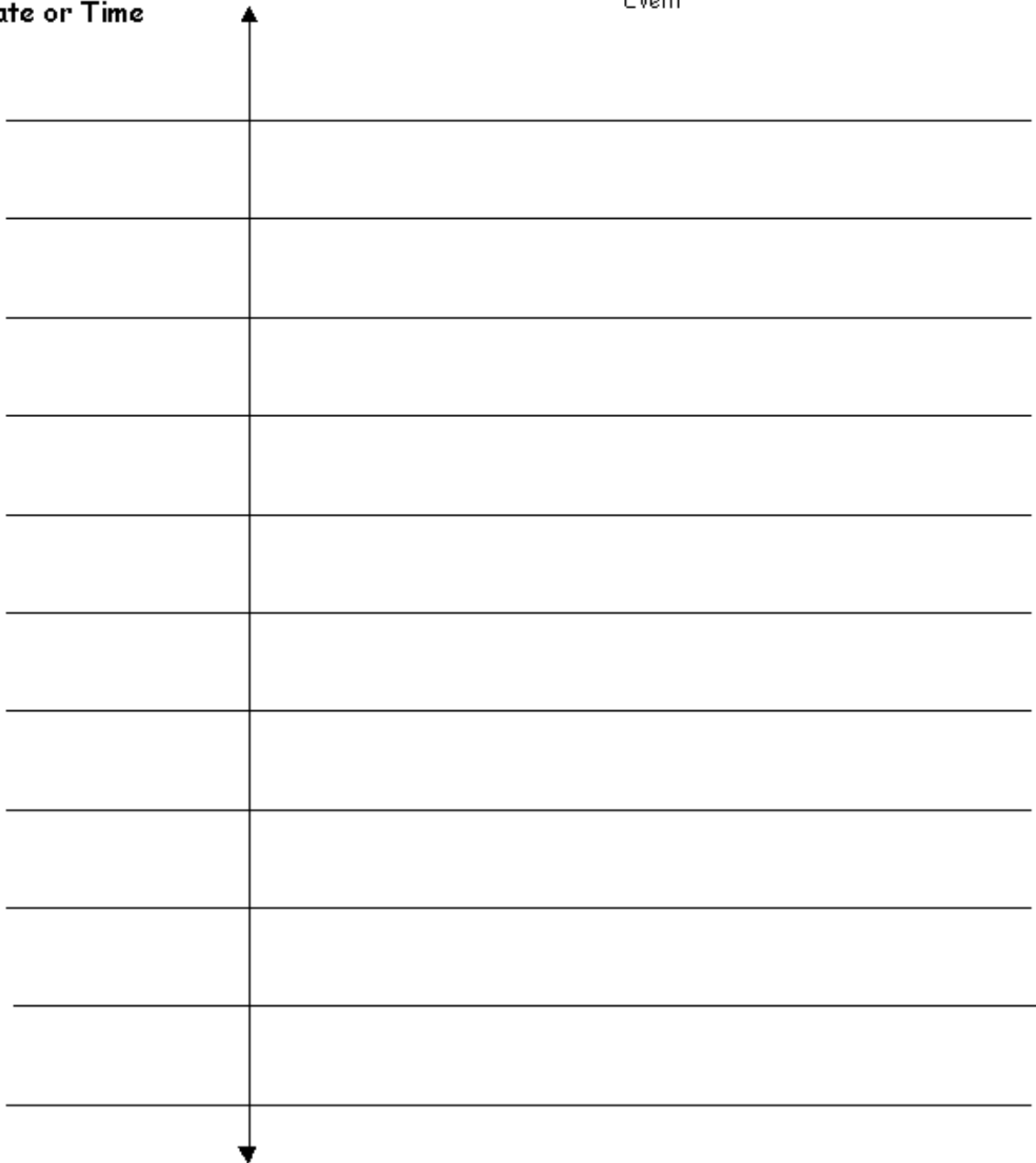
Outline

Name: _____

Title: _____

Title: _____

I. _____

     1. _____

       A. _____

       B. _____

       C. _____

     2. _____

       A. _____

       B. _____

       C. _____

     3. _____

       A. _____

       B. _____

       C. _____

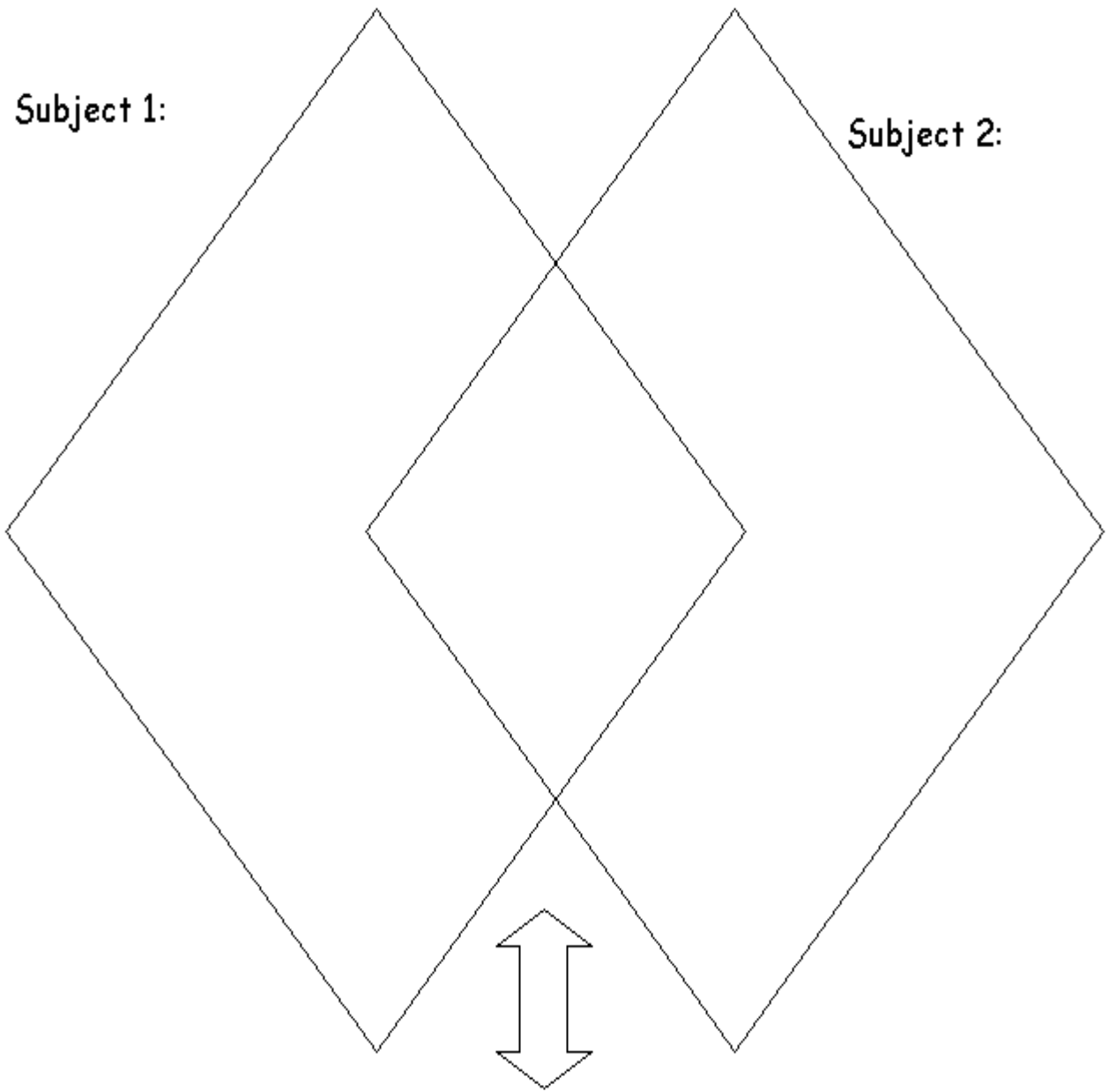# Cause and Effect

Name: _____

Title: _____

Cause 1

Effect

Cause 2

Cause 3

Cause 4
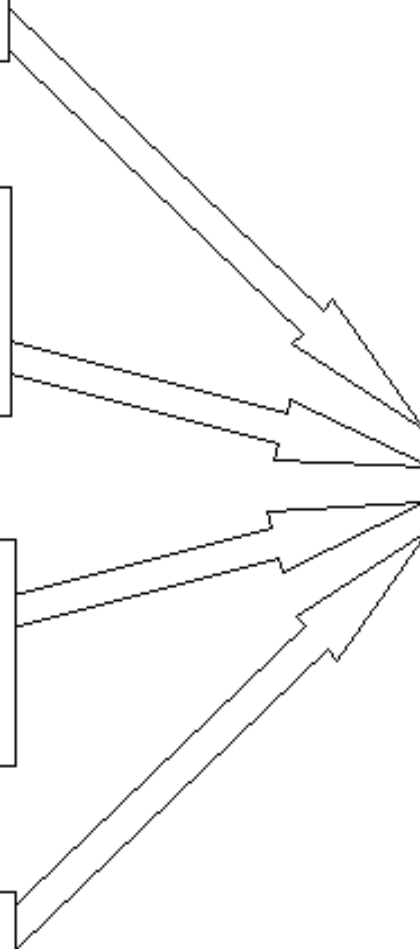
Venn Diagram

Name: _____

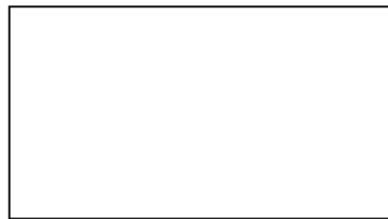Title: _____

Subject 1:

Subject 2:

Similarities

Chart

Name: _____

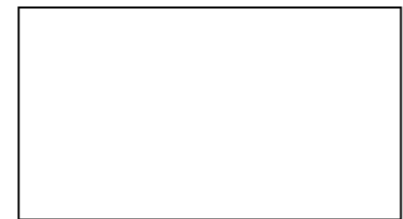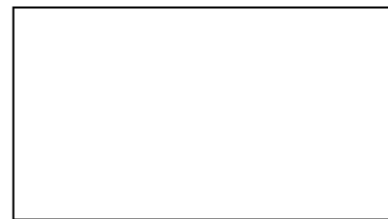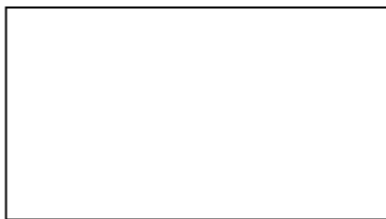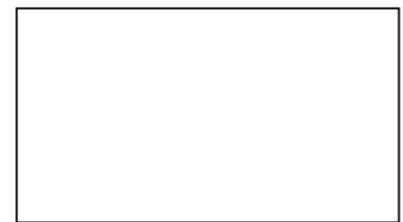Title: _____
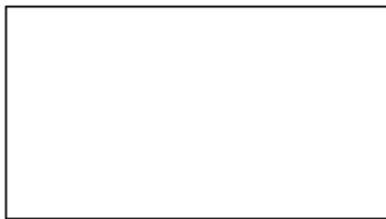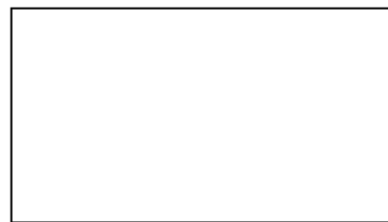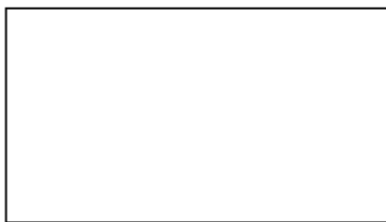
Cluster Diagram

Name: _____

Title: _____

Detail 1

Detail 2

Detail 6

Main Topic

_____

_____

_____

Detail 3

Detail 5

Detail 4
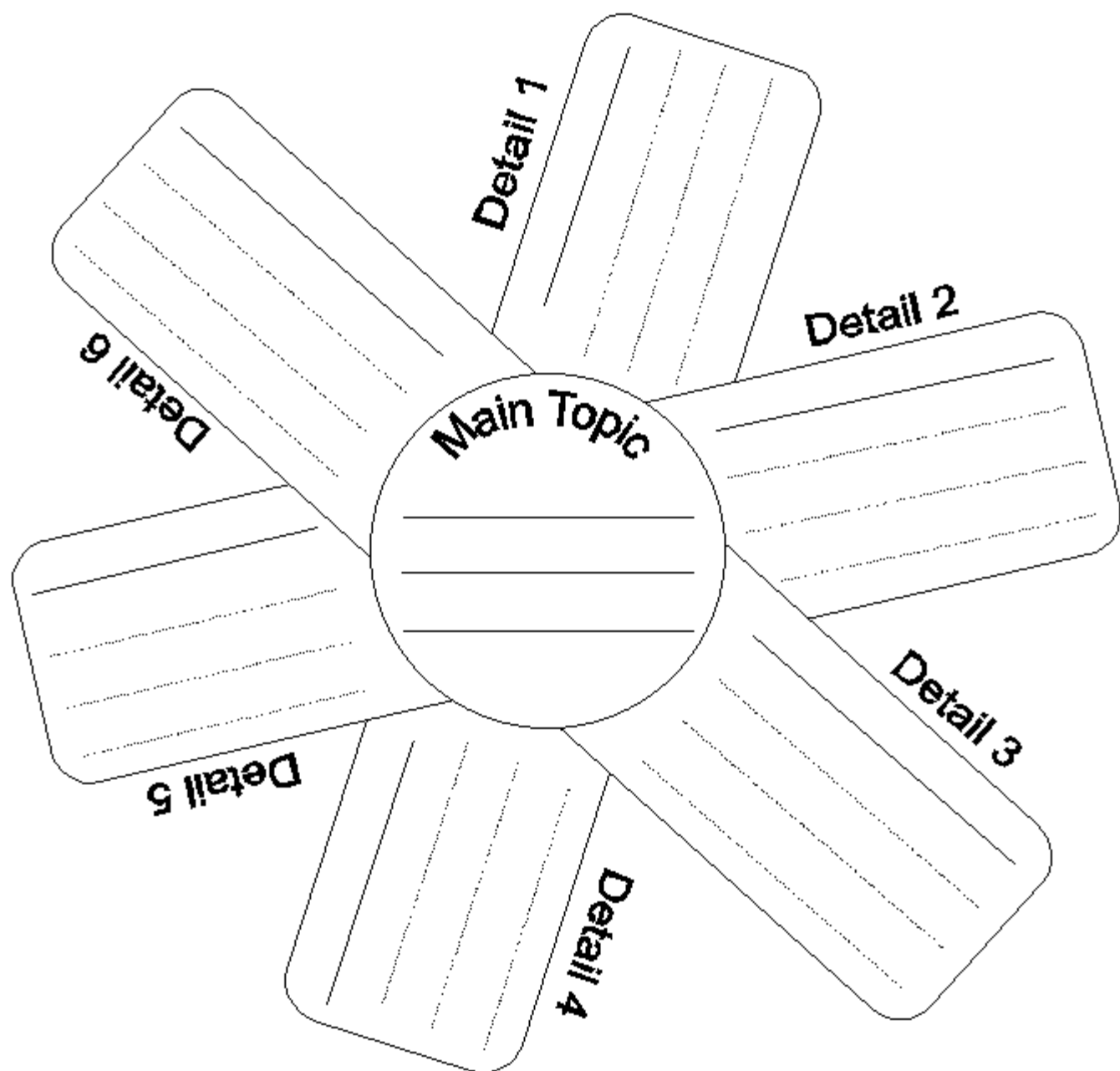
Name: Date:

Title:

When? Who? Where? Problem?	
First?	
Next?	
Then?	
Ending?	How does the character feel? What does he/she do?

Story Planner:

Name: **Date:**

Purpose: **Audience:**

Focus:

Character	Setting

Opening: Where is your character and what is he or she doing at the start of the story?

Events: what happens?
1.
2.
3.
4.

Ending: what happens to all the characters at the end of the story? What do the characters think and feel about the events?

Story Planner:

Name: **Date:**

Purpose: **Audience:**

Focus:

Character(s)	Setting(s)
Problem	
Point of View	

Opening: action/description of character/
description of setting/speech/question
Where is your main character and what is he or she doing at the start of the story?

Events: what happens? Mark the complication with a * and the climax with ***
1.
2.
3.
4.
5.
6.

Resolution and ending: What happens to all the characters at the end of the story? What do the characters think and feel about the events?

Story Planner

Purpose: To share a personal experience   Audience: Teacher/peers

Title: **A Special Place**

Name: Date:

What is the atmosphere in your special place? Relaxing? Peaceful? Exciting? Remember to show the atmosphere throughout your writing.

Opening	Notes
➢ Where is your special place? ➢ Is this a place you went when you were younger or a place you go now? ➢ When and how did you first discover your special place?	➢ ➢ ➢

Development of Ideas	Notes
Describe your special place. ➢ See?	➢
➢ Hear?	➢
➢ Smell?	➢
➢ Touch?	➢
➢ Taste?	➢
Does your special place change at different times of day? In different seasons? Explain how.	
What view do/did you have from your special place?	
When did/do you go to your special place?	
Did/does anyone go with you?	
What do/did you do in your special place?	

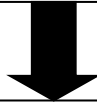| Conclusion	Notes
Why is/was your place special? How does your special place make you feel? Do you still go there?	

Name: Date:

Story Flow Chart Planner
Title:

Beginning:

Problem/Conflict:

Complication:

Climax/turning point:

Resolution:

Ending:

Name: **Date:**

Story Planner

Genre: Title:

Focus: Audience:

Questions	Planning Notes
Opening scene: how will your story begin? Where is your main character and what is he/she doing?	
What kind of **atmosphere** will you try to create? How will you create it? • spooky • bright and happy • sad/depressing • nerve-wracking • one where weather is important	
Problem: what is the main problem facing the character. *Make readers want to read on and find out what is going to happen.*	
Complication: how does the problem get even more complicated or get even worse? Don't let the main character solve the problem too easily!	
Climax/turning point: what is the main event that the story works towards?	
Resolution: how is the problem solved?	
End: what do the characters think and feel about what has happened?	

The Deserted Island: Trio Ideas

Names: Date:

Who ends up on the deserted island?
-
-
-
-

What is it like on the island:

- See

- Hear

- Smell

- Taste

- Touch

- feel

How did they come to be there?
-
-
-
-
-

What problems might they encounter?
-
-
-
-
-

Opening: introduce character in initial setting. Build up to main problem	**Problem:** what is the main problem facing the character (s)?	**Complication:** how does the problem get even worse?
Climax: what is the main event the story works	**Resolution:** how is the problem solved?	**Ending:** characters reflect on events

Plot Planning!

Name: **Date:**

Genre: **Title:**

Purpose: **Audience:**

Character Plan

Character's name:

Age:

Where does your character live?

Family:

Friends:

Describe your character's **appearance**.
Use effective **adjectives** and **similes** (like/as).

Any unusual features?

What does your character:
Love:

Hate:

Hobbies and interests:

Circle **three** character traits, which best describe your character:

adventurous   bossy   brave

crafty   cruel   friendly

timid   aggressive   cheerful

greedy   honest   kind

sporty   selfish   thoughtful

witty   generous   cheerful

determined

Give one example of what your character has done to show each of these traits:
1.

2.

3.

Name: Date:

Planning page – Describing the House

When does the story happen?	Who discovers the house?	Where does the story happen?

What can you see?

How does it make you feel?

The house

What can you smell?

What can you hear?

Who lives in the house?

Story Planner

Climax/turning point:

Complication:

Resolution:

Problem:

Title:

Beginning:

Ending: