



writing across the curriculum frames to support learning

Maureen Lewis / David Wray

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Introduction

Recent initiatives in literacy teaching give a great deal of prominence to range and type of text. Range now takes pride of place, for instance, in the various programmes of study of the national curriculum for English. Text type is also the basic organising feature of the framework of teaching objectives for the National Literacy Strategy (NLS). The framework focuses on a different text type, fiction and non-fiction, in each school term and, thus, the range is covered in a highly systematic way.

Both primary and secondary English teachers would claim they have been providing a variety of fiction texts for a number of years. Certainly, one of the major features of modern approaches to the teaching of reading is the emphasis on broadening children's experiences to include texts such as fables, myths and legends, adventure stories and poetry. While this variety has not been tackled as systematically as in the NLS framework, there can be few children emerging nowadays from primary schools whose reading experiences have been limited to traditional reading scheme 'stories'.

Yet there remain problems with non-fiction. Many teachers will recognise that when children work with non-fiction texts they often do no more than simply copy out passages from reference books, with

little evidence of learning. As part of the Exeter Extending Literacy (EXEL) Project based at Exeter University and funded by the Nuffield Foundation, we have been working with groups of teachers to explore ways of broadening and making more effective children's reading and writing of information texts (Wray & Lewis, 1997; Lewis & Wray, 1996).

A major teaching strategy developed from this work has been the use of writing frames to support and guide children's non-fiction writing. These frames have been adopted enthusiastically by teachers in a wide range of situations. They have also been incorporated into the National Literacy Strategy as a core teaching strategy.

In this book we present some further ideas for ways of using writing frames. The main purpose is to extend the idea of writing frames to a wider range of curriculum areas, including mathematics, science and technology, as well as to suggest ways of framing children's writing of stories. We shall introduce these ideas by exploring problems which children may encounter when writing and describing how writing frames can provide solutions to these problems.

The problems of writing

Writing causes several problems for the inexperienced (and even for the experienced). From talking to teachers and observing children, we have identified four major problem areas.

The problem of the blank page

Most people agree that the hardest part of writing is getting started. Even experienced writers sometimes engage in ‘delaying tactics’ (sharpening pencils, making coffee, walking around the room) to put off the awful moment. Teachers are all too familiar with the response of children overwhelmed by the blank page: “Please Miss, I can’t think what to write”. One of the major effects of using writing frames is that children are no longer overwhelmed. There is already something on the page to help them make a start.

The difference between writing and talking

When we talk, we tend to receive a great deal of feedback. Talk usually takes the form of a dialogue: one person says something which prompts the other person to reply, and so on. Writers, on the other hand, have no such prompts. Of course, support is potentially available in the classroom from a teacher at the child’s shoulder with such suggestions as: “That’s an interesting idea. Tell us more about that”; “You’ve described that well.

Can you give some more information about why it was there?”; or “How exciting! And what will happen next?” It is difficult, however, in a class with up to 35 child writers, for a teacher to be able to provide sufficient support to meet everyone’s needs.

We have found that writing frames offer regular prompting without requiring the actual physical presence of the teacher. Using a frame is rather like having a dialogue with the piece of paper and, because the prompts provided are tightly tied to the demands of a particular writing form, this dialogue is very structured.

The ‘and then’ syndrome

Inexperienced writers tend to have a limited range of ways of joining ideas: they use ‘and then’ as if this were the only device available. Mature writing, of course, is characterised by more elaborate ways of joining ideas, using such connectives as ‘furthermore’, ‘moreover’, ‘nevertheless’, ‘on the other hand’, and so on. How can teachers introduce these alternative connectives and help children use them effectively in their writing?

The writing frames we have developed use ‘mature’ connectives quite deliberately. It has been one of our most surprising findings that, after immersion, many children spontaneously employ connectives of this kind in their independent writing, with, apparently, little direct intervention by the teacher.

The structure of texts

According to genre theory, pieces of writing which share a common purpose tend to share a common structure. Instructions for carrying out a task as, for instance, in a recipe will tend to follow the following pattern:

- a statement of the goal. (e.g. This is how to make a chocolate cake.)
- a list of materials necessary to achieve this. (e.g. You will need...)
- a series of steps to carry out. (e.g. First you..., then...)

Language patterns such as these tend to become so routine that we are barely aware of them, yet they clearly have to be learnt. Many children find such structures difficult because they do not have the right expectations about texts. It is quite common, for example, for children to write instructions in the form of a narrative; “I got some sugar and put it in a mixing bowl. Then I ...” They need to learn the appropriate language structures for different tasks.

In order to help children, teachers themselves need to be aware of text structures. As we described in our earlier publication (Lewis & Wray,

1996), the most important basic factual genres are recount, report, discussion, persuasion, explanation and instructions. Research suggests that primary children have a great deal of experience of writing recounts but are rarely exposed to the other genres. This imbalance is worrying because, in later school life and in adulthood, these other genres are very heavily used and are crucial to success. Secondary school examinations, for example, demand the ability to write cogent arguments and discussions and, if children have not been taught how to structure these forms of writing, they will be disadvantaged.

It is also the case that fiction texts have distinct structures. However, teachers usually limit their discussion of structure to the notion of ‘beginning, middle, end’. The poverty of this approach can be easily seen by examining the following text:

The train pulled into the station. It stopped at the platform. Then the carriage doors opened and some passengers alighted. The sixteen people who were waiting to travel now boarded the train. Soon the carriage doors were closed. The train left the station and then continued on its journey.

This text clearly has a beginning, a middle and an end. Yet most people would agree that it could not be satisfactorily described as a story.

It lacks a number of features:

- Characters with whom readers can identify and empathise.

- A plot. Story plots usually involve the main characters trying to resolve some kind of problem. There is no problem here.
- A resolution which provides the conclusion to the plot.
- Ingredients such as suspense, excitement, pathos and humour.

Supporting writing in a range of genres

Curriculum subjects provide purposeful contexts for children to write in a wide range of genres.



Writing frames offer a very useful way of introducing children to different written genres and then supporting them in the use of appropriate text structures. They provide a skeleton outline for a piece of writing around which children structure their own ideas; they also scaffold a range of connectives.

More recently we have begun to explore the ways in which writing frames can support children's writing in a wider range of curriculum areas, each of which has its own distinct purposes and forms of writing. In the rest of this book we provide frames to support writing in mathematics, science and technology, as well as various kinds of stories.

In addition to writing frames, we provide resources to help children plan writing in a variety of forms. These planning frameworks can be used independently or in conjunction with full writing frames.

Finally, we provide resources to take children beyond writing frames, usually in the form of prompts for writing. These are particularly useful for children who become 'hooked' on writing frames and help these children move towards more independence in their writing.

Frameworks for planning

Planning is an important stage in the writing process. Frameworks encourage children to include any key elements in their writing plans.

As we all know, the writing process involves more than sitting down and writing. There are some occasions when we leave a piece of writing as it stands, e.g. a quick note to a colleague, but, on many occasions, we have to work on and improve our first attempts. This may include a period of reflection and planning. Before we began to write this book, for example, we had in mind our purpose for writing it (to share our work with others) and our intended audience (teachers). We then discussed the possible contents and drew up an outline of the structure. Under each heading we planned what we might include. Next we wrote a first draft which, after consideration, was altered where we felt it could be improved. Then a 'clean' version was printed and sent off to the publisher, where the process of reading the draft and suggesting further improvements continued.

In classrooms where writing is encouraged children are offered authentic reasons for writing so that they have a clear sense of the purpose and audience for their writing. Writers are also encouraged to plan, draft and edit their writing in order

to improve the quality of their work. Figure 1 shows the stages of the writing process which are involved in both fiction and non-fiction writing, although, of course, not every piece of writing will necessarily be finely crafted in this manner.

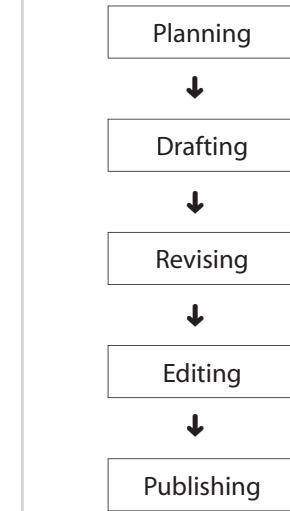
Merely giving children the opportunity to plan is not in itself sufficient. Children need support in recognising how texts are organised. In narrative writing, children often miss out one of the story elements such as characters and setting from their plan. Most commonly, however, they find it difficult to develop a coherent plot. Typically their story rambles or consists of a series of brief events with little elaboration. The story planning frames that follow all help children structure the outline plot by making explicit common structures, such as problem and resolution.

It is important that the use of such planning frames is embedded in opportunities for children to listen to, read and enjoy stories. It is from such experiences that narrative elements such as characters, setting and plot can be discussed before going on to introduce an appropriate planning frame for the children's own writing.

Similarly experience of instructions, or reports, etc and discussion of their structural and language features, will provide a context in which to introduce the appropriate planning frame for non-fiction texts to those who need support.

FIGURE 1

The writing process



Frameworks for writing in mathematics

Writing in mathematics offers opportunities for children to articulate their thinking.

As we pointed out earlier, pieces of writing which share a common purpose will tend to share a common structure. Thus instructions for the completion of a certain task (recipes, instruction leaflets, etc.) will tend to be organised according to the familiar structure of goal (what will the completion of these instructions result in?), equipment (what will you need to complete these instructions?) and steps (what do you have to do to complete the task?).

Analysing writing appropriate to a particular curriculum area needs, therefore, to begin with an exploration of the purposes of that writing. Why, for instance, might children write in mathematics?

Of course, the principal purpose of writing in mathematics will usually be to record the working out of mathematical problems and numbers are usually more prominent than text. There are, however, other purposes for mathematical writing, including the need to

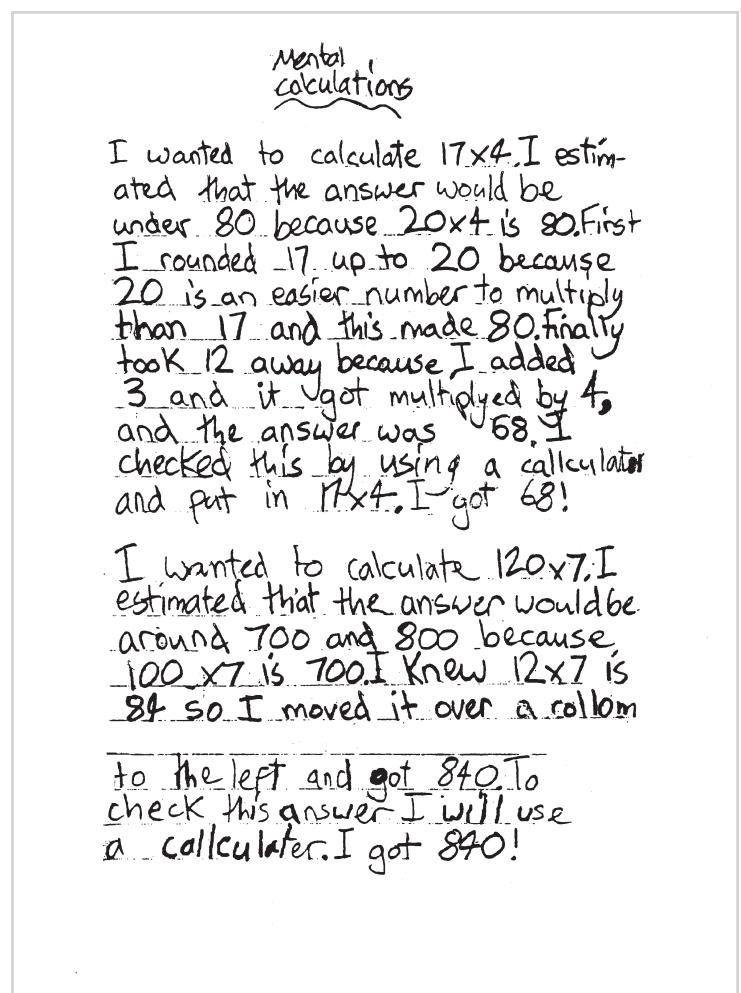
- plan and record mathematical investigations
- predict mathematical outcomes

- recount mathematical work of various kinds, including calculations
- give instructions for carrying out mathematical procedures
- offer a detailed proof of a mathematical phenomenon

We give several examples of possible frames in the following pages which will help children learn how to write appropriately for these purposes.

The frames can also help guide children's thinking in mathematics (see Rawson, 1997). The writing shown in Figure 2, for instance, was completed by a year 5 child using the mental calculations frame. It is evident from this writing that the frame has prompted the child to think through the problem she was set. She has in fact come up with two distinct mathematical strategies for solving the problem.

FIGURE 2



Frameworks for writing in Science and Technology

Many teachers and advisory services have begun to develop writing frames as a scaffold for children's writing in science.

The three science writing frames on pages 30–32 relate to the three processes identified in attainment target 1 of the national curriculum for science: planning; obtaining evidence and considering evidence. They are generic frames that can be used with a wide range of children but teachers might wish to build in some differentiation. For example, for children working at level 5, the investigation planning frame might include further, more demanding prompts such as:

- The scientific background to my prediction is...
- I will control the following factors ...because

Science writing is also commonly used to explain phenomena. For instance, causal explanations (X occurs. This causes Y to happen because...) are used to describe what happens in a chemical reaction. The Science Explanation 1 frame supports this kind of writing by offering causal connectives as 'help words'. Figure 3 shows a year 2 pupil using a simplified version of this frame marked by the personal voice – 'I think that' – in contrast with the more impersonal

prompt (This is because...) in the photocopiable frame.

The Science Explanation 2 frame (page 35) offers both temporal and causal connectives as prompt 'help words'.

In technology and design children are encouraged to identify a need, plan, make, evaluate and reflect. The two technology frames cover planning and evaluation, and reflection. Again, as with the science frames, teachers could adapt these generic frames to differentiate for pupils at a range of levels of attainment.

Although we have made no mention so far of IT, many teachers have placed writing frame templates, such as the ones provided in this book, onto their classroom computers. This has a number of practical advantages. The writer can move sentence starters up and down and delete unwanted prompts. Editing can be done directly on the screen. Having the frames on the screen also encourages the child to compose at the computer rather than type in a previously handwritten version.

FIGURE 3

I want to explain why leather is good material to make a bag to go out in the rain. I think this because leather is waterproof to go out in the rain. Also I think this because the water drips off the bag and it doesn't get wet. So now you can see why leather is good material to go out in the rain.

Frameworks for developing independence

Prompt frames and more open frames can be helpful when children are becoming more independent writers.

Writing frames are sometimes criticised on two grounds: repeated use can lead to formulaic writing; and some children become over reliant on the frames so that help is needed in moving them on.

We would only advocate repeated use of the same frame in rare cases (e.g. some special needs children, or some bilingual learners). We would, however, argue that frames which have different prompts but scaffold the same text structure can be used on several occasions. So, for example, a discussion might start by saying 'Have you seen all the debate in the newspapers about...' or 'There is a lot of disagreement in our class over...', etc. Each of these prompts is signalling that writing of this kind starts by stating the issue. In using 'same but different' frames, writers can begin to internalise the structure of the text rather than any particular form of words. They then reach the position where they can say: 'Now I think – well I know – that I can write without a writing frame because the frame is in my head.'

Another way to move children on is to remind them of the overall structure of the text whilst also giving key words to help create a particular type of text. The frames in the developing independence section are of this type and can be used either as a bridge from more structured frames to independent writing or, alternatively, as frames for more able children who have experienced the text type and need relatively little support in their writing.

A group of year 6 children, for instance, put notes about the Victorian police and a visit from a policewoman into a comparative grid. Some used the comparative report prompt sheet (page 41) to help them structure their writing. The child whose work is reproduced in figure 4 was able to choose from a range of sentence starters and connectives and the finished writing is both highly individual and well constructed.

FIGURE 4

10th March 1998.
A comparison of the Victorian and the Modern Police Force...

Uniform.....

Today the uniform is made up of 7 parts a clipboard, a hard hat, a jacket with their number on, trousers (black) and flat shoes again black, whilst the Victorian uniform was made up of a dark blue knee-length ^{blue} tunic with metal buttons and a stand up collar where the number is on the sum^{er} they wore light grey trousers a blue jumper and hats with which look about like top-hats but they were a lot harder.

Equipment

Nowadays the equipment is mainly consists hand cuffs with a hard black plastic in between them, a can C.S. gas that can spray up to 6 metres, a radio to get back up and a casco otherwise known as a baton and all this is in belt, whereas the Victorians had handcuffs, but they had a chain between them, a truncheon in the shape of a baseball bat and a rattle to get back up.

Transport.....

Most modern transport is motorised but then they didn't have cars and used foot and horse power. Although mostly we use Vauxhall Calibra, Ford Escort and Ford Mondeo we still use foot power. For tracking down robbers nowadays we have water helicopters in contrast the Victorian police would of had to of used again horses or foot.

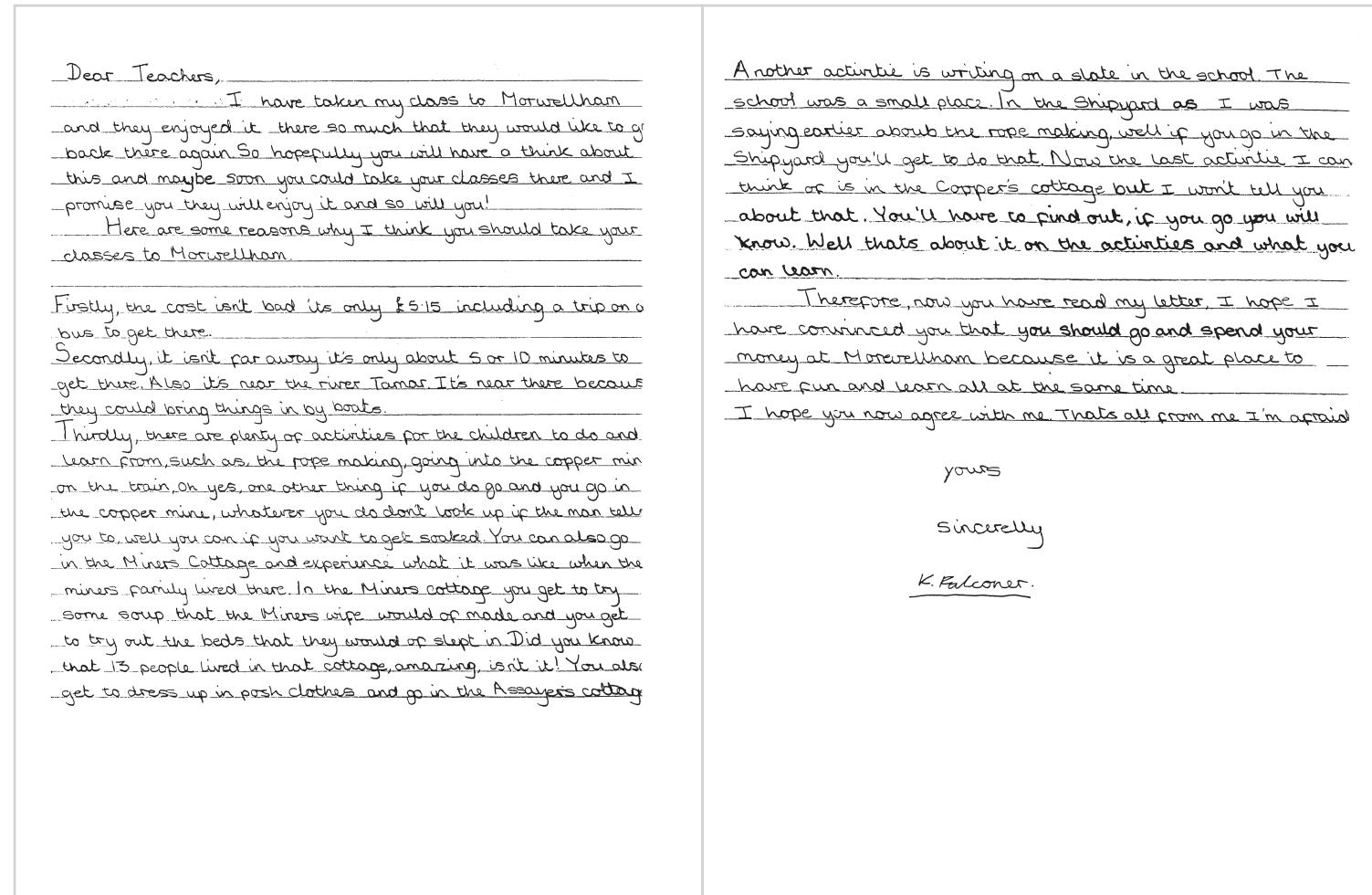
In conclusion I there for hope you realise that the Victorian Police force and the Modern Police force are very different and that they have almost nothing in common.

In figure 5, we see persuasive writing produced after visiting a theme park with the aid of another of the open frames, 'Writing to persuade' (page 39). This writing was a very successful alternative to 'Write about the trip.' On this occasion, year 6 children were asked to 'sell' the trip to other teachers. Again this writing is truly individual but well structured as a piece of persuasive prose.

The frame on page 42 is different from the others in that it supports children in talking, in the context of a presentation to the class. Figure 6 is from a class of year 1 children who take it in turns to give a talk to the rest of the class about a topic they have selected. The teacher recognised that some children found it difficult to keep to the point and so introduced a frame to help them plan their talks. This example gives you a flavour of what has become a very successful part of this teacher's speaking and listening programme.

The final frame in this section (page 43) can be used to analyse a story as children are reading. Figure 7 shows a year 3 child analysing and then predicting what happens next in the story of Beowulf.

FIGURE 5



Frameworks for developing independence

Story analysis

FIGURE 7

name	Harriet Smith	date	6 th of November 1997														
title	The story of Beowulf.																
How was the atmosphere created?																	
<p>My evidence</p> <p>Through the dark night a darker shape slid. It shritched towards the timbered hall huge and hairy and slightly stooping. Slabbed spittle and blood.</p>																	
<p>Descriptive words</p> <table border="0"> <tr> <td>Huge</td> <td>Slabbed</td> </tr> <tr> <td>Hairy</td> <td>Quiver</td> </tr> <tr> <td>Sinister</td> <td></td> </tr> <tr> <td>Bristled</td> <td></td> </tr> <tr> <td>Lothsome</td> <td></td> </tr> <tr> <td>Shritched</td> <td></td> </tr> <tr> <td>Snorted</td> <td></td> </tr> </table>				Huge	Slabbed	Hairy	Quiver	Sinister		Bristled		Lothsome		Shritched		Snorted	
Huge	Slabbed																
Hairy	Quiver																
Sinister																	
Bristled																	
Lothsome																	
Shritched																	
Snorted																	
<p>My words</p> <table border="0"> <tr> <td>Frightening</td> <td>Murky</td> </tr> <tr> <td>Gloomy</td> <td></td> </tr> <tr> <td>Gostly</td> <td></td> </tr> <tr> <td>Creak</td> <td></td> </tr> <tr> <td>Burthing</td> <td></td> </tr> <tr> <td>Brunette</td> <td></td> </tr> <tr> <td>serie</td> <td></td> </tr> </table>				Frightening	Murky	Gloomy		Gostly		Creak		Burthing		Brunette		serie	
Frightening	Murky																
Gloomy																	
Gostly																	
Creak																	
Burthing																	
Brunette																	
serie																	
What has happened so far?																	
<p>First Grendel ate 30 thanes.</p> <p>Then Beowulf said he would go to the heort to kill Grendel.</p> <p>Afterthat For a moment the shape waited outside the hall.</p>																	
<p>Finally He lunched towards the nearest man a brave gear called Leofric, scooped him up and with one ghostly claw choked the scream in his throat.</p>																	
<p>Ideas for the ending all the thanes ran out of the heort. Grendel had no protection and Beowulf swang to the right and hurt Grendel with his shield but Grendel got up and did not give up. Grendel scratched and lunched to Beowulf then Grendel heard a scream then Grendel slowly walked towards the scream. Then Beowulf quietly walked to Grendel and killed Grendel. Beowulf became the hero of Denmark and the Thanes weren't scared again.</p>																	

FIGURE 6

name	Lucy Baker	date	18-3-98
<p>My topic talk is about teddy bears</p>			
<p>I want people to know about Robbie and Spike</p>			
<p>I know there are lots of different kinds of differant polar bears. There are grizzly bears.</p>			
<p>I also know that teddy and cuddly bears are lovely.</p>			
<p>I also want to say Robbie is my favorite bear because in under Rod and Christopher and Dominic gave him to me.</p>			
<p>However the most interesting thing I want to tell you is that teddy bears are made and stuffed with cottonwool. That makes them very soft.</p>			
<p>Finally Spike is really my brothers teddy talk. But he let me use him for my topic</p>			

Frameworks for developing independence

Planning a topic talk

Photocopiable writing frames

Frameworks for planning 12–21

Frameworks for writing in mathematics 22–29

Frameworks for writing in science and technology 30–37

Frameworks for developing independence 38–43

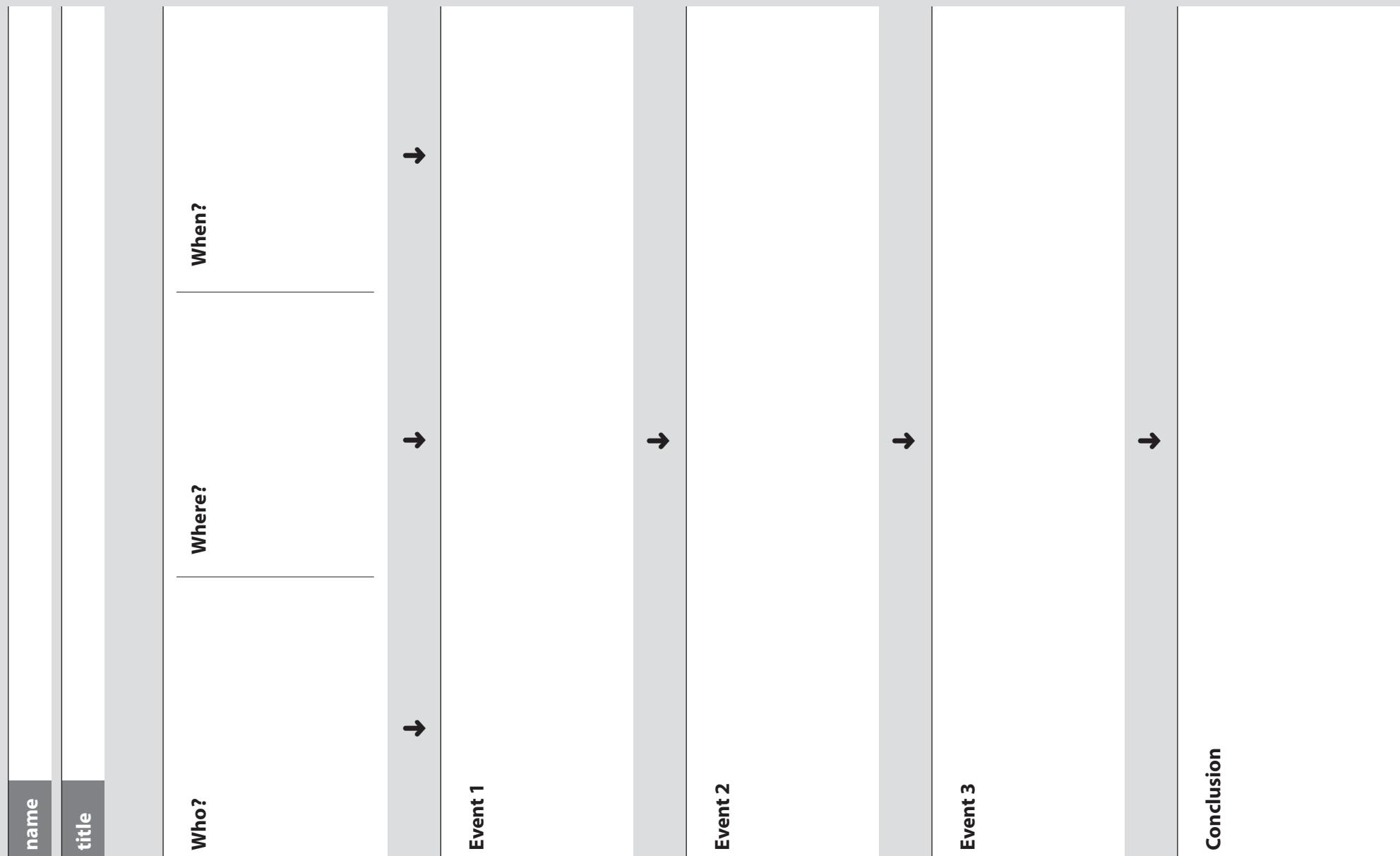
Frameworks for planning

Story planner 1



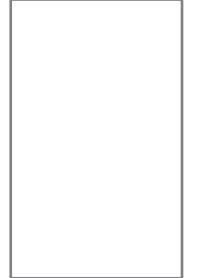
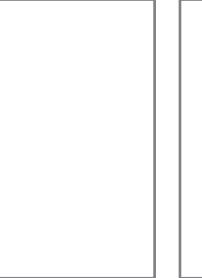
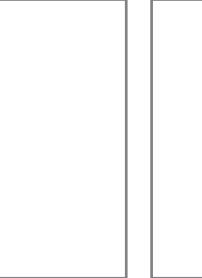
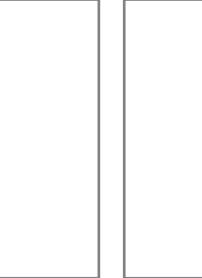
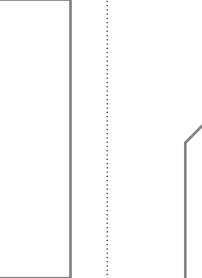
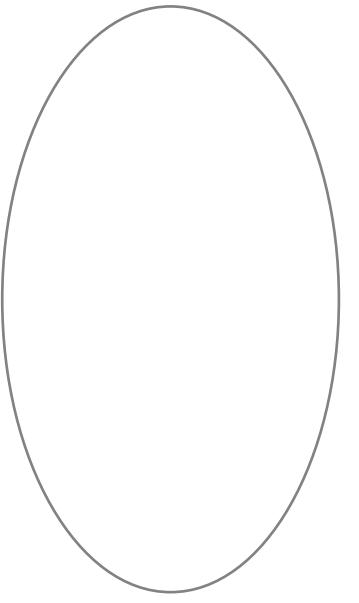
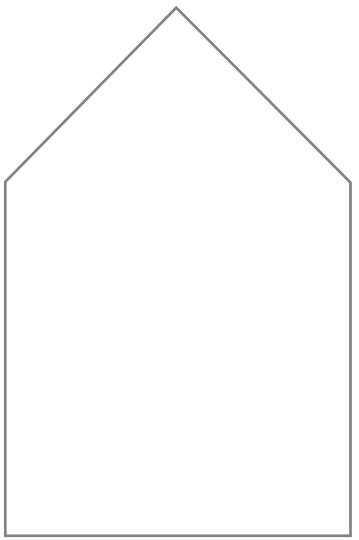
Frameworks for planning

Story planner 2



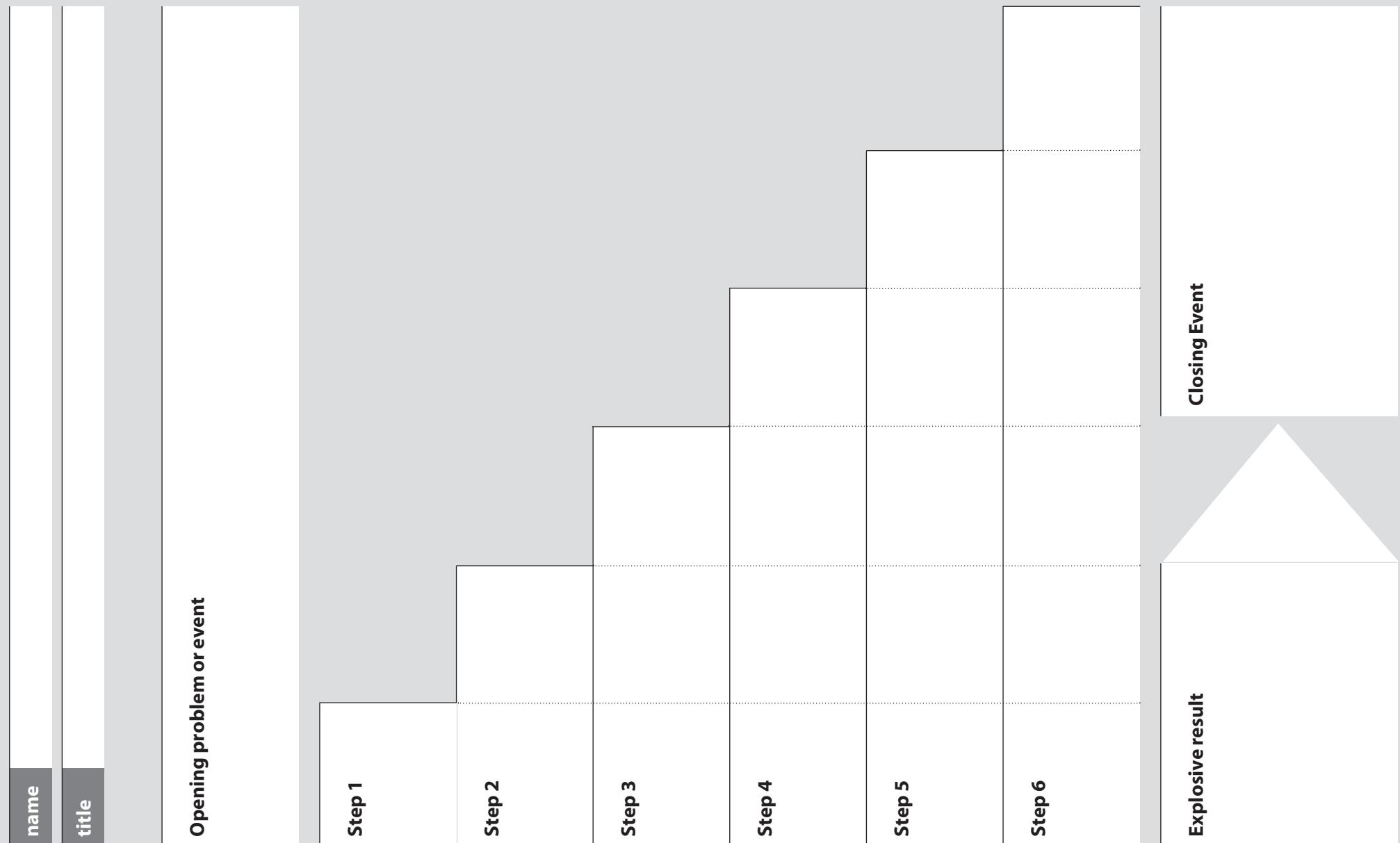
Frameworks for planning

Story planner 3 (cumulative story)

name						
title						
<p>■ Use this frame to tell your story using pictures and words</p>						
<p>Opening</p>						
<p>had a</p>						
						
<p>because</p>						
<p>He/she added</p>						
						
<p>because</p>						
						
<p>and</p>						
						
<p>because</p>						
						
<p>and</p>						
						
<p>because</p>						
<p>and</p>						
<p>Ending</p>						
						
<p>Result</p>						
						

Frameworks for planning

Story planner 4 (cumulative story)



Frameworks for planning

Recount planner

name	
title	
	What this recount is about
	Event 1
	Event 2
	Event 3
	Event 4
	Concluding sentence

Frameworks for planning

Explanation planner

name				
title				
What are you going to explain?				
	Short answer	Detail	Detail	Concluding sentence

Frameworks for planning

Instructions planner

name	
Title	
How to	
What you will need:	<ul style="list-style-type: none">••••
Step 1	
Step 2	
Step 3	
Step 4	
Step 5	

Frameworks for planning

Recipe planner

name						
Title						
How to make						
Ingredients	•	•	•	•	•	•
	•	•	•	•	•	•
	•	•	•	•	•	•
	•	•	•	•	•	•
Equipment	•	•	•	•	•	•
	•	•	•	•	•	•
	•	•	•	•	•	•
	•	•	•	•	•	•
Steps	1	2	3	4	5	6

Frameworks for planning

Report planner

name	
title	
What this report is about	
	Characteristic
	Characteristic
	Characteristic
	Concluding sentence

Frameworks for planning

Planning persuasive writing

name	
title	
Point	Evidence
What I want to argue	
Point	Evidence
Point	Evidence
Point	My conclusion

Frameworks for writing in mathematics

Investigation 1

name	
title	
	Before I began this investigation I thought that
	But when I did it I found out that
	I also learnt that
	I now know that

Frameworks for writing in mathematics

Investigation 2

name	title	I was asked to investigate	I thought I would find that	When I carried out my investigation I found that	I could see that	I have learnt that	I wonder if

Frameworks for writing in mathematics

Investigation 3

name	title	I want to find out	I already know that	Now I need to	To carry out this investigation I will	When I have finished I will show other people what I have found by	I think this investigation will take me	I will know when I have finished by

Frameworks for writing in mathematics

Comparisons

name	
title	
	<p>Although a and a are different, they are alike in some interesting ways.</p>
	<p>For example they both</p>
	<p>They are also similar in</p>
	<p>The is the same as</p>
	<p>The resembles</p>
	<p>Finally they both</p>

Frameworks for writing in mathematics

Planning and prediction

name	
title	
	I have been asked to investigate
	I already know that
	So I will investigate by
	I think I will find that

Frameworks for writing in mathematics

Mental calculations

name	title	I wanted to calculate	I estimated my answer would be	because	First I	because	and this made	Then I	because	and this came to	Finally I	and the answer was	I checked this by	I got	

Frameworks for writing in mathematics

Proof 1

name	
title	
	I want to prove that
	The starting point of my proof is
	From this I can argue that
	Therefore
	I have now proved that

Frameworks for writing in mathematics

Proof 2

name	
title	
	I want to demonstrate that
	My starting point is
	From this I can deduce that
	Therefore
	So this shows that

Frameworks for writing in science and technology

Science – investigation

name	
title	
	I am investigating
	I will do this by
	In order to make it a fair test I must
	I think I will discover

Frameworks for writing in science and technology

Science – evaluation

name	
title	
	My results were
	These results show
	Before I did the investigation I thought the results would show
	So I was

Frameworks for writing in science and technology

Science – reflection

name	title			
		I thought my investigation was good because		
			However I could have improved it by	
			If I was to do the investigation again I would change	
				because
				My results were similar/different to other peoples result and this makes me think

Frameworks for writing in science and technology

Science – report (living things)

name	title	Definition	Details	Characteristics	Conclusion – a final sentence or sentences												
		A is	It belongs to a group/family of living things called	<table border="1"><thead><tr><th>Appearance</th><th>What does it look like?</th><th>Habitat</th><th>Where does it live or grow? Why?</th><th>Life span/life cycle</th><th>Nutrition</th></tr></thead><tbody><tr><td></td><td>It is</td><td></td><td>It lives/grows</td><td>It began life as <i>Birth, growth, produces offspring, dies.</i></td><td>..... needs food in order to live and grow. It needs</td></tr></tbody></table>	Appearance	What does it look like?	Habitat	Where does it live or grow? Why?	Life span/life cycle	Nutrition		It is		It lives/grows	It began life as <i>Birth, growth, produces offspring, dies.</i> needs food in order to live and grow. It needs	
Appearance	What does it look like?	Habitat	Where does it live or grow? Why?	Life span/life cycle	Nutrition												
	It is		It lives/grows	It began life as <i>Birth, growth, produces offspring, dies.</i> needs food in order to live and grow. It needs												

Frameworks for writing in science & technology

Science – explanation 1

name
title

Introduction: what are you going to explain?

I want to explain why

Explanation: what are the reasons for this?

This is because

Help words

because
this means that
this makes
therefore
consequently

Conclusion – a final sentence or sentences

Frameworks for writing in science & technology

Science – explanation 2

name	title	Introduction: what are you going to explain? I want to explain how	Explanation: what are the reasons for this? Or what sequence of events takes place? To begin with	Help words <hr/> <p>because this means that this makes therefore consequently next because of this as a result</p>	Conclusion: A final sentence to finish your writing
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Frameworks for writing in science and technology

Technology – planning

name	title	Our task is to	We plan to make a	It will need to be	The materials we have been given are	This is what we think it will look like	(label your diagram)	We will also need these materials and this equipment
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Frameworks for writing in science and technology

Technology – evaluation

name	
title	

This is what our finished looked like	(label your diagram)
We thought it was	We had to change
	because
The most difficult part was	If we had the chance to do this again I would
	I thought this activity was

Frameworks for developing independence

Discussion planner

title

I think that

But I don't agree.
I think that

Help words

because
but
however
so
this means that
I believe that
I know
I think
One reason
Another reason
A further point



Frameworks for developing independence

Writing to persuade

title

Opening paragraph

What is your main argument?

Arguments

What is the most important point you want to make? What supporting evidence can you add

What is your next point?
Supporting evidence? Details?

Do you want your most important argument at the beginning or at the end?

Continue in this way with any other points you want to make.

Anything else

Conclusion – Remind the reader what your main point is and ask them to support you.

Frameworks for developing independence

A prompt sheet for a report

name	
title	
<p>Use this prompt sheet to help you to write a report describing something in detail</p>	
Help words	
Sentence starters	
It is	
It has	
It always	
It usually	
Typically it	
It frequently	
It contains	
It looks	
It feels	
It smells	
It makes	
(n.b. replace 'it' with the name of the thing sometimes)	
Possible endings	
In conclusion	
Finally	
Having looked at	
However the most	
Outstanding/unusual	
thing about it is	

Frameworks for developing independence

A prompt sheet for a comparative report (historical)

name

Use this prompt sheet to help you to write a comparative report in history

A comparison between

and

Help words

Sentence starters

Modern day

Nowadays

Today

In... times

Many years ago

In (date)

They both

They are alike

They are different

If we compare

Possible links

although

but

whilst

in contrast

however

whereas

but then

Possible endings

In conclusion

Finally

In comparing

We can see

Having looked at

Frameworks for developing independence

Planning a topic talk

name	My topic talk is about	I want people to know	I know	I also know	I also want to say	However the most interesting thing I want to tell you is	Finally

Frameworks for developing independence

Story analysis

name	
title	
How was the atmosphere created?	
My evidence	
Descriptive words	My words
What has happened so far?	
First	
Then	
After that	
Finally	
Ideas for the ending	

Bibliography

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- Wray, D. & Lewis, M. (1997) *Extending Literacy: children reading and writing non-fiction*. London & New York: Routledge

