



Writing to Entertain

Learning Focus: Writing to entertain, motivate, or teach.

Making good writing great!
Context/Text type: **Narrative**

Learning Intention Overall Purpose	Lesson Focus Specific learning objective, (WALT):	Features of our Writing What we will show – (HOW)? * Check list
We are learning to write to entertain. Aim: to get attention and maintain interest. Text Types may include: <i>Stories;</i> <i>Personal Recounts;</i> <i>Poetry.</i>	Organise our ideas into paragraphs.	Exciting sentence starters. Varied sentence lengths. Sequence our writing and use time connectives to link ideas/events. <i>eg. and/then/meanwhile/although.</i>
	Use different sentence structures to make our writing interesting.	Declarative (a statement), <i>eg. He was the tallest man I had ever seen.</i> Commands/imperatives , <i>eg. Shut the gate.</i> Questions/interrogative , <i>eg. Has anybody bought some cushions?</i> Exclamations (used to express strong feelings), <i>eg. What a naughty dog he is!</i>
	Use descriptive language/imagery to add depth and detail to our writing, <i>ie. To 'paint' a picture using words.</i>	Adjectives Adverbs Similes Metaphors Figures of speech Personification Onomatopoeia
	Use powerful action verbs to add descriptive detail to our writing.	A range of action verbs .
	Use punctuation to improve our writing.	! Exclamation marks to emphasise words/actions. ... Ellipsis to create suspense. Speech marks to show dialogue between characters. , Commas to split complex sentences for effect. CAPITAL LETTERS to show proper nouns.
	Develop, edit and proof read our ideas using a range of learning tools.	Planning of ideas to show we have thought about the purpose and audience. Editing , (have added/taken out/made changes to ideas/draft copies). Evidence of spell checking, (changes made)! Have thought about our writing goals, (and can show that this has been a focus of our writing.

We are learning to write to entertain, motivate/teach.

Context/Text Type: Narrative/story.

Aim: To get attention and maintain interest.

Language Features

Title captures the audience's attention.

Exciting sentence starters.

Adjectives and **adverbs** to add description and detail.

Imagery, (figurative language) to 'paint a picture using words'...

Similes

Metaphors

Personification, (giving non-living things human characteristics).

Onomatopoeia, (a suggestion of sound through words), eg. *squish*.

Powerful action verbs.

CHECK

How many times have I used words like *said* or *walked*. What are some more descriptive alternatives?

Time connectives to link events and sequence ideas.

Structure

Paragraphs to organise ideas.

Varied **sentence lengths** for effect.

Plot is clearly **sequenced**, (introduction and build-up/main problem/resolution).

Tense

Tense is used consistently.

Form/Point of View

Point of view is consistent,

eg. If writing in 1st person,
I, me, my, we...

If writing in third person
He, she, they...

Making good writing... great!

Place writing here.

Use this place mat as a guideline during the writing process, or to show just how great your final product is! You may use a draft copy or copy/paste your final publication.

Consider: WAGOLL, (What a Good One Looks Like)!

Punctuation

CAPITAL LETTERS to show proper nouns.

! to emphasise language/actions.

... (ellipsis) to create suspense.

, to split sentences, eg. comma splicing;

I came, I saw, I conquered.

“ ” to show when characters are speaking.

Direct speech, (inverted) to show conversation between characters.

Writing Process

Audience/Purpose

Have I...

Thought about my **ideas and audience**, (what will keep them interested/entertained)?

Planned my writing using a range of graphic organisers and brainstorming techniques.

Developed my ideas and made changes, (**edited my writing**).

Checked spelling and grammar,

(**proof read my writing**).

Used peer and teacher conferencing as a tool to improve my writing.

Reflected on my learning goals – this has been a focus of my writing.

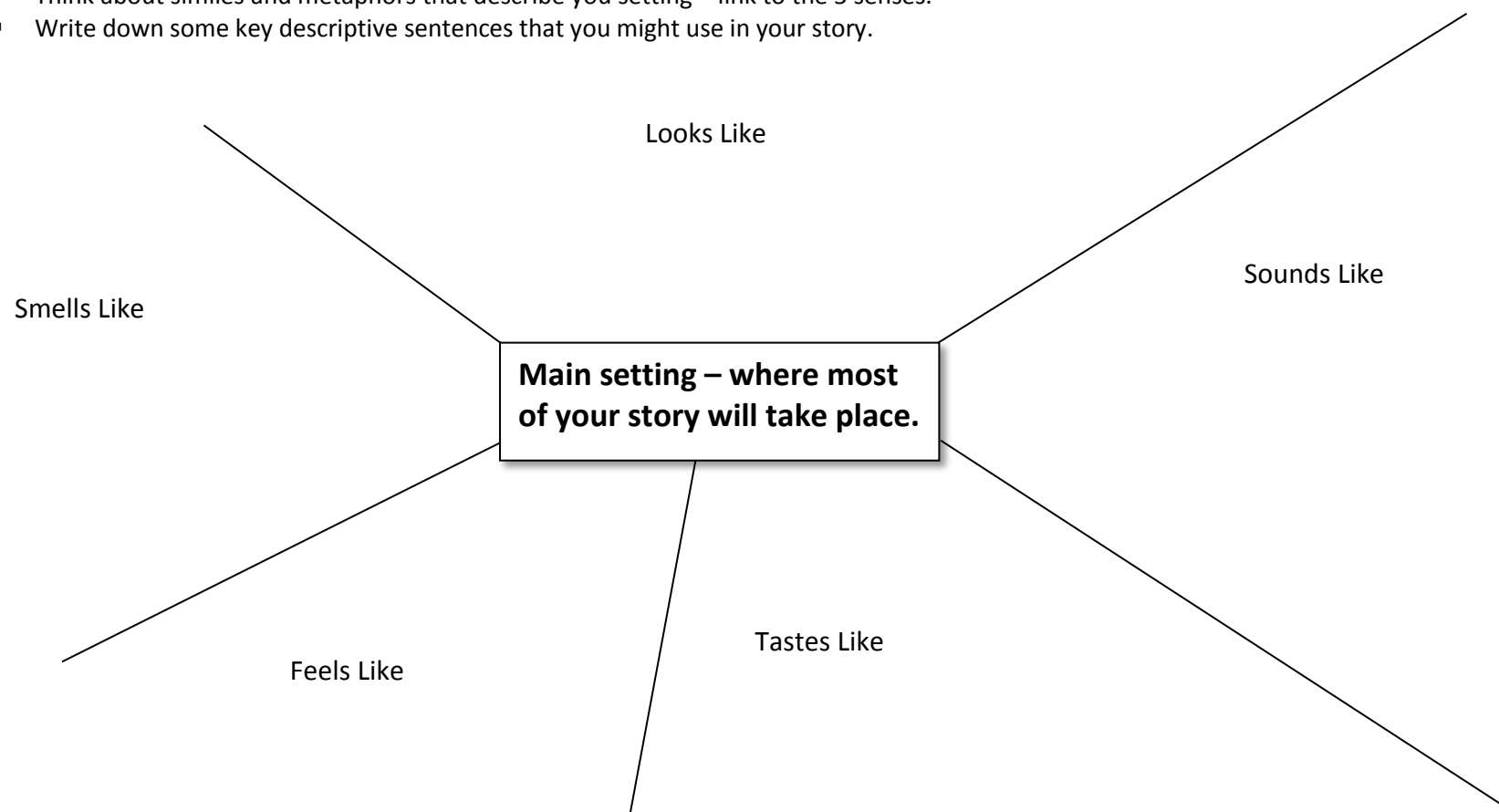
Goal/s:

Used a range of tools to further improve my writing, dictionary/thesaurus/prior knowledge of my own past experiences/etc.

CHECK

Setting the Scene: Brainstorming using the 5 senses

- Remember to use adjectives and imagery to 'paint a picture using words'.
- Think about similes and metaphors that describe your setting – link to the 5 senses.
- Write down some key descriptive sentences that you might use in your story.



Choose 2 of you best adjectives/similes/metaphors/personification to share with your writing group. These will be displayed on our working wall.

Story Plan: An overview of the Plot

It is quite possible that your story will take place in more than one setting!

Main Event/Problem: The climax of the story.

Setting: _____

Unexpected twist, (optional)

Setting: _____

Build up and conflict: Further developments.

Setting: _____

Resolution: How is the conflict resolved?

Setting: _____

Build up and conflict: Begin to introduce a complication – a dilemma or problem which disrupts the normal life of the characters and sets off an interesting sequence of events.

Setting: _____

Final resolution and Conclusion: The grand finale.

Setting: _____

Introduction: Set the scene, ie. who or what, when, and where.

Setting: _____

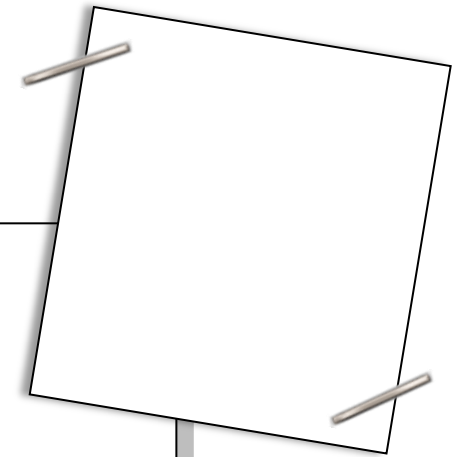
Check:

Is your plot manageable? (Make sure you are not trying to fit too many events into your story as this can be confusing for the reader). How long do you think your story will be? Do you need to add or remove any ideas/events? Are your ideas sequenced?

Consider: Will your story have a main theme or moral?

CHARACTER PROFILE

Introducing _____
Have some fun developing the main character of your narrative!



General Information

Name/nickname: _____

Age: _____

Physical appearance, (key words):

Notes and Ideas – Brainstorm

Think about the character's:

- Likes/dislikes.
- Personality traits/attitude, (are they shy, outgoing, brave, caring, selfish)?
- Dreams/goals/achievements.
- What they consider to be important/values, (family, money, fame, helping others, being a role model).
- Annoying habits.
- Things that have happened to the character in the past and may influence what happens in the story.

Brief overview introducing the character:

What is the most important thing readers need to know about this character?

Will readers like or dislike this character? Why?

How does this character fit into the story, (what is the most important thing that happens to them)?



Writing Assessment for Learning

Learning Focus: **Writing to entertain/motivate/teach.**

Context/Text Type: **Narrative/story.**

	Purposes and Audiences	Ideas	Language Features	Structure
Level 4+	<ul style="list-style-type: none"> - Main purpose of writing is clear, (may include a theme/moral stance to enhance message). - Audience interest is maintained through humour/choice of language/style of writing/etc. - Uses a range of devices; suspense/dialogue/action, (gestures/expressions) to skilfully advance the plot, give insight into characters, and keep the reader continually informed/entertained. - Title is effective and captures audience attention, (deliberate choice of language used for effect). 	<ul style="list-style-type: none"> - Writing is planned using a range of graphic organisers and brainstorming techniques to develop ideas. - Edits and proof reads writing to further develop ideas in detail. - Skilfully develops plot line with complex major and minor characters and a defined setting. 	<ul style="list-style-type: none"> - A range of figurative language/literacy devices are used to communicate ideas: Evidence of; <i>Similes</i> <i>Metaphors</i> <i>Personification</i> - Vocabulary selected for effect and to communicate specific meaning. - A range of adjectives and adverbs are used to add descriptive detail to writing. - Tense is used consistently. - A range of action verbs are used. - Good understanding of spelling patterns. Self monitors to correct spelling. - Accurate use of text conventions/ grammar. 	<ul style="list-style-type: none"> - Ideas are clearly organised into paragraphs, (including chronological or logical links between paragraphs). - A range of connectives are used to clarify relationship between ideas, <i>eg. although/on the other hand/meanwhile.</i> - Skillfully uses a full range of punctuation accurately. - Commas are used in lists and to mark clauses, <i>eg. comma splicing: I came, I saw, I conquered.</i> - A variety of sentence structures, beginnings, and lengths are used for effect.
Level 3	<ul style="list-style-type: none"> - Main purpose of writing is clear, (not always consistently maintained). - Captures audience interest through humour/choice of language/style of writing/etc. - Uses range of devices such as suspense/dialogue/action (gestures/expressions), to advance the plot, give insight into characters, and keep the reader informed/entertained. - Title is effective and captures audience attention. 	<ul style="list-style-type: none"> - Plans initial ideas. - Edits and proof reads writing to further develop ideas. - Develops a standard plot line with complex major and minor characters and a defined setting. 	<ul style="list-style-type: none"> - Figurative language/literacy devices used to communicate ideas: May include; <i>Similes</i> <i>Metaphors</i> <i>Personification</i> - Some vocabulary selected for effect and to communicate specific meaning. - A range of adjectives and adverbs are used to add descriptive detail to writing. - Tense is mostly consistent. - Some action verbs are used. - Developing an understanding of spelling patterns. Self monitors to correct spelling. - Developing accurate use of text conventions/grammar. 	<ul style="list-style-type: none"> - Ideas are organised into paragraphs, the main idea is usually supported by following sentences. - Connectives are used to clarify relationship between ideas, <i>eg. although.</i> - Uses a range of punctuation accurately and for effect. - Commas are used in lists and occasionally to mark clauses, (not always accurately). - Some variance in sentence starters and lengths for effect.
Level 2	<ul style="list-style-type: none"> - Some appropriate ideas and content included. - Attempts to capture audience interest through style of writing. - Attempts to use details and/or anecdotes/suspense/dialogue/action, but with minimal effectiveness. - Title indicates the topic of story. 	<ul style="list-style-type: none"> - Plans initial ideas, (limited detail). - Edits and proof reading writing to identify some errors. - Provides a minimally developed plot line. 	<ul style="list-style-type: none"> - Some attempts at imagery, <i>eg. evidence of simple similes or personification.</i> - Some words selected for effect. - Some attempt to expand vocabulary and improve existing adjectives and adverbs. - Tense is evident although not always consistent. - Limited selection of action verbs are used. - Some understanding of spelling patterns and correct high frequency words, text conventions/grammar. 	<ul style="list-style-type: none"> - Ideas are grouped by content showing some internal structure, (one sentence, or large paragraphs where ideas are combined). - Some attempts to establish simple links between paragraphs, (not always maintained), <i>eg. firstly, next.</i> - Uses a range of punctuation with some accuracy. - Some attempts to vary sentence starters and lengths, (not always effective).