

Formal and Explanation Writing Unit

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Introduction

Preparation for this unit

Prior to teaching this unit, it would be helpful for teachers to be familiar with the mark scheme for the 2003 Key Stage 2 writing test. *Changes to assessment 2003: sample material for Key Stages 1 and 2* has been sent to all schools as a booklet and is also on the QCA website with some additional sample material at www.qca.org.uk/ca/tests/2003sample.

The assessment focuses in the 2003 mark scheme are drawn together under strands: sentence construction and punctuation, text structure and organisation, composition and effect. These are the elements of writing covered by the word, sentence and text level objectives in the NLS *Framework for teaching*.

Sentence construction and punctuation

- vary sentences for clarity, purpose and effect
- write with technical accuracy of syntax and punctuation in phrases, clauses and sentences

Text structure and organisation

- organise and present whole texts effectively, sequencing and structuring information, ideas and events
- construct paragraphs and use cohesion within and between paragraphs

Composition and effect

- write imaginative, interesting and thoughtful texts
- produce texts which are appropriate to task, reader and purpose

The two word-level focuses are

- select appropriate and effective vocabulary
- use correct spelling

The vocabulary focus is assessed through all three strands and the spelling focus is assessed through a separate spelling test.

Changes to assessment 2003: guidance for teachers (KS2 English) has also been sent to all schools. In order to understand the mark scheme, this booklet suggests:

- comparing the 2002 sample materials with test papers from previous years;
- using a script of a longer writing task in the sample materials on the website, cutting up the annotated notes and matching them to the appropriate places in the script;
- applying the strands from the mark scheme to the scripts;
- giving the children a sample longer task using a prompt from the website, and marking a selection of pieces of writing with a colleague using the 2003 mark scheme.

The unit

In this unit on formal writing and explanations, the resources for analysing texts and for demonstrating writing have been annotated under the three strand headings: sentence construction and punctuation, text structure and organisation, composition and effect. The unit extends children's understanding of explanation writing and the use of formal language features by comparing informal and formal texts; analysing and demonstrating written texts; and supporting the children in writing their own formal texts and explanations. While reading the texts, analysing them and participating in demonstration lessons the children will learn how to construct sentences and paragraphs to achieve the effects needed to inform the reader. In the plenary, the teacher will have the opportunity to respond to the children's writing with the three assessment strands in mind.

Written outcomes of the unit

- Formal invitation
- Glossary of formal words and phrases
- Formal explanation of the function of a library card
- Formal letter of complaint
- Two brief formal explanations
- An extended explanation of a process

Resources

The resources for the unit include lesson notes and transcripts for the first two days of each week, texts for analysis and texts to use to demonstrate writing. Annotated versions of the texts are also provided showing the effective features of the sample texts. These are notes for the teacher to use as support during the analysis of the text with the children and as points to bring out during teaching.

Resource sheets 2 and 3 are related to social events. The invitations provided on Resource sheets 2a and 2b can be substituted to reflect other celebrations in our culturally diverse society. Teachers may also wish to replace the report of a ball with a report of a different celebratory event relevant to the lives of their pupils, or a fantasy event, e.g. Prince Charming's ball.

Copies of the booklets from which Resource sheets 4a and 5a are taken can be obtained from post offices. Teachers may wish to have copies of the authentic documents to show to pupils. If possible they should also have some examples of different invitations to supplement those in Resource sheets 2a and 2c.

Books, articles, CD-ROMs and Internet access to materials on earthquakes are needed for the children to undertake research on day 8.

The two weeks of this unit can be taught as a fortnight of work or be split into two separate weeks; alternatively, one week may be taught and not the other.

List of resources

1	Lesson notes for days 1, 2, 6 and 7
	Resources for day 1
2a	Sample text: Informal invitation
2b	Annotated informal invitation
2c	Sample text: Formal invitation
2d	Annotated formal invitation
2e	Comparative grid
	Resources for day 2
3	Sample text: Newspaper report of ball
	Resources for day 3
4a	Sample text: Extract from DVLA leaflet D100 What you need to know about driving licences
4b	Annotated DVLA leaflet extract
	Resources for day 4
5a	Sample text: Extract from Passport Office leaflet How to fill in your passport application form
5b	Annotated Passport Office text
	Resources for day 5
6a	Sample text: Informal letter of complaint
6b	Annotated informal letter of complaint
6c	Sample text: Formal letter of complaint
6d	Annotated formal letter of complaint
7	Complaint scenario
	Resources for day 6
8a	Sample text: Informal explanation
8b	Annotated informal explanation
8c	Sample text: Formal explanation
8d	Annotated formal explanation
	Resources for day 7
9a	Accident – formal explanation
9b	Annotated formal explanation
9c	Flow chart
9d	Notes for car accident
	Resources for day 8
10a	Sample text: Volcano explanation
10b	Annotated volcano explanation
	Resources for day 9
10a	Sample text: Volcano explanation
11	Sample text: Earthquake explanation (opening)
	Resources for day 10
10a	Sample text: Volcano explanation

Formal writing – objectives

Year 6 Term 2

Text

Pupils should be taught:

- 17 to read and understand examples of official language and its characteristic features, e.g. through discussing consumer information, legal documents, layouts, use of footnotes, instructions, parentheses, headings, appendices and asterisks;
- 20 to discuss the way standard English varies in different contexts, e.g. why legal language is necessarily highly formalised, why questionnaires must be specific.

Sentence

Pupils should be taught:

- 1 to investigate further the use of active and passive verbs:
 - secure the use of the terms *active* and *passive*;
 - know how sentences can be reordered by changing from one to the other;
 - identify examples of active and passive verbs in texts;
 - experiment in transformation from active to passive and vice versa and study the impact of this on meaning;
 - consider how the passive voice can conceal the agent of a sentence, e.g. *the chicks were kept in an incubator*;
- 2 to understand features of formal official language through, e.g.:
 - collecting and analysing examples, discussing when and why they are used;
 - noting the conventions of the language, e.g. use of the impersonal voice, imperative verbs, formal vocabulary;
 - collecting typical words and expressions, e.g. *'those wishing to ...'* *'hereby...'* *'forms may be obtained...'*;
- 4 to revise work on contracting sentences:
 - summary;
 - note making;
 - editing.

Word

Pupils should be taught:

- 4 to revise and consolidate work from previous four terms with particular emphasis on:
 - learning and inventing spelling rules;
 - inventing and using mnemonics for irregular or difficult spellings;
 - unstressed vowel spellings in polysyllabic words;
- 5 to extend work on word origins and derivations from previous term. Use personal reading, a range of dictionaries and previous knowledge to investigate words with common prefixes, suffixes, word roots.

Explanation – objectives

Year 6 Term 3

Text

Pupils should be taught:

- 15 to secure understanding of the features of explanatory texts from Year 5 term 2;
- 17 to appraise a text quickly and effectively; to retrieve information from it; to find information quickly and evaluate its value;
- 21 to divide whole texts into paragraphs, paying attention to the sequence of paragraphs and to the links between one paragraph and the next, e.g. through the choice of appropriate connectives;
- 22 to select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.

Sentence

Pupils should be taught:

- 1 to revise the language conventions and grammatical features of the different types of text such as:
 - narrative (e.g. stories and novels);
 - recounts (e.g. anecdotes, accounts of observations, experiences);
 - instructional texts (e.g. instructions and directions);
 - reports (e.g. factual writing, description);
 - explanatory texts (how and why);
 - persuasive texts (e.g. opinions, promotional literature);
 - discursive texts (e.g. balanced arguments);
- 3 to revise formal styles of writing:
 - the impersonal voice;
 - the use of the passive;
 - management of complex sentences.

Word

Pupils should be taught:

- 1 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them;
- 2 to use known spellings as a basis for spelling other words with similar patterns or related meanings;
- 3 to use independent spelling strategies, including:
 - building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings;
 - applying knowledge of spelling rules and exceptions;
 - building words from other known words, and from awareness of the meaning or derivations of words;
 - using dictionaries and IT spell-checks;
 - using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.).

Unit plan: week 1

Day	Shared text, sentence and word level	Guided	Independent work	Plenary
1	Discuss invitations and their purpose. What do they need to tell you? List key information. Shared reading, discussion and partial annotation of informal invitation (Resource sheet 2a) and formal invitation (Resource sheet 2c). Add any further suggestions to key information. Discuss the different impact of each invitation. Begin a comparative list of features. Note formal phrases and vocabulary to return to in plenary.		In pairs, complete comparative grid (see Resource sheet 2e) of the two invitations, using the key information as a prompt to their searches. Extension activity: formal /informal comparative vocabulary. Drawing on yesterday's formal invitation, write a formal invitation to the event in Resource sheet 3. Children use their notes and yesterday's comparative grid/lists to support their work.	Take some comparatives. Ask children to identify the features of a formal invitation with examples. Return to formal phrases/ words identified earlier. Demonstration-write a glossary/dictionary entry. Give rest of phrases as homework. Share examples of children's work and ask others to assess use of precise details, formal phrases and vocabulary, whether key information included, layout.
2	Shared reading of the account of a ball (Resource sheet 3). Encourage recall, inference and deduction to identify key information. Note-take key facts on whiteboards. Spelling: Make link between accompanied in Resource sheet 3 and company (from 'request the company'). Create word family from root word.		Drawing on the driving licence text as model, children complete the writing of the explanation of library cards and their use. Encourage them to use what they know about formal language and layout. Extension activity: add a further section on the use of the school library using formal language.	Share some examples of the writing and look for impersonal /formal elements/ text structure. Identify the passive sentence in Resource sheet 4a and briefly recap the principles (see Unit 48 GfW). Using examples from the children's writing, practise removing the agent from sentences (turning active sentences to passive). Discuss the impact this has on the writing.
3	Discuss when formal written language is encountered and why official documents are written in such a way. Shared reading of Resource sheet 4a. Check understanding, especially formal phrases, vocabulary. Annotate and discuss formal features and layout. Note text structure of introduction (what licence for, detailed description of a licence. See Resource sheet 4b). Make point that formal language occurs in many different kinds of texts. Spelling: Challenge children to identify the tricky part of spelling licence and a way to remember the correct spelling. Show example of local library card and discuss what it is for, who is entitled to one, what it consists of, when it is produced and who can ask to see it. Undertake demonstration or shared writing of introduction to a leaflet on library cards (entitlement to books, tapes, videos, CDs) based on model from Resource sheet 4a. Stress use of formal, impersonal language, generic statements and layout.		Give out photocopies of passport text. In pairs, highlight any technical /formal words and phrases. Decide what simple word or phrase could replace it. Use this to create glossary/dictionary entries. Record these in the vocabulary pages of spelling logs.	List words and phrases children have underlined. Ask children to offer their glossary/dictionary entries. Discuss which is best and why.
4	Remind the class of official text they read yesterday and get them to recap characteristics. Read further example of official text (Resource sheet 5a). Discuss and identify the features it shares with other formal texts studied (see Resource sheet 5b). Spelling: Write countersignature, countersignatories. Identify the root word. Children write other words with the sign root, including prefixes and suffixes. Create joint sign word chart.		Using the scenario provided (Resource sheet 7), ask children to write their own brief letter of complaint. Encourage them to aim to complete this in 20 minutes. Give a letter template showing the layout so they concentrate on the content of body of the letter, not the letter format.	Children role-play reading their letters aloud. Others comment on their effectiveness and use of formal language.
5	Compare the two letters of complaint (Resource sheets 6a and 6c). Discuss why the formal letter is more effective. Identify the features of formal written text used. Point out the introduction: problem outlined, details, result wanted; structure of the paragraphs (see Resource sheets 6b and 6d). Orally, turn one or two sentences from Resource sheet 6a into passive sentences and discuss impact. Point out that too many passive sentences can sound pompous. Introduce the independent task by reading the scenario and demonstration-write a few opening sentences. Model formal tone /use of language.			

Unit plan: week 2

Day	Shared text, sentence and word level	Guided	Independent work	Plenary
6	Shared reading of informal explanation (Resource sheet 8a). Discuss and ensure children understand the causal, accumulative sequence. Ask whether it is a formal or informal explanation and how they know. Annotate informal features. Get them to recap features of formal language. Note that even in this informal explanation the structure is of statement of what is going to be explained, followed by sequence of events with causal links. Look at the complex sentence 'Then, when I told him off, my mum...' Try moving subordinate clause around using whiteboards. Discuss punctuation. Discuss how this explanation might be written if it was a formal explanation to a headteacher. What would be the same/different? Demonstration-write the opening paragraph of letter to headteacher (Resource sheets 8c and 8d).		Children continue to write the formal explanation to the headteacher. Encourage them to include formal phrases and vocabulary and to think about the structure of the explanation.	Share Resource sheet 8c with them as one possible formal letter. Look at formal features, structure and sequence, how ended, use of temporal and causal connectives. How is it different from the informal version? Ask them to share their own letters with a writing response partner and decide if they can improve their letters in the light of this example/discussion.
7	Shared reading of school accident explanation (Resource sheet 9a). Discuss structure and formal features. Ask children to identify complex sentences and experiment with moving clauses. Discuss how complex sentences allow you to add precise detail to a sentence and why this is important in explanations. Select the passive sentence in the text and recap principles (GrW Units 45/48). Discuss why headteacher might have used passive voice here – no agent, not ascribing blame /neutral. Show how this account could be written as a series of notes onto a flow chart (Resource sheet 9c), which shows the parallel series of events.		Give parallel notes (Resource sheet 9d) to groups of 3. Children role-play giving their explanation of the accident to the police constable. Then jointly compose the opening of a formal account of the incident which should include a passive sentence.	Share written versions and compare. Look for formal features and passive voice.
8	Read text on volcanoes (Resource sheet 10a). Point out that the previous two explanations have been past tense (as explaining events that have happened). What tense is this? Why? Analyse and annotate structural and language features of explanation. List technical vocabulary and ask children to suggest strategies they could use to remember how to spell these words. Explain independent task and model how to quickly assess a book for its usefulness.		Remind children of note taking modelled yesterday. Children make notes on what causes earthquakes. Books on earthquakes, leaflets, CD-ROMs, Internet available for research.	Show some of children's notes on OHT and ask them to explain the rationale behind how they have organised their notes. Check they indicate causal and sequential relationships. Identify any technical words common to both volcanoes and earthquakes and recap spelling strategies.
9	Reread the volcano opening paragraph (Resource sheet 10a). Demonstration-write the opening sentences of an earthquake explanation, taking content from the children's notes or using Resource sheet 11 as a model. Talk about formal and technical language/tense/use of passive sentences as you compose. Discuss what following paragraphs of the explanation might contain and produce a list of paragraphs.		Children continue writing the opening and next few paragraphs, using the paragraph list to guide them.	Return to technical words discussed on Wednesday and see who can recall how to spell them using spelling strategies discussed. Ask them to proofread these words in their own writing.
10	Use volcano text (Resource sheet 10a) to discuss the ending of explanation text. Draw attention to the 'dual' ending, i.e. the ending of the causal/sequential explanation but also some general comments to round off the text. Create word family from erupt (eruption, rupture, disrupt, etc.).		Children complete writing earthquake explanation text.	Share some examples of the children's writing and ask them to identify the features of explanation text and formal texts they display.

Resources

Lesson notes for day 1

Background

If possible have available examples of real invitations in a variety of forms and registers – from formal to informal – for a range of events. Also have available for later in the week a collection of official leaflets and pamphlets that pupils might encounter such as those in libraries, surgeries and post offices.

Whole class

- Ask the class about their experiences of receiving invitations. After discussion, ask what key information an invitation needs to tell you and why. Scribe suggestions.
- Make the point that invitations to the same event can be framed in different ways. Show Resource sheet 2a on an OHT and read together.
- Using Resource sheet 2b, identify the key information as scribed on your list, annotating this on Resource sheet 2a. Can they add any further key information from their reading of Resource sheet 2a (e.g. dress code)?
- Show Resource sheet 2c on OHT. Read together and check children understand that it is for the same event and gives the same information in a different way.
- Discuss how the invitations are different and the impact of each. Introduce the concept of formal/informal.
- Using Resource sheet 2d, annotate the formal words, phrases and layout of Resource sheet 2c.
- Model filling in an example of contrasting language used in Resource sheet 2a and Resource sheet 2c on a comparative grid (see Resource sheet 2e).

Independent time

- Ask children to work in pairs to highlight key information on both invitations and complete the comparative grid. They should first identify words and phrases relating to the key information identified on the class list but can add anything further if they wish.
- As an extension activity they can write definitions for some of the formal words and phrases identified or they could analyse other invitation texts if you have collected examples.

Plenary

- Use suggestions from the children's work to complete more of the grid started in the shared work. Then ask them to summarise some of the differences between formal and informal texts (choice of vocabulary, contractions, slang words and colloquial phrases not used, stock phrases, e.g. 'request the pleasure of the company', 'RSVP').
- Use demonstration-writing to model how to create a glossary entry for one of the stock phrases, e.g. 'coming of age'. Others can then be undertaken for homework.

Transcript day 1

Put your hand up if you know what these are Yes. Who's received an invitation of some kind? Tell us about it OK, so lots of invitations, to lots of different events. Now just talk to your partner for a minute and decide what vital information does an invitation have to contain? What do you need to know if the invitation is going to work properly? Let's have some suggestions Well, we've got quite a list here. What is it to? Who from? Who to? Where? When (date)? When (time)? What is being celebrated? Is it always a celebration?

..... OK, often but not always. Now we're going to look at some invitations. Here's the first one. Let's read it together

Good. Do you think these people know each other well? Why do you think that? Yes. It's friendly isn't it? They are related to each other. How do you know? And yes, it's got the word 'favourite'. Does it answer all the questions on our list? Have a minute with your partner to check Yes, you're right. All those and more information. What other information is there? It tells you what to wear and what's going to happen. Why is it helpful to know there is going to be food? and dancing? and what to wear? Yes, that's right. We call it the 'dress code'. So the dress code for you at school is your uniform. It says what you can or cannot wear. Have you seen a dress code mentioned anywhere? Yes, some pubs say 'No trainers'. Let's add dress code, food, and events (e.g. dancing) to our list of key information.

Right. That's one invitation. Let's look at another invitation and read it together Well done. It sounds very different but what's the connection between these two? Yes, it's the same event and the same people Yes, the same invitation but written in a very different way. How are they different? Yes, I suppose you could say 'posher'. Can you explain what you mean? So give me an example Joe and Joseph/Ellie and Eleanor. We say one is formal and the other informal. That's one of our objectives for this week. Looking at formal language and when we might use it or see it being used.

What's the formal phrase in this invitation, that means we would like you to come? Decide with your partner Come and underline it. Yes, 'requests the pleasure of the company of'. That's not something you say every day is it. I request the pleasure of your company to walk to school with me. Would you say that? No, you'd say I'd like you to walk to school with me.

We'll look at some more formal phrases and words in a minute but with your partner just check that this formal invitation contains all our key information and does it add any more? Gives those and more – more details – the hall address 'RSVP' What does that mean? Yes, it's from the French 'Répondez s'il vous plait' – reply, if you please. Does the informal invitation ask for a reply? OK, underline it for me.

We'll list these two examples under formal/informal and start a comparative chart Let's do one more comparison Who is it to? And what's the comparison in how that is expressed? nicknames and full names. First name only and surnames. You're going to carry on with this comparison in pairs in a few minutes but we'll just do one more thing together first.

With your partner I want you to identify all the words and phrases in this invitation that you think are formal or posh as Sam called it Right, let's underline them. Barry? Well we've got quite a few, haven't we. You're going to go off and work on the comparative chart and you'll match up some of these formal words and phrases with words and phrases in the informal invitation. That will help you work out what they mean and we'll check it out when we get back together.

Let's just check you're all clear what I want you to do with the chart I'm handing out? Fine, off you go.

Lesson notes for day 2

Shared work

- Ask the children to recall the key information needed on an invitation and check against the list created yesterday.
- Ask them to recall features of a formal invitation and some of the stock phrases.
- Undertake a shared read of the ball report (Resource sheet 3a).
- Ask the children to reread it bearing in mind the key information needed on an invitation.
- In pairs, ask them to record this key information in note form on whiteboards. Use the list to structure their notes. Using Resource sheet 3b, check their boards.
- Select one or two pairs and ask them to explain how they have organised their notes and why. An efficient way to do this would be to use the key information list but there may be other suggestions.
- Explain independent task (to create the formal invitation for this event) using formal words/phrases/layout.
- Take some of the homework, glossary definitions of formal phrases /words if this was set as a homework task.
- Write the word *accompanied* (from Resource sheet 3a) and ask the children to identify the prefix/suffix /root word. Remind them of *company* from Resource sheet 2c.
- Create the word family from the root word, stressing the linking meaning of *together*, being with others.

Independent work

- Using their notes, the children write a formal invitation for the event. They must include some of the stock phrases identified in Resource sheet 2c and must think about layout.
- An extension activity is to write an informal invitation for the same event.

Plenary

Share examples and assess against Resource sheet 2c to see if correct information is included, formal language used and layout considered.

Transcript day 2

Everyone settled? Fine. Now, who can remind me what we did yesterday? Great. You have remembered a lot. And how did that relate to our objectives for this week? That's right, formal language. We're going to carry on thinking about that all week and today we're also going to create a word family to help us with our spelling.

Let's carry on thinking about invitations first of all. You've reminded me of the list of key information that invitations include. Have any of you read accounts of parties or other celebrations in magazines or seen them on television? Yes, award parties your mum's 'OK' magazine, Jubilee parties reported in local newspapers. Yes, that kind of thing. Well here's an account of a big event. Let's read it together

Good. Read it through again to yourself and give me a nod when you've got to the end Excellent. I wonder what the invitation to that ball looked like. Any thoughts? Formal? Informal? Right. Why do you think that ? Anything else?.....Thick card and gold printing That's likely Yes, could be. Well lots of ideas. You sound as though you have a clear picture in your heads.

Now here's our list of key information from yesterday. Can you read it through for me, Amy? What we need to know from an invitation. Very good. What does dress code mean? That's right. Now I want you to work with a partner and make notes from this account to gather all this key information on our list. You might have to think carefully and work some of it out as it isn't always obvious. Reread the text if you don't find the answer straightaway. Ask yourself if it's hidden in there. Remember notes – just the minimum amount you need. Nothing extra. You've a few minutes for this so go back to your desks and make the notes in your jottings book. Then we'll get back together

Fine. I'm not going to go through it all – just a couple. OK, so how do you know when it finished? It doesn't tell you directly

Brilliant, you worked it out from the four hours of dancing. Do you all see how Sally got that answer? What about food? Was there anything to eat? How do you know? And finally what about dress code? And your evidence for that?

Now in independent work you are going to use your notes and your work from yesterday to write a formal invitation to this ball. You'll have to include some of the formal words and phrases we looked at yesterday and which you thought about for homework. Let's quickly run through the homework

So you're all set to write the formal invitation but just before you do that let's spend a few minutes on our spelling objective. Have a look at this word from the account – 'accompanied'. Can anyone mark off the prefix and suffix? So what about the 'i'? Will the word still end in 'i'? So if we take off the 'ed' it becomes

Yes, it goes back to a 'y'.

What word are we left with? – 'company'. Remember that from yesterday? requests

the pleasure of the 'company'

So here's our root word 'company'. What does it mean? Being together, with other people

Yes, it can be a business too, a group of people who work together

Or a company in the army, a certain number of soldiers. Any other words that have company or a bit of company in them?

companion,

accompanists,

companionable,

unaccompanied. What happened to the 'y'? How does that change?

Is there a rule? ...

compare (Yes, that's about at least two things, isn't it.)

comparable,

comparative.

Why do you think there is a double 'c' in 'accompanied'? Well done, Len. Which other word have you learned with the 'ac' prefix? Yes, 'accommodation' – many people get that word wrong.

Excellent. You've done very well. If any more crop up during the week we can add them. Remember, this bit is the root. How many letter 'c', 'm' and 'n'? What does it mean? See if you can remember these meaning links to help you with spelling.

OK, off you go now and do your invitations. Everyone clear about what they have to do? Think about the formal language and layout. Use your notes and anything from yesterday.

Lesson notes for day 6

Whole class

- Undertake shared reading of Resource sheet 8a. Ensure children can identify causal relationships within the text and how the sequential series of events is also a cumulative explanation.
- Discuss the informal language features within this text and annotate (see Resource sheet 8b).
- Ask them to recall formal language features and relate to text being studied, e.g. formal language – might use 'difficult' day rather than 'bad' day.
- Point out the explanation structure and annotate. Note how the use of paragraphs relates to new stages in the explanation.
- Look at the complex sentence 'Then, when I told him off, my mum...'. Ask children to identify the subordinate clause and its punctuation.
- On whiteboards, ask the children to rewrite the sentence moving the subordinate clause.
- Show me. Get children to explain the punctuation of their new sentence.
- Discuss how this explanation might be written if it was a formal explanation to a headteacher. What would be the same/different?
- Demonstration-write the opening paragraph of letter to heateacher (using Resource sheets 8c and 8d).

Independent time

- Ask the children to continue to write/complete the formal explanation to the headteacher.
- Encourage them to include formal phrases and vocabulary.
- Stress the use of logical and sequential structure of this explanation and how this is reflected in the use of paragraphs.

Plenary

- Show Resource sheet 8c on the OHT, as one possible formal letter.
- Get them to identify formal features
 - structure
 - sequence
 - how the explanation is ended
 - use of temporal and causal connectives
 - use of paragraphs
- Ask how this version is different from the informal version.
- Ask them to share their own letters with a writing response partner and decide if they can improve their letters in the light of this example/discussion.
- If time, share some of the revisions they have made and reasons why.

Lesson notes for day 7

Shared work

- Ask the children to read the school accident explanation (Resource sheet 9a).
- Discuss the text and ensure they understand the sequence of events and causal links. Some of these are implied e.g. the slowing down of the bike/light injuries.
- Ask them if this is a formal explanation or an informal one. Ask them to identify formal features (Resource sheet 9b) and annotate these.
- Ask them to identify the explanation structure and any language features of an explanation text. Annotate these. Note: Some of this explanation is in the past tense as it is describing an accident that has happened. The last two paragraphs relate to a process and are in the present tense.
- Ask the children to identify some complex sentences. Discuss how these allow you to add precise detail and why this is important in explanations.
- Ask them in pairs to move some of the clauses around, writing on their whiteboards. Use 'show me' to check punctuation.
- Select the passive sentence *The funnelling of the children...* and recap how sentences in the passive voice vary from those in the active voice.
- Discuss why the headteacher might have used the passive voice here (no agent, not ascribing blame, avoiding responsibility).
- Show how this accident could be written as parallel notes of the series of events (Resource sheet 9c) before giving out copies of Resource sheet 9d to groups of three.
- Quickly read Resource sheet 9d before setting children off on their independent work.

Independent work

- Two children take on the role of Driver A and Driver B. The third child is a police constable. First they role-play explaining their actions to the police. Then they must collaborate to write a formal report that will be submitted to the court, explaining the accident.
- An extension activity is to write an informal explanation for the same event.

Plenary

- Children role-play reading out their explanation to the court. Others assess for formality and accuracy.

Phone 7659034

3 The Avenue
Woodgreen
4.9.02

Dear Joe and Claire,

Just a quick note to say we are having a party next month (on Saturday 12th) for Ysanne's eighteenth birthday. We mentioned it to you on holiday but this is just to confirm that it's all going ahead. We hope you and the kids can all come, as we know she'd want her Uncle Joe, Aunty Claire and her favourite cousins to be there. There's going to be a mixture of family and her friends, so it will be quite a big 'do'. We'd better get saving!

We've hired the village hall and there'll be a buffet and a disco. It'll start at about 7.30ish. We thought it would be fun to get really dressed up, so dig out your best outfits. They can be as posh as you like.

Can you let us know if all of you can make it? We need to let the caterers know how many there will be.

Love
Ellie and Sam

Text structure and organisation

Sentence structure and punctuation

Phone 7659034
3 The Avenue
Woodgreen
4.9.02

Dear Joe and Claire,

Just a quick note to say we are having a party next month (on Saturday 12th) for Ysanne's eighteenth birthday. We mentioned it to you on holiday but this is just to confirm that it's all going ahead. We hope you and the kids can all come, as we know she'd want her Uncle Joe, Auntie Claire and her favourite cousins to be there. There's going to be a mixture of family and her friends, so it will be quite a big do. (We'd better get saving!) We've hired the village hall and there'll be a buffet and a disco. It'll start at about 7.30ish. We thought it would be fun to get really dressed up, so dig out your best outfits. They can be as posh as you like.

Can you let us know if all of you can make it? We need to let the caterers know how many there will be.

(Love)
Ellie and Sam

Opens with a direct statement of event (crucial to understanding what follows)

Followed by reasons to attend

Ideas ordered into 3 paragraphs

Complex sentences (giving reasons)

Informal vocabulary:

- Colloquial phrases
- Slang
- Personal greeting and signatures (name contractions)

References back to previous paragraphs (invite, buffet) gives closure

Variety of punctuation including apostrophes for omission and possession

Composition and effect	
Adaptation Informal language, including contractions, colloquial language/phrases and slang, all create informal effect. Predominance of personal pronouns emphasises intimacy.	Viewpoint Familiar, familial tone maintained throughout.
Style Conscious use of slang phrases and 'jokey' comment appropriate to informal text.	

Mr Samuel Jones & Mrs Eleanor Jones
request the pleasure of the company of
Joseph & Claire Jones and family
at a coming of age party for their daughter
Ysanne
on Saturday, 12th October 2002
19.30 – midnight.

*Buffet supper
and discotheque
Woodgreen Village Hall
Woodgreen*

*Formal Dress
RSVP by Sept. 28th
Telephone 7659034*

Sentence structure and punctuation

One long compound sentence

Titles and full names/ surnames used

Stock formal phrases

Formal/legalistic name for the event

Words in full rather than in colloquial terms

Mr Samuel Jones & Mrs Eleanor Jones
request the pleasure of the company of
Joseph & Claire Jones and family
at a coming of age party for their daughter
Ysanne
on Saturday 12th October 2002
19.30 – midnight.
*Buffet supper
and discotheque
Woodgreen Village Hall
Woodgreen*
*Formal Dress
RSVP by Sept. 28th
Telephone 7659034*

Text structure and organisation

Opens with names of host and guests before stating event

Ideas ordered via layout rather than paragraphing

Precise details given

Use of accepted acronym

Composition and effect	
Adaptation Use of language, including titles, stock phrases, creates formal effect.	Viewpoint Distant formal tone maintained throughout.
	Style Follows conventions fully. Font used for emphasis.

Compare what it actually says in each invitation

	Informal invitation	Formal invitation
Who to?		
Who from?		
For what event?		
When?		

August 14th

Greenwood Echo

Greenwood Town Hall was thronged with partygoers last night for the annual Charity Summer Ball. Local celebrities mingled with the guests as they danced to the music of the Swingtime Jazz Quartet or the gentler rhythms of The Blue Danube Dance Band.

Following the champagne reception in the Council Chamber at 7.30, guests enjoyed wandering in the gardens before the dancing got under way at 9 o'clock. The host and hostess, Mr Alex and Mrs Jackie Allery, led off the dancing. Mrs Allery was looking magnificent in a floor-length gown of red silk whilst Mr Alex Allery

was sporting the CBE he was recently awarded in the New Year's honours list. Joining Mr and Mrs Allery at their supper table were their invited guests, Councillor Arun Bhavara accompanied by his wife Sunita, Dr Brian Edwards and Mrs Joy Edwards and Mr and Mrs Joseph Jones.

The next four hours of non-stop dancing, fun and feasting was enjoyed by all and this year's ball was a tremendous success. The raffle, with prizes generously donated by local businesses, raised £4000 for the charity appeal.

YOUR DRIVING LICENCE

This booklet contains general information about driving licences.

A licence shows entitlement to drive:

- motor cars,
- motorcycles,
- medium/ large vehicle (3500 kg or over),
- minibuses, and
- buses.

However, each category must be applied for, and tested, separately.

1 PHOTOCARD DRIVING LICENCES

DVLA now only issues photocard driving licences.

This is to ensure road safety by eliminating impersonation at driving tests and ensuring the person driving a vehicle is qualified to do so.

The licence comes in two parts:

- a photocard; showing
 - the driver's photograph and signature which is electronically copied from the application form,
 - categories of vehicles the driver is entitled to drive.
- a paper counterpart; showing
 - details of any endorsements,
 - in the case of a full licence holder, any provisional entitlement held.

Note: You must produce both the photocard and counterpart if requested by the police or a court. You should also present both parts when taking a driving test. You may find that other organisations such as car hire firms and insurance companies will ask to see both parts.

Taken from leaflet D100 *What you need to know about driving licences*
Available from post offices

Sentence structure and punctuation

Use of passive voice to give distanced formal tone

YOUR DRIVING LICENCE
This booklet contains general information about driving licences. A licence shows entitlement to drive:

- motor cars, motorcycles,
- medium/large vehicle (3500 kg or over),
- minibuses, and
- buses.

However, each category must be applied for, and tested, separately.

Formal features including:

- words in full for clarity
- specific details
- use of acronyms
- formal vocabulary rather than everyday words
- generic participants
- technical vocabulary

1 PHOTOCARD DRIVING LICENCES

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The licence comes in two parts:

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 - categories of vehicles the driver is entitled to drive.
- a paper counterpart; showing
 - details of any endorsements,
 - in the case of a full licence holder, any provisional entitlement held.

Complex sentences to add specific detail

Use of modal verbs to indicate more tentative statement

Range of punctuation including colons and semicolons, bullet points and commas

Note: You must produce both the photocard and counterpart if requested by the police or a court. You should also present both parts when taking a driving test. You may find that other organisations, such as car hire firms and insurance companies, will ask to see both parts.

Text structure and organisation

- Explanation structure
- States what it is
 - Why used
 - Gives extended detail

Layout used to indicate textual structure

- Headings used for clarity
- Headings divide sections like paragraphs
- Bullets subdivide sections

Print features used for emphasis

- Upper case for headings
- Bold for important information
- Colour for emphasis

Composition and effect	
Adaptation Formally created via range of language features, including technical and formal vocabulary.	Viewpoint Impersonal tone throughout. Addressed to general reader and involves generic participants.
Style Layout emphasises official status.	

Note 10 Countersignature

If the application requires countersigning, the application form **must** be completed before it is countersigned.

A countersignature is usually only needed if the application is for a first passport or to replace a lost, stolen or missing passport. A countersignature may be needed if the application is for the renewal or extension of a passport and the appearance of the holder has changed considerably, for example if the passport was issued when they were a small child.

After the form has been completed in full, this section should be completed and signed by a professional person, or a person of standing in the community who has known you for at least two years, is resident in the UK, and holds a current British passport. Examples of suitable countersignatories include Bank or Building Society Officials, Police Officers, established Civil Servants, Ministers of Religion, and persons with professional qualifications (such as teachers, accountants, engineers, solicitors, etc). Further examples are available on our website www.passport.gov.uk or from the Passport Adviceline on 0870 521 0410.

The countersignatory must hold a current British passport, the number of which must be entered in the relevant space in Section 10.

Please note that a relative cannot countersign the application.

From How to fill in your Passport Application form. P7

Sentence structure and punctuation

Use of modal verbs to indicate more tentative statement

A countersignature is usually only needed if the application is for a first passport or to replace a lost, stolen or missing passport. A countersignature **may** be needed if the application is for the renewal or extension of a passport and the appearance of the holder has changed considerably, for example if the passport was issued when they were a small child.

Formal features including:

- formal vocabulary rather than everyday words
 - precise vocabulary with legal implications
 - words in full for clarity
 - specific details
 - generic participants
- After the form has been completed in full, this section should be **completed** and signed by a professional person, or a person of standing in the community who has known you for at least two years, is **(resident)** in the UK, and holds a current British passport. Examples of suitable countersignatories include Bank or Building Society Officials, Police Officers, established Civil Servants, **(Ministers of Religion)**, and persons with professional qualifications (such as teachers, accountants, engineers, solicitors, etc). Further examples are available on our website www.passport.gov.uk or from the Passport Advice line on 0870 521 0410.

Complex sentence to add specific detail

Range of punctuation including commas in list

Rhetorical use of 'please'
Formal stock phrase

Please note that a relative cannot countersign the application.

Text structure and organisation

Explanation structure

- Explains when signature needed
- How it should be done
- Gives details

Content divided into paragraphs, each presenting a new idea

Print features used for emphasis

- Headings
- Bold for important information
- Colour for emphasis

Composition and effect	
Adaptation Formally created via range of language features, including technical and formal vocabulary.	Viewpoint Impersonal tone throughout. Addressed to general reader and involves generic participants.
	Style Layout emphasises official status.

3 The Avenue
Woodgreen
7.10.02

Dear Customer Services,

Your train service is awful. I was really late for my plane so you should give me my money back.

We could have had more information. We didn't really know what was happening. You should have newer trains and then they wouldn't break down. I was very upset and I think you should do better.

My ticket is with this letter. Please send me a cheque for the fare.

Yours sincerely
Joe Jones

Sentence structure and punctuation

Text structure and organisation

3 The Avenue
Woodgreen
7.10.02

Letter not set out formally

Dear Customer Services,

Your train service is awful. I was (really) late for my plane so you should give me my money back.

We could have had more information. We didn't really know what was happening. You should have newer trains and then they wouldn't break down. I was very upset and I think you should do better and give me my money back.

My ticket is with this letter. Please send me a cheque for the fare.

Yours sincerely,
Joe Jones

- 3 paragraphs
- Introduction
 - Development
 - Request for action but not developed

Use of simple adverb and adjective

Lack of detail leads to ambiguity

Informal contraction
Informal name

Simple and compound sentences so causal links not fully developed

Simple punctuation

Composition and effect	
Adaptation Informal language, including contractions, everyday vocabulary, insult. Predominance of personal pronouns emphasises intimacy.	Viewpoint Strong personal response maintained.
	Style Underdeveloped style, lacking in details that would add conviction to the complaint.

Customer Services
Coastrail PLC
Woodford
WF3 2MT

3 The Avenue
Woodgreen
7.10.02

Dear Sir or Madam,

On Friday 4 October 2002, I travelled on the 09.36 from Woodgreen to Gatwick. The train was due to arrive in Gatwick at 11.00 but was an hour and twenty minutes late on arrival due to the train's engine failing. We had to wait for the arrival of another engine to push us into the next station, where we had to change onto another train.

As a consequence of this late arrival, I was late for my flight check-in and was only allowed onto the plane thanks to the cooperation of the airline staff. Needless to say I was made very distressed and anxious by this failure of your service. The anxiety was made worse by the lack of information we were given by your train staff.

I understand that the engine that failed dates from the 1960s. In spite of maintenance programmes, such old rolling stock must be unreliable. I am very surprised that your company continues to use such old equipment. I think it increases your responsibility for the delay.

I am enclosing my ticket for the journey. I expect a full refund of the fare and some monetary compensation for the inconvenience and anxiety I suffered as a result of your inadequate service. I shall expect your cheque within fourteen days of this letter.

Yours faithfully

J. M. Jones

Sentence structure and punctuation

Text structure and organisation

Customer Services
Coastrail PLC
Woodford
WF3 2MT

3 The Avenue
Woodgreen
7.10.02

Dear Sir or Madam,

On Friday 4 October 2002, I travelled on the 09:36 from Woodgreen to Gatwick. The train was due to arrive in Gatwick at 11:00 but was an hour and twenty minutes late on arrival due to the train's engine failing. (We had to wait for the arrival of another engine to push us into the next station, where we had to change onto another train.)

(As a consequence of this late arrival) I was late for my flight check-in and was only allowed onto the plane thanks to the cooperation of the airline staff. Needless to say I was made very (distressed and anxious) by this failure of your service. The anxiety was made worse by the lack of information we were given by your train staff.

I understand that the (engine that failed) dates from the 1960s. In spite of maintenance programmes, such old rolling stock must be unreliable. I am very surprised that your company continues to use such old equipment. I think it increases your responsibility for the delay.

I am enclosing my ticket for the journey. I expect a full refund of the fare and some monetary (compensation) for the (inconvenience and anxiety I suffered) (as a result of your inadequate service).

I shall (expect) your cheque (within fourteen days of this letter).

Yours faithfully,
J. M. Jones

Complex sentences to add specific detail

Formal features including:

- specific details
- formal vocabulary rather than everyday words
- vocabulary with legal implications

Range of punctuation including commas in complex sentences

Emphatic verbs give authority

Formal stock phrase

Letter set out formally, with formal openings and closures

Paragraphs introduce new ideas/information

- Introduction – details of problem
- Result of problem
- States viewpoint
- States action required

Cohesion via causal links

References back

- to 1st paragraph
- to 1st and 2nd paragraphs

Composition and effect	
Adaptation Use of language, including titles, stock phrases, etc., creates formal effect.	Viewpoint Formal stance maintained throughout but personal tone also evident.
Style Follows formal conventions. Font used for emphasis.	

Something to complain about

You went out for a meal on Saturday lunchtime with three friends, as a birthday treat. You wanted to go on your own with your friends. You have been to the café before with adults and have had a nice meal.

When you got there the waiter put you at a table tucked in a tiny alcove, even though there were lots of empty tables. It was crowded with four people at it. They were very slow to serve you and you had to wait a long time. When your meal arrived the chips were burnt. The waiter must have known but did not say anything. They did not offer you any sauces or bread although you noticed that they did give these to adults eating in the café. You did not have a pudding there and left to get an ice cream elsewhere as you felt so unwelcome. You were not being silly or noisy.

You were very disappointed and upset and thought they were only treating you that way because you were young people. When you got home your mum suggested you should write to the owner and complain.

I'm in real trouble because I'm late for school again. Oh, it's been a really bad morning - everything went wrong. I'm fed up. My family are so irritating.

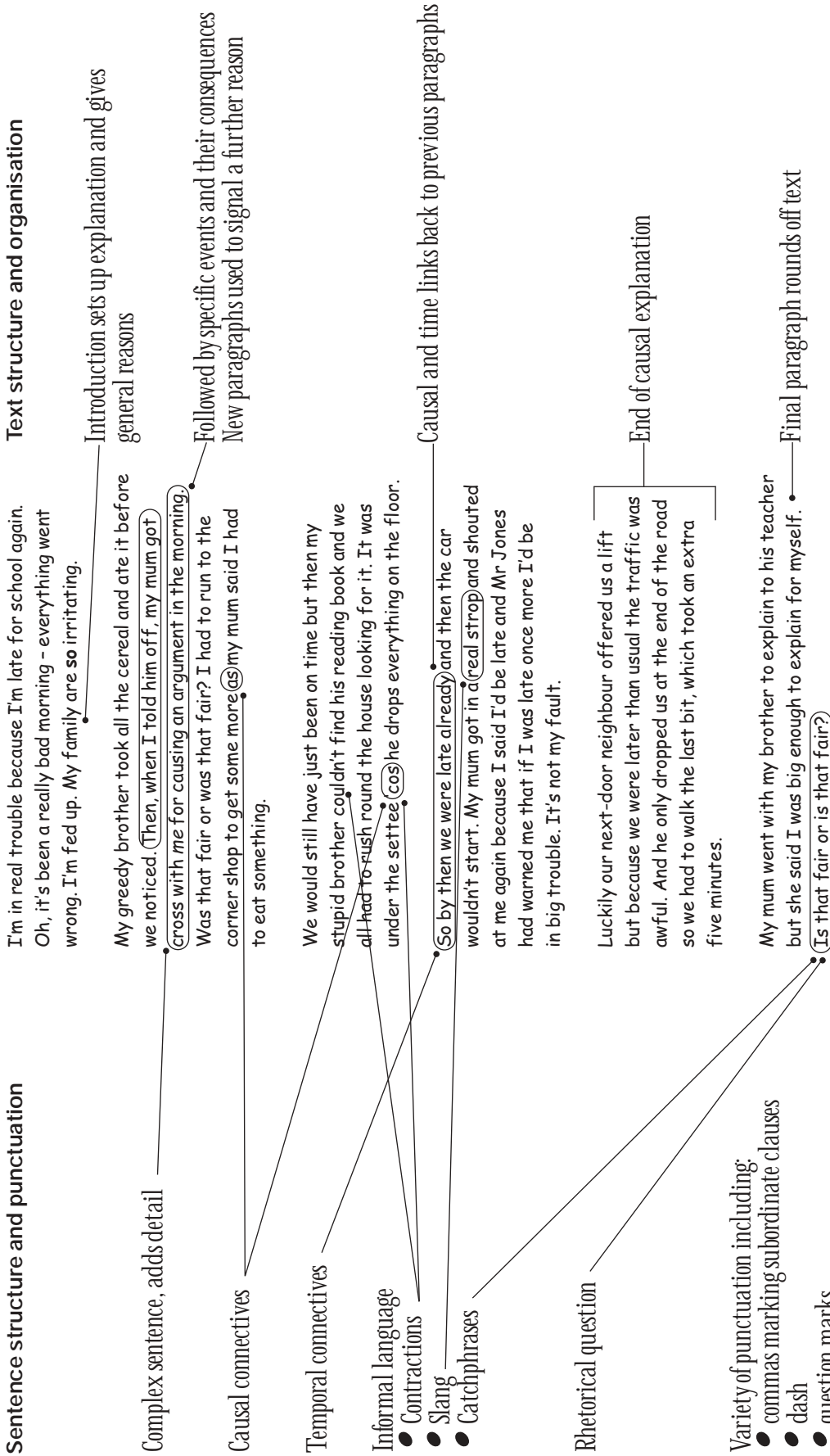
My greedy brother took all the cereal and ate it before we noticed. Then, when I told him off, my mum got cross with *me* for causing an argument in the morning. Was that fair or was that fair? I had to run to the corner shop to get some more as my mum said I had to eat something.

We would still have just been on time but then my stupid brother couldn't find his reading book and we all had to rush round the house looking for it. It was under the settee 'cos he drops everything on the floor.

So by then we were late already and then the car wouldn't start. My mum got in a real strop and shouted at me again because I said I'd be late and Mr Jones had warned me that if I was late once more I'd be in big trouble. It's not my fault.

Luckily our next-door neighbour offered us a lift but because we were later than usual the traffic was awful. And he only dropped us at the end of the road so we had to walk the last bit, which took an extra five minutes.

My mum went with my brother to explain but she said I was big enough to explain for myself. Is that fair or is that fair?



Composition and effect		Style
Adaptation Language choice, catchphrases, etc. appropriate to informal text. Predominance of personal pronouns emphasises intimacy.	Viewpoint Consistent attitude and tone throughout – not to blame, others at fault.	Use of rhetorical question to gain sympathy/appeal to the reader.

Dear Mrs Elliot,

Mr Jones told me to write a letter to you explaining why I was late for school this morning. He has asked me to do this as I have been late five times this month.

I was late again this morning because several things went wrong and each of them made me a little bit later. Each problem only caused a few minutes delay but altogether they caused me to be twenty minutes late.

Firstly, I was late eating my breakfast as we had run out of the only cereal I will eat. This meant I had to go to the corner shop to get some more as my mother does not like me to come to school without eating breakfast. She says it is not good for me to go without food until lunchtime.

We then had to find my brother's reading book. This was important as he needs to practise reading every day and so he must bring his book back to school. As my brother is untidy, I often have to help him find things he has lost.

Our car not starting caused the major loss of time. We would have been even later if we had had to walk but luckily we got a lift most of the way. We did have to walk for the last part of the journey and so this added extra time. Also the traffic was very busy and this made the journey a slow one.

I apologise for being late again. We will try to set the alarm clock for half an hour earlier as Mr Jones has suggested.

Yours sincerely,
Sam Briggs

Sentence structure and punctuation

Dear Mrs Elliot,

(Mr Jones) told me to write a letter to you explaining why I was late for school this morning. He has asked me to do this (as) I have been late five times this month.

Causal connectives

I was late again this morning (because) several things went wrong and each of them made me a little bit later. Each problem only caused a few minutes (delay) but altogether they caused me to be twenty minutes late.

General explanation

Firstly, I was late eating my breakfast as we had run out of the only cereal I will eat. (This meant I had to go to the corner shop to get some more as my mother does not like me to come to school without eating breakfast.) She says it is not good for me to go without food until lunchtime.

Complex sentence, adds detail

Temporal connectives

We then had to find my brother's reading book. This was important as he needs to practise reading every day and so he must bring his book back to school. As my brother is untidy, I often have to help him find things he has lost.

Formal language

- Title and surname
- Vocabulary choice

Passive sentence

(The major loss of time was caused by our car not starting.) We would have been even later if we had had to walk but luckily we got a lift most of the way. We did have to walk for the last part of the journey and so this added extra time. Also the traffic was very busy and this made the journey a slow one.

End of causal explanation

Variety of punctuation including commas marking subordinate clauses, possessive apostrophe

Final paragraph rounds off text and refers back to opening paragraph

Yours sincerely,
Sam Briggs

Text structure and organisation

Introduction sets up explanation

Composition and effect	
Adaptation Language choice, letter style appropriate to formal text. Appeal to headteacher through stressing importance of reading.	Viewpoint Consistent attitude and tone throughout.
Style Well structured into paragraphs. Cohesion maintained through use of causal and technical links.	

The accident took place at 8.45 outside Peterson Primary School and involved a child (A) riding a bike to school, in collision with a child (B) entering the infant school. No serious injuries were caused but Child B sustained a grazed knee and Child A scraped his arm. Injuries were dealt with within the school medical room and no further treatment was required. The bike suffered minor scratching to the paintwork.

Causes of the accident as determined by headteacher's investigation.

The accident appears to have been caused by:

- inattention from Child A;
- unexpected movement by Child B;
- many children entering the school site via one gateway;
- no marked separation of cyclists and pedestrians.

At 08.40 Child B arrived at the school gate accompanied by her mother. The pair did not enter the gate, but stopped on the pavement outside the school to talk to a neighbour. The mother was holding Child B's hand but after a few minutes let go of it. Child B saw a classmate in the school playground and, without warning, ran through the gate heading diagonally towards the playground.

Child A had left home at 8.40 to cycle to school as usual. As he approached the gate he passed a group of friends and slowed down. Turning into the school gate, he twisted his head to shout back to these friends and so was not aware of the child running in front of him. The resulting collision knocked Child B over. Child A fell off his bike as a result of an abrupt stop caused by applying his brakes hard. He fell to one side thus scraping his right arm. Fortunately he was wearing a cycle helmet and so suffered no head injuries.

The funnelling of all children into one entry point causes some crowding. This is potentially dangerous and the possibility of further entry points should be explored.

There is no clear distinction between road and pavement at the school entrance and so it is likely that cycles and pedestrians will use the same space. Clear cycle paths should be demarcated or cycles should be rerouted into the vehicle entrance to the school.

Sentence structure and punctuation

The accident took place at 8.45 outside Peterson Primary School and involved a child (A) riding a bike to school, in collision with a child (B) entering the infant school. No serious injuries were caused but Child B sustained a grazed knee and Child A scraped his arm. Injuries were dealt with within the school medical room and no further treatment was required. The bike suffered minor scratching to the paintwork.

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Temporal connectives

Causal connectives

Formal language

- Anonymous agents
- Vocabulary choice

Passive sentence

Variety of punctuation including colon and semicolons, commas marking subordinate clauses, possessive apostrophe

Text structure and organisation

Introduction contextualises the explanation

Title sets up explanation
Para 1

Summary explanation, provides outline for what follows

New paragraphs used for specific events and their consequences

Final 2 paragraphs round off explanation by moving from specific incident to wider problems. Recommendations give some sense of closure

Composition and effect

Adaptation
Language choice, letter style appropriate to formal text.

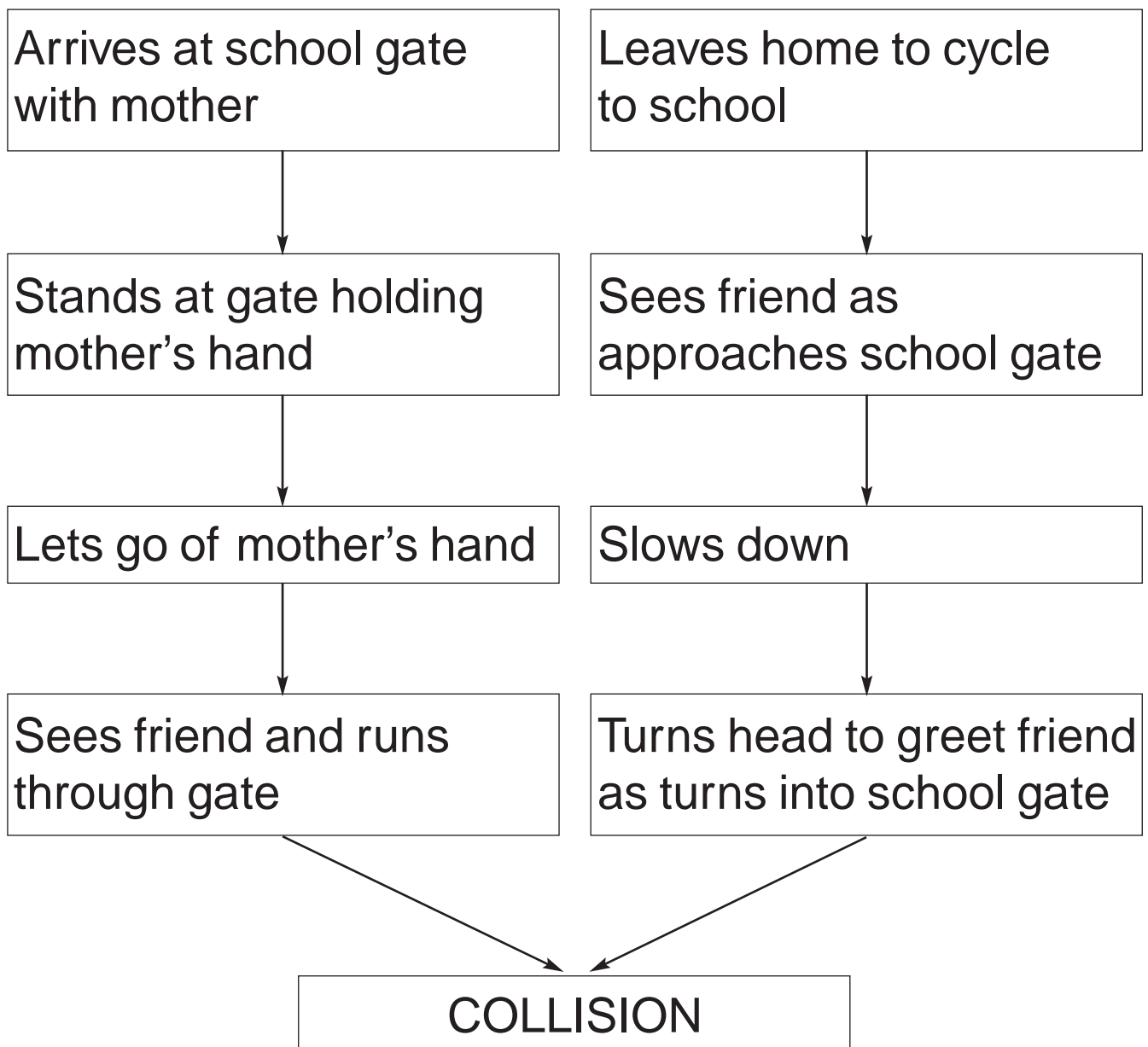
Viewpoint
Distanced impersonal viewpoint maintained throughout (although fortunately implies some emotional engagement).

Style
Well structured into paragraphs. Cohesion maintained through use of causal and technical links between structured and bulleted list.

Notes of the accident at Peterson Primary School

Child A

Child B



CAR A

CAR B

<i>Monday 19th</i>	
	<p>23.00 Driver B arrives home tired from long car journey. Petrol station shut so decides to fill up in morning rather than drive to 24-hour garage</p>
<i>Tuesday 20th</i>	
<p>08.55 Driver A notes car windows iced up because of frost. Scrapes them but not completely clear</p> <p>09.05 Leaves home. 5 mins late so drives quickly but road usually very quiet until meets main road</p> <p>09.08 Road curves. Driver A is dazzled by low sun. Sun low in the sky because it is winter</p> <p>09.09 Bumps into stationary car in middle of the road</p>	<p style="text-align: center;"><i>Tuesday 20th</i></p> <p>08.45 Sets off from home. Listening to radio. Does not notice petrol gauge almost on empty</p> <p>08.55 Stuck in traffic jam. Engine idling</p> <p>09.05 Car judders and splutters. Notices petrol gauge. Knows there is a garage nearby. Turns off main road into quiet side road</p> <p>09.06 Car comes to a stop in middle of quiet road. Out of petrol</p> <p>09.07 Gets out of car and phones for help from mobile. Does not put hazard flashers on</p> <p>09.09 A car comes round the bend and clips the back of the stopped car</p>

What causes volcanoes?

A volcano is created at any place on a planet's surface where some material from the inside of the planet makes its way up to the planet's surface in the form of an eruption. A volcanic eruption is caused by several factors: the structure of the Earth, the movements of the Earth's crust, the viscosity and gas-content of magma within the Earth, and the build-up of gas pressure.

The structure of the Earth is significant because the different parts of the planet are of different thicknesses and subject to different pressures. The Earth is made up of three main layers: the core, the mantle and the outer crust.

The outer crust is rigid and is 5 to 10 km thick under the oceans and 32 to 70 km thick under the land. Compared to the rest of the planet, this crust is very thin – like the outer skin on an apple. This means it is relatively fragile.

Directly under the outer crust is the mantle, the largest layer of the Earth. The mantle is extremely hot, but for most of the time it stays in a solid form. In certain circumstances, however, the mantle material melts, forming magma that makes its way through the outer crust. Magma is fluid, molten rock. It is partly liquid, partly solid and partly gaseous. Depending on the

combination of these three elements, magma can be under a great deal of gas pressure. As the pressure builds up, this results in the magma being forced out through the core.

Different combinations of pressure and viscosity in the magma cause different types of eruptions. If the viscosity and the gas pressure are low, lava will flow slowly onto the Earth's surface when the volcano erupts, with minimal explosion. However, if there is a lot of pressure, this will cause an eruption with an explosive launch of material into the air.

As it will take millions of years for the Earth's structure to change, earthquakes will continue to happen. Scientists can now predict when volcanoes might erupt but there is still nothing we can do to stop them happening.

Sentence structure and punctuation **What causes volcanoes?** **Text structure and organisation**

A volcano is created at any place on a planet's surface where some material from the inside of the planet makes its way up to the planet's surface in the form of an eruption. A volcanic eruption is caused by several factors: the structure of the Earth, the movements of the Earth's crust, the viscosity and gas-content of magma within the Earth, and the build-up of gas pressure.

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Causal connectives

Specific details

Formal language
 • Vocabulary choice
 • Technical terms

Complex sentence, adds detail

Generic, not specific

Variety of punctuation including commas marking subordinate clauses, commas in list, possessive apostrophe, colon

Composition and effect	
Adaptation Use of technical terms, formal vocabulary and phrases, specific details.	Viewpoint Impersonal, formal tone maintained throughout.
	Style Some attempts to make accessible to non-scientific reader through use of analogy (apple).

What causes an earthquake?

An earthquake is a **vibration** that travels through the Earth's crust. If buildings shake as a heavy truck travels down a street it is, technically, a mini-earthquake. However, it would not measure very highly on the Richter scale (the scale used to measure earthquakes). Earthquakes are caused by many things such as:

- meteor impacts
- volcanic eruptions
- underground explosions (an underground nuclear test, for example)
- collapsing structures (such as a collapsing mine).

The majority of naturally occurring earthquakes however are caused by movements of the earth's **plates**.