

# Writing Frames

<p><b>Recounts</b></p> <p>Recounts are written to retell events with a purpose of either informing or entertaining their audience.</p> <p><b>Recounts usually consist of:</b>  a 'scene setting' opening (orientation)  a recount of the events as they occurred (events)  a closing statement (reorientation)</p> <p><b>Recounts are usually written:</b>  in the past tense  in chronological order  focusing on particular individuals or groups  using action verbs</p> <p>Recounts are often found in biographies, autobiographies and history texts</p>	<p><b>Reports</b></p> <p>Reports are written to describe the way things are.</p> <p><b>Reports usually consist of:</b>  an opening, general classification  a description of the phenomena</p> <p><b>Reports are usually written:</b>  in the past tense (unless describing a historical phenomenon)  non-chronologically  focusing on generic groups of things  using 'being' and 'having' verbs</p> <p>Reports are often found in science and geography text books and in encyclopaedias</p>
<p><b>Explanations</b></p> <p>Explanations are written to explain the processes involved in phenomena or how something works.</p> <p><b>Explanations usually consist of:</b>  a general statement to introduce the topic  a series of logical steps explaining how or why something occurs</p> <p><b>Explanations are usually written:</b>  in the simple present tense  using chronological and/or casual conjunctions  using mainly 'action' verbs</p> <p>Explanations are usually found in science, geography, history and social science textbooks</p>	<p><b>Instructions</b></p> <p>Instructions are written to describe how something should be done.</p> <p><b>Instructions usually consist of:</b>  a statement of what is to be achieved  a list of materials / equipment needed to achieve the goal  a series of sequenced steps to achieve the goal</p> <p><b>Instructions are usually written:</b>  in the simple present tense or imperative tense  in chronological order  focusing on generalised human groups rather than individuals  using mainly doing/action verbs</p> <p>Instructions are commonly found in instruction manuals, with games, in recipe books</p>
<p><b>Persuasive writing</b></p> <p>Persuasive writing is written to promote a particular point of view or argument.</p> <p><b>A piece of persuasive writing usually consists of:</b>  an opening statement (the thesis)  the arguments (often in the form of point and elaboration)  a summary of the opening position (reiteration)</p> <p><b>Persuasive text is usually written:</b>  in the simple present tense  focusing mainly on generalised groups rather than individuals  using mostly logical rather than chronological conjunctions</p> <p>Arguments are found in pamphlets and booklets produced by specialist interest groups, in political writing, in publicity and promotional material.</p>	<p><b>Discussions</b></p> <p>Discussions are written to present arguments and information from different viewpoints before reaching a conclusion based on the evidence.</p> <p><b>A discussion usually consists of:</b>  a statement of the issues plus a preview of the main arguments  arguments on one side plus supporting evidence  a recommendation as a summary and conclusion</p> <p><b>Discussions are usually written:</b>  in the simple present tense  using generic human participants rather than personal pronouns (except in the thesis / conclusion)  using local connectives</p> <p>Discussions are often found in philosophical texts, history and social study texts, newspapers editorials</p>

## What are writing frames?

Writing frames consist of outlines, which can be used to scaffold learner's non-fiction writing. Each outline consists of different words or key phrases, depending on the particular text-type which is being scaffolded. Writing frames give learners a structure within which they can concentrate on communicating what they want to say, rather than getting lost in the form.

There are many different non-fiction text types, and most writing is not 'pure' in the sense that it contains element of one genre only. In the National Literacy Strategy Framework of Teaching Objectives six major types of non-fiction text are specified.

These are referred to as:

**Recounts**  
**Non-chronological reports**  
**Explanations**  
**Instructions**  
**Persuasive writing**  
**Discussion**

The purposes and major features of these text types are shown in the table above.

## How can writing frames help?

Writing frames can help learners by:

- Offering a structure in which the given connectives maintain the cohesive ties of the text thus helping learner maintain the 'sense' of what they are writing.
- Offering a varied vocabulary of connectives and sentence beginnings thus extending learners experience beyond the familiar 'and then'
- Encouraging learners to give personal interpretation of what they have gathered by the careful use of personal pronouns
- Asking learners to select, and think about what they have learnt, by encouraging them to reorder information and demonstrate their understanding rather than just copying out text
- Enabling all learners to achieve some success at writing, a vital ingredient in improving self-esteem and motivation
- Preventing learners from being presented with a blank sheet of paper - a particularly daunting experience for those for whom sustained writing is difficult

## When to use the frames:

This kind of work is more effective if it is located in meaningful experiences and strongly suggest using the frames to help learners to produce writing they need and want to produce, rather than in de-contextualised skills-centered lessons. The best use of a writing frame almost always occurs when learners have a purpose for undertaking some writing and the appropriate frame is then introduced if they need extra help. A frame itself is never a purpose for writing.

## You may decide to use a frame:

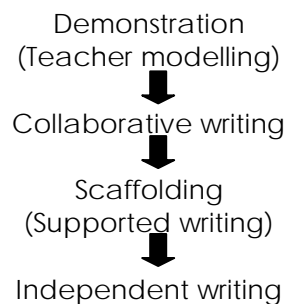
- When a learner appears stuck in a particular mode of writing e.g. using 'and then' ... 'and then' when writing an account
- When a learner 'wanders' between genres which demonstrates a lack of understanding of a particular genre usage e.g. whilst writing an instruction text such as a recipe they start in imperative mode (first beat the egg) but then shift into a recount (next I stirred in the flour)

- When a learner has written something in a genre (often a personal account), which would have been more suitable in a different genre e.g. writing a report as a personal recount

In all of these situations we would stress that writing frames are just one of a range of strategies and writing experiences a tutor would offer to assist a learner.

### Teaching with writing frames

The model of teaching found to be most effective for using writing frames is summarised in the following diagram:



Use of the frame should always begin with discussion and teacher modelling before moving onto collaborative writing (teacher and learners together) and then the learner undertaking the writing with the support of a frame. This teacher modelling / collaborative pattern of teaching is vital for it not only models the generic form and teaches the words that signal connections and transitions but it also provides opportunities for developing learners oral language and their thinking.

**Remember** - a writing frames health warning:

Use of the frame should always begin with discussion and teacher modelling before moving onto joint construction - tutor and learners - and then to learners undertaking writing supported by the frame.

Not all the learners in a class will need to use a writing frame.

The use of a writing frame should arise when a learner has a purpose for undertaking some writing and the appropriate frame is introduced if the learner needs extra support. The frame itself is never a purpose for writing.

It should be made clear to the learner that the frame is just a draft and they should be encouraged to cross out, amend and add to the frame as suits them.

*These writing frames have been adapted from 'Writing Frames' by Maureen Lewis and David Wray. A wide range of additional writing frames are contained in 'writing frames' and 'writing across the curriculum' available from RALIC, The university of reading, Bumshe Court, Earley, Reading, RG51HY*

## Recount

Name

Date

Title

Although I already knew that

I have learnt some new facts. I learnt that

I also learnt that

Another fact I learnt was

However the most interesting thing I learnt was

--

**Recount**

Name	Date
Title	
Before I began this topic I thought that	
But when I read about it I found out that	
I also learnt that	
Furthermore I learnt that	
Finally I learnt that	

**Explanation**

Name

Date

Title

There are differing explanations as to why / how / what / when.

One explanation is that

The evidence for this is

An alternative explanation is

This explanation is based on

Of the alternative explanations that most likely is

Explanation

Name	Date
Title	
I want to explain why	
There are several reasons for this. The chief reason is	
Another reason is	
A further reason is	
So now you can see why	

Comparison

Name	Date
Title	
Although	and
are both	they are different in many ways.
The	has
whilst	has
They are also different in that	
Another way they differ is	
Finally	



Comparison

Name	Date
Title	
Although are	and
different interesting	they are alike in some
ways. For example they both	
They are also similar in	
The	is the same as
The	resembles

Finally they both

## Procedure

Name

Date

Title

How to

You will need

The stages:

1. First you

2. Then you

3. Next

4.

5.

6.

## Procedure

Name

Date

Title

How to

You will need

Do a drawing or diagram of what you are explaining:

Diagram / Drawing

Explain each stage:

E.g. First you.....Then.....Next.....Finally.....

The stages

## **Persuasion**

Name

Date

Title

I would like to persuade you that

There are several points I want to make to support my point of view.

Firstly / To begin with

These words or phrases  
might help you:

because,

therefore,

you can see,

a supporting argument,

this shows that,

another piece of evidence  
is

## Persuasion

Name

Date

Title

Although not everybody would agree, I want to argue that

I have several reasons for arguing this point of view.

My first reason is

A further reason is

Furthermore

Therefore though some people might argue that

I think I have shown that

**Discussion**

Arguments for

Arguments against

My conclusion, based on the evidence, is

Now use these notes to help you write a discussion paper on the issue

## **Discussion**

Name

Date

Title

There is a lot of discussion about whether

The people who agree with this idea, such as

claim that

They also argue that

However there are also strong arguments against this point of view.

believe that

They say that

After looking at the different points of view and the evidence for them I think

because