PRIMARY

Book A

writing

Read — Analyse — Plan

Narratives

Recounts

Reports

Procedures

Explanations

Expositions

SAMPLE - NOT FOR SALE

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Foreword

Primary writing is a series of seven books designed to provide opportunities for students to read, examine and write a variety of text types; narratives, recounts, procedures, reports, explanations and expositions.

Titles in this series:

- *Primary writing* Book A
- *Primary writing* Book B
- *Primary writing* Book C
- *Primary writing* Book D
- *Primary writing* Book E
- *Primary writing* Book F
- *Primary writing* Book G

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Writing format information

Below are general descriptions of the text types included in this book.

Report

– is a framework which describes aspects of a living or non-living thing in detail

– includes:
- **Title**
- **Classification**: a general or classifying statement
- **Description**: accurate and detailed
- **Conclusion**: a comment about the content of the report (optional)

– uses the following **language features**:
- factual language rather than imaginative
- the third person
- the timeless present tense
- information organised into paragraphs

A report may be written in the form of a book review, scientific report, newspaper or magazine article, eyewitness account or a progress report.

Recount

– is a framework which retells events as they happened in time order

– may be factual, personal or imaginative

– includes:
- **Title**
- **Orientation**: all relevant background (who, when, where, why)
- **Events**: significant events in detail
- **Ending**: often with an evaluative comment

– uses the following **language features**:
- vocabulary to suggest time passing
- paragraphs to show separate sections
- the past tense

A recount may be written in the form of a newspaper report, diary, letter, journal, eyewitness account, biography, autobiography or history.

Narrative

– is a framework which tells a story

– includes:
- **Title**
- **Orientation**: the setting, time and characters
- **Complication**: involving the main character(s) and a sequence of events
- **Resolution**: to the complication
- **Ending**: often showing what has changed and what the characters have learnt

– uses the following **language features**:
- a range of conjunctions to connect ideas
- appropriate paragraphing
- descriptive language
- usually written in past tense

A narrative may be written in the form of a poem, story, play, imaginative story, fairytale, novel, myth, legend, ballad, science fiction story or modern fantasy.

Procedure

– is a framework which outlines how something is made or done

– includes:
- **Title**
- **Goal**: the purpose of the procedure shown clearly and precisely
- **Materials**: a list of materials or requirements under appropriate headings or layout
- **Steps**: the method in a detailed, logical sequence
- **Test**: an evaluation (if appropriate)

– uses the following **language features**:
- instructions often with an imperative verb
- subject-specific vocabulary
- simple present tense
- concise language

A procedure may be written in the form of a recipe, instructions for making something, an experiment, an instruction manual, a maths procedure, how to play a game, how to operate an appliance, how to use an atlas or how to deal with a problem.

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Writing format information

Explanation

– is a framework which outlines how something occurs, works or is made

– includes:

- **Title**
- **Statement**: precisely what is to be explained
- **Explanation**: a clear account in logical sequence of how and why the phenomenon occurs
- **Conclusion**: an evaluation and comment about what has been explained

OR

- **Title**
- a **definition**
- a **description** of the components or parts
- the operation—how it works or is made
- the application—where and when it works or is applied
- special features—interesting comments
- evaluation or comment/**conclusion**

– uses the following **language features**:

- subject-specific terms and technical vocabulary where appropriate
- simple present tense is often used
- linking words to show cause and effect
- information is organised into paragraphs

An explanation may be written in the form of an essay, or a handbook—for example, how a kite works—a science, health or society and environment text.

Exposition

– is a framework which argues for a particular position and attempts to persuade the audience to share this view

– includes:

- **Title**
- **Overview**: statement of the problem or issue and the writer's position
- **Arguments**: presented in a logical manner with supporting detail, usually from the strongest to the weakest
- **Conclusion**: a restating of the writer's position and a summary of the arguments presented

– uses the following **language features**:

- a variety of controlling words and conjunctions
- paragraphs to state and elaborate on each point

An exposition may be written in the form of an essay, a letter, policy statement, a critical review, an advertisement, an editorial or a speech.

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Modelled writing

The role of the teacher is to observe and support students as they develop as writers.

Writing is an extremely complex activity, simultaneously involving decisions on content, text coherence and cohesion, spelling, grammar, punctuation and a sense of audience and purpose. Because it takes time and practice to develop understanding of the writing process and the different writing formats, many opportunities for students to interact with their teacher and their peers are essential.

Modelled writing is an effective way of supporting student writers, particularly when the focus is on the cognitive processes involved.

Frequent modelling of the planning process and how these plans can be used to write text in different formats, is strongly recommended.

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Structural and language features are shown on the left and right of the text below.

Title	**Three sad elephants**	• verbs in the past tense; e.g. **were**
Orientation – who, when and where	Once upon a time there **were** three big elephants. They lived in the jungle.	
Complication – involving main characters	The elephants were very sad. They didn't have any friends.	• conjunctions to join ideas; e.g. **so, because**
Events – in the order in which they occurred	They asked the lion, 'Will you be our friend?' 'No,' said the lion, 'you are too slow to play with me'. So they asked the monkeys, 'Will you be our friends?' 'No,' said the monkeys, 'you are too clumsy to play with us'. Then they asked the crocodile, 'Will you be our friend?' 'No,' said the crocodile, 'you can't swim, **so** you can't play with me'. Then they asked the zebra, 'Will you be our friend?' 'No,' said the zebra, 'you are too big to play with me'.	• appropriate paragraphs
Resolution – to the complication	So they asked the hippo, 'Will you be our friend?' 'Yes,' said the hippo, I can play with you'.	
Ending – showing what has changed	The elephants were happy **because** they had a friend to play with.	

Teacher information

- Discuss the title and encourage students to share their personal experiences of things that make them sad.
- Read the narrative with the students, then divide the class into sections to read the parts of the storyteller, the three elephants, the lion, monkeys, crocodile, zebra and hippo. Individual students can then elect to read parts by themselves.
- Work through the analysis on page 4 with the students who can write words, sentences or draw pictures to show their understanding of the narrative structure.
- Brainstorm to list different farm animals and some of the problems they could have, before the students begin their own narrative plan on page 5.
- Explain that plans are for ideas and they will be writing their stories later.
- Before students attempt to use the narrative plan, model the planning then writing of a story about an animal.
- Adults can scribe for some students, others may choose to write or draw.
- This activity could be incorporated within any animal theme. (Context)
- Narratives can be displayed on the wall as part of a farm scene. (Display)
- Students could write their stories in preparation for a visit to a pre-primary class to read their stories to a younger partner. (Audience/Purpose)

Answers

Page 4

1. *Three sad elephants*
2. Who? elephants, lion, monkeys, crocodile and zebra.
   Where? in the jungle
3. The elephants didn't have any friends.
4. Events:
   (i) They asked lion.
   (ii) They asked the monkeys.
   (iii) They asked crocodile.
   (iv) They asked the zebra.
5. They asked hippo and he said yes.
6. They felt happy.

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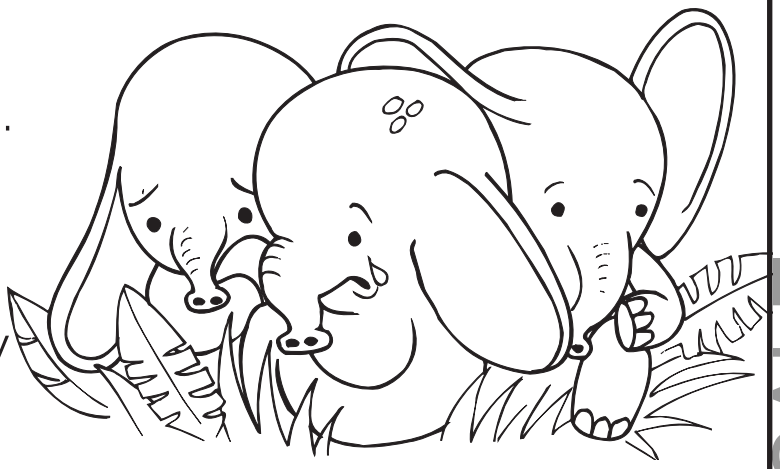
Three sad elephants



Once upon a time there were three big elephants. They lived in the jungle.

The elephants were very sad. They didn't have any friends.

They asked the lion, 'Will you be our friend?'

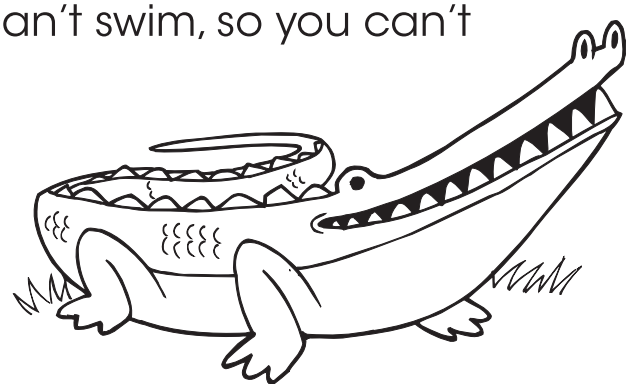
'No,' said the lion, 'you are too slow to play with me'.

So they asked the monkeys, 'Will you be our friends?'

'No,' said the monkeys, 'you are too clumsy to play with us'.

Then they asked the crocodile, 'Will you be our friend?'

'No,' said the crocodile, 'you can't swim, so you can't play with me'.

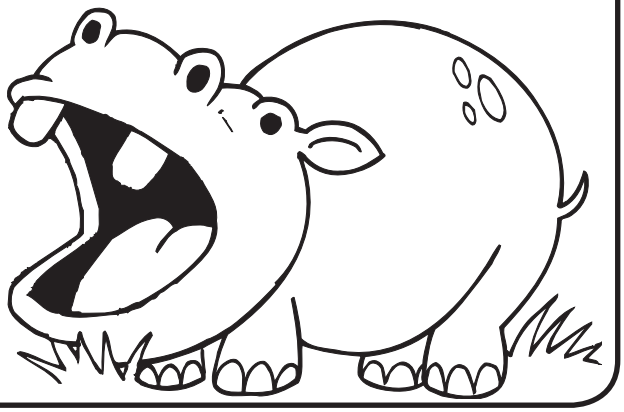


Then they asked the zebra, 'Will you be our friend?'

'No,' said the zebra, 'you are too big to play with me'.

So they asked the hippo, 'Will you be our friend?'

'Yes,' said the hippo, 'I can play with you'.



The elephants were happy because they had a friend to play with.

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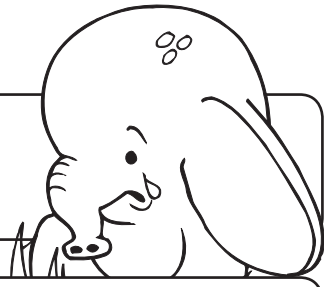
Use the narrative on page 3 to answer the questions.



1. Title

Write the name of the story.

2. Orientation

Who? – elephants, lion, monkeys, crocodile and

_____

Where? in the

_____

When? Once upon a time

3. Problem

4. Events

(First)

(Second)

(Third)

(Fourth)

5. Resolution

How was the problem solved?

6. Ending

They felt _____.

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1. Plan a story about some farm animals.

Title

My story is called

Orientation

Who?

_____

Where?

_____

When?

_____

Problem

Events

(First)

(Second)

(Third)

(Fourth)

Resolution

How was the problem solved?

Ending

They felt _____.

2. Write your story.

3. Check your work.

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Structural and language features are shown on the left and right of the text below.

Title

Orientation – who, when, where and why

Events – significant events in detail

Conclusion – often with an evaluative comment

Stephanie's diary

Monday	In the morning, I went to school and read a book. **Then** I went home in the afternoon.
Tuesday	In the morning, I went to school and **drew** a picture. Then I went home in the afternoon.
Wednesday	In the morning, I went to school and wrote a story. Then I went home in the afternoon.
Thursday	In the morning, I went to school and played games. Then I went home in the afternoon.
Friday	In the morning, I went to school and used the computer. Then I went home in the afternoon.
Saturday	I stayed in bed!

- vocabulary to suggest passing of time; e.g. **Then**
- verbs in the past tense; e.g. **drew**
- paragraphs to show different sections

Teacher information

- Discuss what a diary is.
- Read the recount with the students while they point to the words. Students can read any words they know with the teacher.
- Discuss the pictures.
- Work through the analysis on page 16 with the students.
- Adults can scribe for students requiring assistance.
- Teachers should model planning, then using the plan to write a recount, before asking students to follow this process. A suggested title could be 'My best day at school'.
- Students can write words, sentences or draw pictures to complete their plan on page 17.
- Students can write a recount of this type to reinforce the reading and spelling of 'days of the week' or to inform parents of a change in class procedures. (Purpose)
- Students can display their recounts around a chart showing 'days of the week' or a class timetable. (Display)
- Students can read their diary recount to parents to show activities done during a given week, particularly a special week such as Book Week. (Audience)
- A diary recount can be used in conjunction with a big book or rhyme about days of the week. (Context)

Answers

Page 16

1. *Stephanie's diary*
2. (a) Monday
   (b) Stephanie
   (c) school, home
3. Teacher check
4. Saturday, bed

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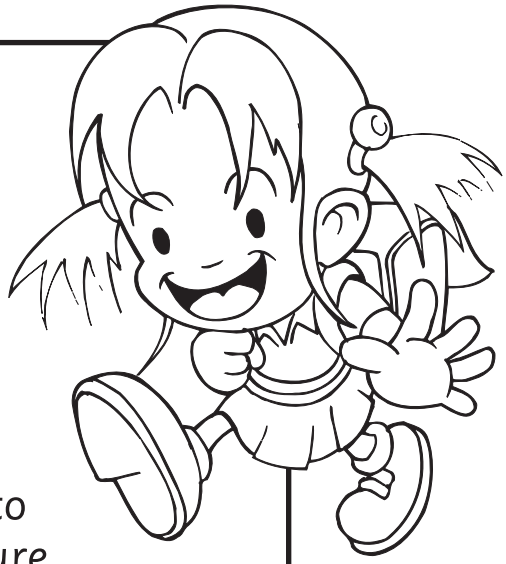
Stephanie's diary



Monday *In the morning, I went to school and read a book. Then I went home in the afternoon.*

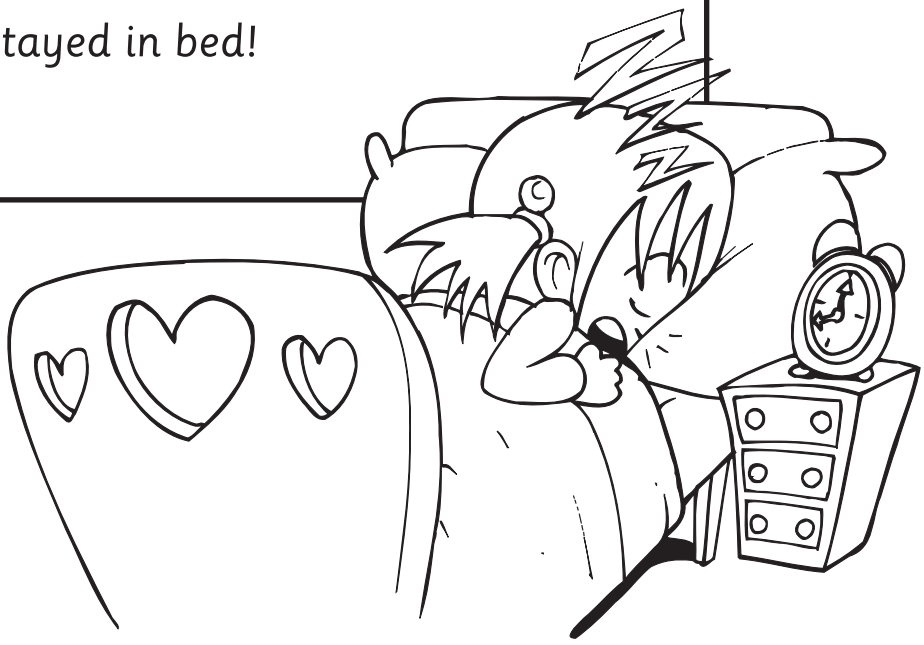
Tuesday *In the morning, I went to school and drew a picture. Then I went home in the afternoon.*

Wednesday *In the morning, I went to school and wrote a story. Then I went home in the afternoon.*

Thursday *In the morning, I went to school and played games. Then I went home in the afternoon.*

Friday *In the morning, I went to school and used the computer. Then I went home in the afternoon.*

Saturday *I stayed in bed!*



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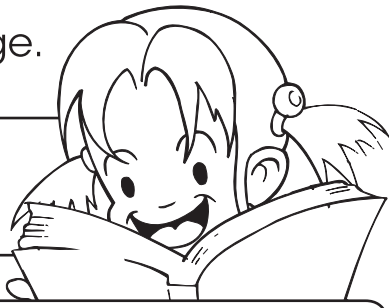
Use the narrative on page 15 to complete the page.



1. Title

The **title** is

2. Orientation

(a) Copy the name of the day which tells **when** the recount started.

_____

(b) Copy the name of the person **who** is writing the recount.

_____

(c) Copy two words which tell **where** the story takes place.

_____ _____

3. Events

Draw or write four things which Stephanie did at school.

4. Conclusion

Complete the sentence.

On _____, I stayed _____.

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1. Plan a recount about your school week.

Title

Orientation

Who is the recount about? _____

Where did it happen? _____

Events

What things happened?

Conclusion

What happened at the end?

2. Write your recount.

3. Check your work.

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