



Steps to Writing Success: Narrative & Persuasive Texts

RPS: Week 8, Term 1

Anna Korab, Vic.


Key Learning

Hooks

- » Writing should begin with a hook that engages the reader and sets the scene for the text to follow
- » **Narrative**: Start with an **action, sound, dialogue, feeling/emotion** (*BANG! I jumped and spun around as the door slammed shut. My heart was racing at what felt like a million beats per minute. I stood, frozen to the spot. It was pitch black. There wasn't even a crack of light appearing under the door. I was standing in the middle of the room. Too scared to move. There was silence. But not for very long.*)
- » **Persuasive**: Start as a **narrative** to engage the reader (*How would you feel if...[3 ideas, start small, then build] people making faces, not being with your family and relatives, losing your freedom. It is not the way we would choose to live, which is why animals should not be kept in cages*)

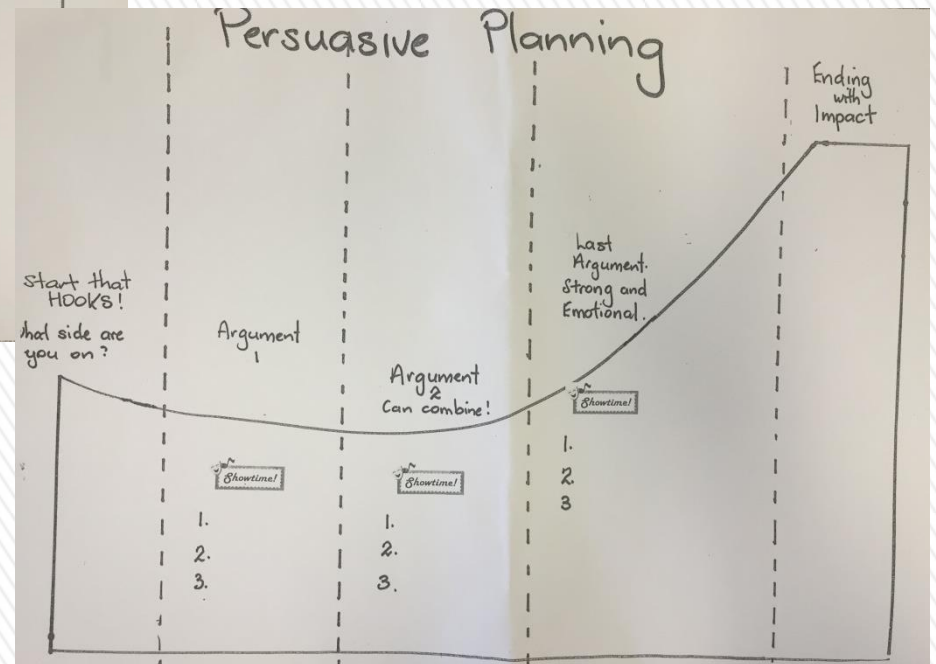
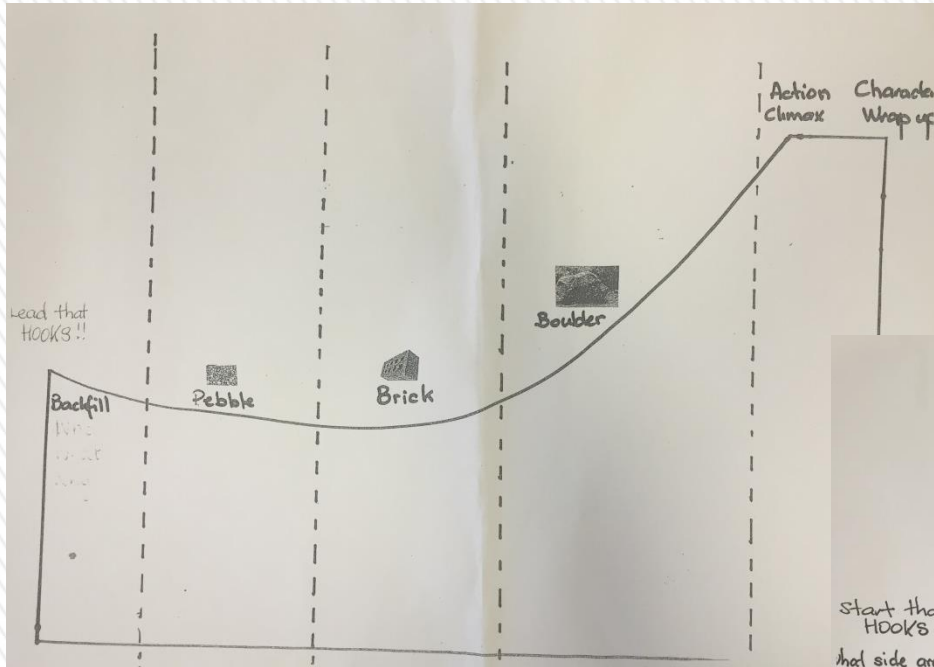
Key Learning

Structure:

- » **Narrative:** hook (*action/sound/dialogue*); backfill (*who/what/where*); pebble, brick, boulder (*gradual build up of plot development*); action climax; character wrap up (*think about including a twist*)
- » **Persuasive:** lead that hooks, argument 1, argument 2, final argument (*strongest and most emotive argument last*), end with impact (conclusion) 

Key Learning

Planning: Template ideas – Anna Korab



Key Learning

Cohesion/Sentence Fluency:

» **Short Writes:** Focus on craft; short writes essential for developing speed and stamina (*e.g. Sheena Cameron – 6 sentence story; from watermelon to seed*)

» **Fast Starts:** Writing your introduction/hook
What do you hear, see, feel? What dialogue?

e.g.-ghosts really do exist

-clean up your school

-the birthday party where everything goes wrong

-camping is better than motels for holidays

-motels are better than camping for holidays

Leads into writing the backfill (narrative) or ideas (persuasive)



Big
topic



Smaller
topic



Small
moment



Key Learning

5 Senses: Authors make a scene convincing by using the 5 senses

- » See
- » Hear
- » Smell
- » Taste
- » Touch
- » And then add feelings and emotions

PM23 Adding detail poster

Adding detail
What do you or your character/s:



see



hear



smell



feel



taste

Glue two strips
together here



think



do
(actions)



feel
(inside)



say



Key Learning

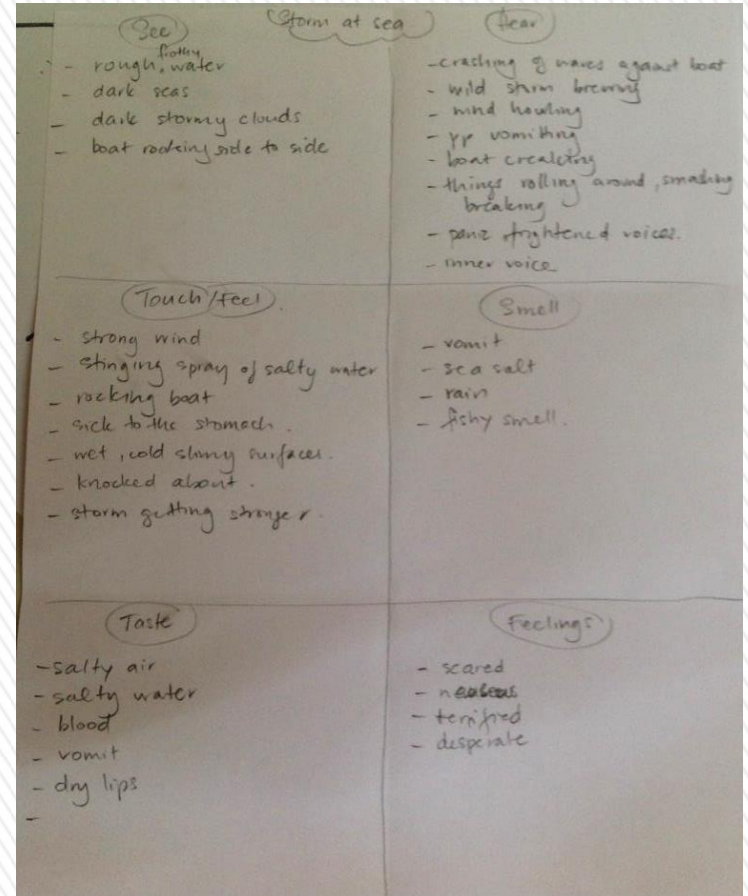
Action Activity- 5 Senses Brainstorm Activity

Graphic organiser: page divided into 6 boxes (see, hear, smell, taste, touch, feeling)

Ideas: Royal Show, Sports Day, rock concert, storm at sea, camping trip, favourite video game/app

- Pick a topic and pick a scribe
- Brainstorm ideas
- Individually write it (*place brainstormed ideas in the centre*)
- Success criteria to succeed at the task. Important for writing to support students not as strong as others (*e.g. today I want you to use... compound sentences or different sentence transition. Plus need to choose any 3 boxes and need to use feelings*)
- Students share what they wrote in their group
- Teacher chooses examples to share and discuss.

(doesn't give choice first time as wants to model it- choose something engaging with boys, tell a story to link topic and engage the students) Model a few examples first, then ask for students to contribute- scaffold for more detail (e.g. What type of tombstone? What type of moon? What type of zombie?)

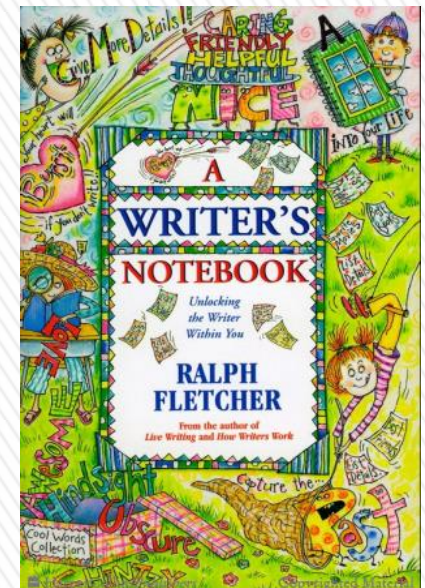


Key Learning

Writer's notebook:

» Writer's Notebook:

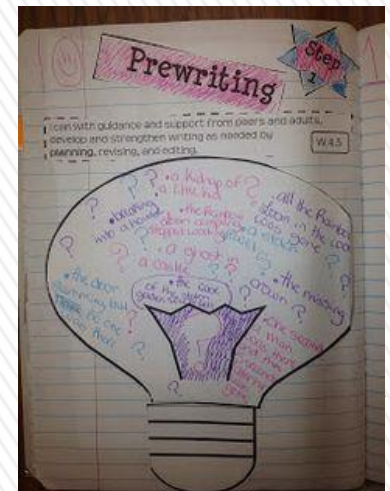
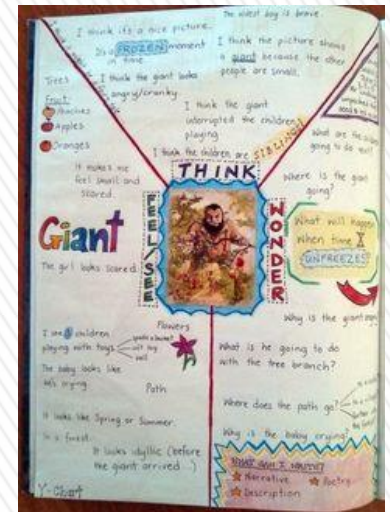
“A writer’s notebook is a blank book where a writer can engage in the fun, often messy job of being a writer – practicing, listening, playing with language, gathering images and insights and ideas. The purpose of such a notebook is to nourish the writer... such a notebook... is one of the most essential tools of the trade.” *Fletcher and Portalupi, Lessons for the Writer's Notebook, p.4*



Key Learning

Writer's notebook:

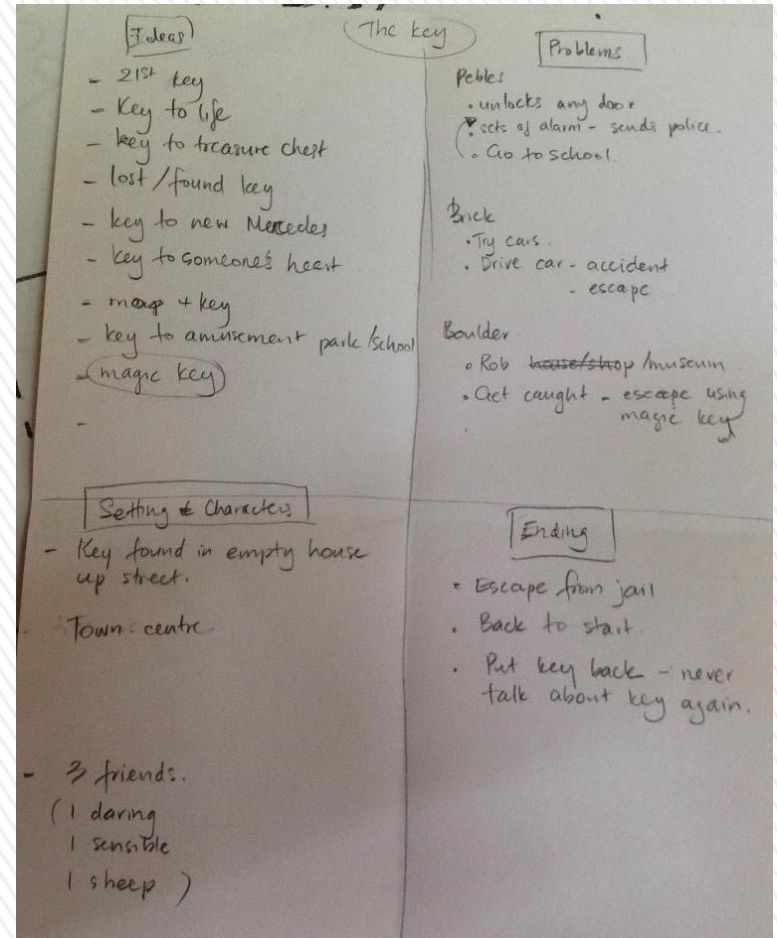
- » Needs to be relevant to the writer
- » The teacher can create a class writer's notebook with younger students, as well as students keeping their own
- » Older students could organise their notebook into sections using tabs or post-it notes
- » Students glue in pictures, notes or anything personal to use as a stimulus.
- » The teacher could keep different pens/gel pens and paper types to encourage and motivate students to be creative
- » Encourage students to sketch in their notebook, label and add details. They can then use their sketch throughout the year to do short writes
- » Teachers could keep their own writer's notebook to model to students



Key Learning

Planning:

- » **Groups:** 3 or 4 students plan together, then individually write.
- » Allows opportunities for students to brainstorm a more comprehensive list of ideas
- » Also develops oral language and vocabulary
- » Although the students have the same planning sheet, what they write will be different.



Key Learning

Editing:

- » Teachers model editing first
- » Focus on criteria for editing – *e.g. descriptive language, complex sentences*
- » With buddy *edit up* using criteria
- » After editing, rewrite in writer's notebook

Ideas for Editing

- » **First week:** Focus on just doing starts. At end of week pull out favourite 3 starts to edit.
- » **Other ideas:** Focus on vocabulary- upgrade one word, upgrade an action or feeling, upgrade 'said'



Key Learning

Publishing:

- » Not everything needs to be published
- » Think about the purpose and intention of the lesson(s)/piece of writing
- » Students could publish a start (hook), an ending, a sentence, a word

Other Ideas

- » Find examples of published pieces to examine – this could be text, brochure, TV advertisement, video clip, short film, etc.
- » Examine - *How has the author used ...(feelings/ action/ dialogue/ sound) to convey a message/theme?* 

Key Learning

Writing Cycle:



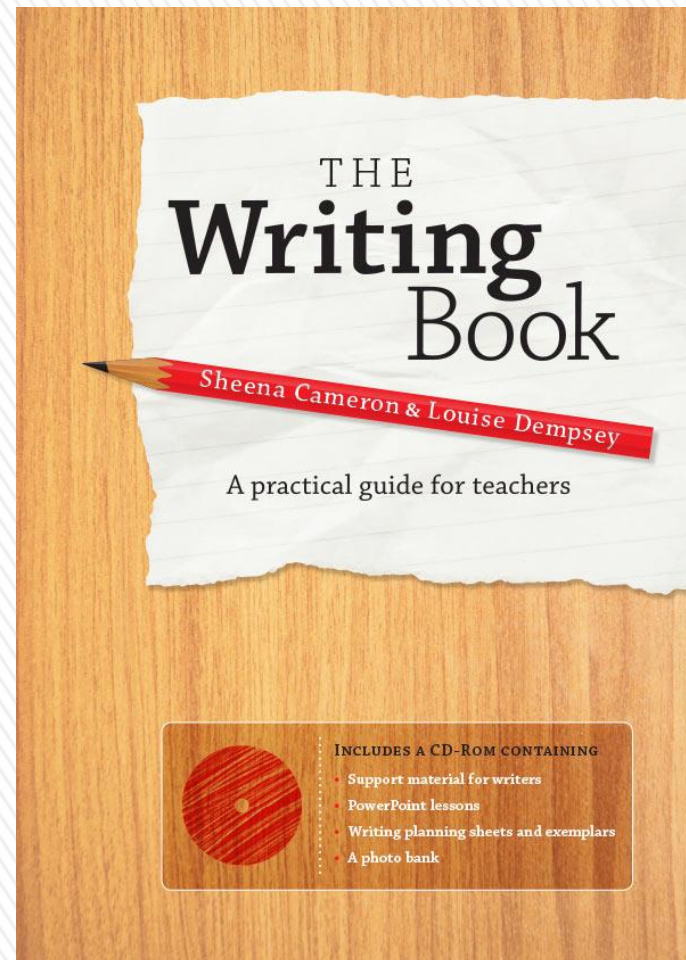
The Writing Process



The Writing Book

Sheena Cameron & Louise Dempsey

The Writing Book is a teacher friendly guide to teaching writing at emergent, early and fluent levels. It includes practical information that will support primary and middle school teachers to plan and deliver an effective writing programme.



0 items

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On this page you will find additional resources and sample downloads from the book to complement [The Writing Book](#).

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[Back to school writing ideas](#)

We hope this document gives you motivation for your writing programmes, as we start another academic year in Australasia. The ideas focus on holiday experiences and personal topics which will help you get to know the students.

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Mini-lesson ideas

[Building Complex Sentences](#)

This powerpoint complements PP2 and can be used to teach mini-lesson 9 (p78)

[Conjunctions list](#)

Word wheel for adjectives



<http://www.thewritingbook.com>



Discussion

Discussion:

Continuity of Learning across PLCS and R-7

- » What ideas could we try now?
- » What questions?
- » What do we need?

