

KS3

WRITING FOR DIFFERENT GENRES — SEND

CLASSROOM ACTIVITIES

- Includes lesson plans and scaffolded writing templates
- Features seven original comic strips
- Includes a PowerPoint with starter activities and checklists



Contents

Introduction	4
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1**'A Week's Excuses' - writing a diary**

Teaching notes	5
Comic strip	6
Vocabulary matching exercise	8
Features of a diary entry	9
Diary extracts	9
Diary writing template	10
Sentence starters	13
Word bank	14

2**'Something Odd Out There' - writing a formal letter**

Teaching notes	15
Blank-bubbled version of 'Something Odd Out There'	16
Sentence frame for saying what is happening	18
Comic strip	19
Example of a formal letter	21
Features of a formal letter	22
Letter template with prompts	23
Letter template without prompts	24

3**'Alien Arrival' - writing a playscript**

Teaching notes	25
Vocabulary starter - parts of the body	26
Comic strip	27
Features of a playscript	28
Playscript template	29

4

‘Jennifer Jones’ - writing a recount

Teaching notes	31
Comic strip	32
Features of a recount	33
Match report planning template	34
Football vocabulary exercise	35
‘Jennifer Jones’ - all of a muddle	36
‘Jennifer Jones’ - verbs underlined - and verbs exercise	37

5

‘Sad I Ams’ - writing a bulleted list

Teaching notes	39
Comic strip	40
Features of a bulleted list	41
‘Happy I Ams’ - metaphors	42
‘Happy I Ams’ - list template	43

6

‘StereoHead’ - writing poetry

Teaching notes	44
Features of different types of poem	45
Comic strip	47
A sense poem planning template	48
A sense poem writing template	50

7

‘The Dark Avenger’ - writing a comic strip

Teaching notes	51
Comic strip	52
Features of a comic strip	54
Blank comic strip template and checklist	55
Blank-bubbled version of ‘Jennifer Jones’	57

Introduction

Using comic strips to help SEND students to write for different genres

Students with special educational needs and disabilities may find writing particularly challenging for a variety of reasons.

Those with dyspraxia may struggle with pen grip, writing posture and the fine motor skills required for forming letters, while those with ADD/ADHD may be easily distracted and find it difficult to focus for sustained periods. Dyslexic students may struggle with letter formation, sometimes inverting letters such as 'b' and 'd' or writing 's' back to front, and they are likely to find spelling challenging, often confusing words or letter combinations that look similar.

Those who speak English as an additional language may be highly proficient writers in their own language but simply not know much English yet. Some may use languages that have a different script (such as Arabic, Chinese or Cyrillic), which makes it harder to master the English writing system. Others may also have specific learning difficulties, which can go undetected because of their low level of English generally.

Whatever the reason(s) for students' reluctance to write, we need to find ways to motivate them.

This pack is adapted for KS3 SEND students from the original KS2 *Writing for different genres* pack. It aims to capture students' interest through graphic poems (comic strips). It features seven original graphic poems as prompts for writing for different genres. By the end of the pack students will have written a diary, a formal letter, a playscript, a recount, a list, a poem and their own comic strip. The pack contains teaching notes and scaffolded templates for each of these, along with additional teaching ideas to develop students' writing skills.

Tier 2 words (general academic vocabulary) and tier 3 words (subject-specific vocabulary) are indicated in bold, and definitions are provided where necessary. The pictures in the comic strips provide clues as to the meanings of many of the trickier words, and others (such as 'spin', 'dodge', 'gasp' or 'salute') can easily be mimed. Vocabulary tasks and word lists include dotted lines for each student to write the translations in their own language if they wish. You might want to read the comic strips out loud to the class to support students whose listening skills are stronger than their reading skills.

This resource is best used in a targeted intervention / withdrawal context. If you have access to a projector, you could display the summary of the features of each genre on the accompanying PowerPoint; but, in case you don't have a projector, all the summaries are also provided in this Word document.

The sections can be used in any order, but the vocabulary is harder in comic strips 3, 4 and 7, and the reading and writing challenge is greater in comic strip 7.

Our thanks go to Teachit's poet in residence, Trevor Millum, for sharing his graphic poems, and to teacher and consultant Sophia Feinbaum for her advice on SEND/EAL adaptations.



'A Week's Excuses'

Focus: writing a diary

Teaching notes:

Begin by saying, and writing on the board, 'Sir/Miss, I was ill last night, so I couldn't do my homework.' Ask the students: Is it true? Was the student really ill? Explain or elicit that it is an excuse: a reason (sometimes not true) to explain why you didn't do something or why you did something bad.

Then read the comic strip 'A Week's Excuses' either as a class or as individuals. (You may need to point out that 'cupboard' is pronounced 'cuppud'.) Ask the students: What is an excuse? What is this boy making excuses for? Are they good excuses? Are there any good excuses for not doing homework?

Explain that the students are going to use the comic strip as a starting point for a piece of writing. Ask them what sort of writing would work well. If necessary, draw the students' attention to the days of the week referenced throughout.

Once you have established the idea of writing a diary, show the students the diary extract (slide 2 of the PowerPoint or p.9 below) and point out the main features (slide 3 and p.9).

Hand out the second diary extract on the worksheet (p.9). Give the students three minutes to label the features of a diary (working in pairs if they want to).

Share the diary writing template (pp.10-12) with the students. There is also an accompanying word bank (p.13) and a list of sentence starters (p.14) to support them.

Explain that students should imagine they are the boy in the comic strip and that they will be completing the diary for the week.

Things for students to consider:

Are the excuses true? If not, why hasn't he done the homework? Is he lazy (doesn't he like working) or did he find it difficult? Is he worried about asking for help?

How does the boy feel as the week goes on? Guilty? Does he get more nervous about going into school? Or doesn't he care at all?

How does the boy feel about what the teachers say and do? And how does he feel by the end of the week?

Students are likely to need more than one session to complete the activity. Once they have done so, invite them to read out their diary entries and ask the class to tick off the features included.

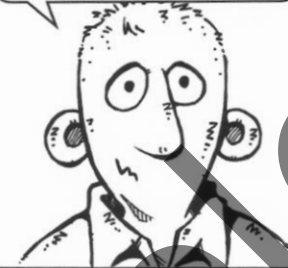
A WEEK'S EXCUSES...

(Monday)

I really tried, miss, to keep it neat



But the dog got on it with its muddy feet



It wandered from side to side



And crossed from corner to corner

And even sat in the middle



But it didn't realise...

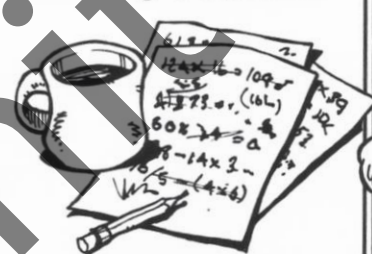
(Tuesday)

I really tried, sir, to do that stuff



My dad - he said it was really tough

He tried adding it upwards and dividing it downwards



And even timesing it sideways.... But he couldn't do it

(Wednesday)

I really tried miss, to find my book



I got my brother to help me look

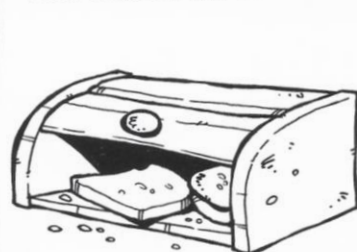


He looked up in the kitchen cupboards

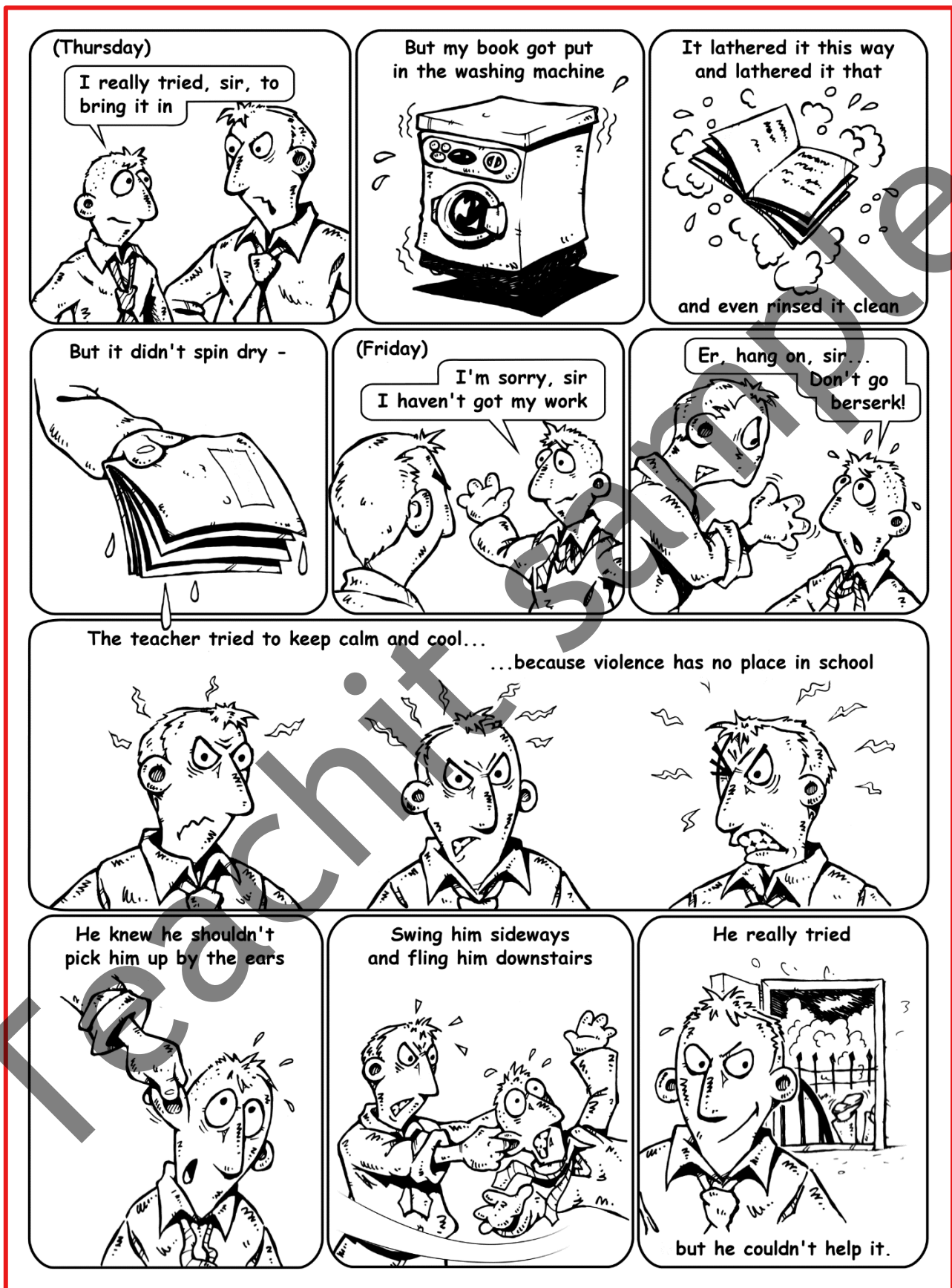


And down in the dog basket

And even in the breadbin



But he couldn't find it...



Match the words that have the same meaning.

Word from the story	Meaning
1. wandered	a. washed with water to remove the soap
2. tough	b. throw
3. lathered	c. walked
4. rinsed	d. washed with soap
5. go beserk	e. relaxed / not angry
6. calm/cool	f. get angry
7. violence	g. difficult/hard
8. fling	h. he couldn't stop himself / it wasn't his fault
9. he couldn't help it	i. using force to hurt someone

Write your answers here:

1.	2.	3.	4.	5.	6.	7.	8.	9.
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A diary entry is:

- written in the **first person** (it uses I/me/my/we/us/our)
- written **chronologically** (in the order that things happened), with the day/date at the top
- written in the **past tense** (I walked, I ate, I said ...)
- written in an **informal style** (the way we usually speak)
- full of the observations, thoughts, feelings and opinions of the writer

Look at this extract from a diary. The main features are labelled.

Thursday

Dear Diary,

first person

past tense, first person

This morning, I woke up feeling anxious. After my fight with Ahmed yesterday, I didn't want to go to school today. As I walked into the classroom, everyone turned to look at me, and I felt embarrassed and guilty. My teacher looked really anxious too, so I decided to go over to Ahmed and say sorry. When he said sorry too, I felt really relieved. I couldn't believe that he said it was his fault.

1.

2.

3.

informal style (short forms)

written chronologically

Now, look at another extract from the diary. Label the main features.

Friday

Dear Diary,

This morning, I woke up feeling calm. I wasn't anxious about going to school or seeing Ahmed. Then I looked at my phone. It was already eight o'clock and I was late! In fact, I was so late that I missed my bus and I had to walk to school. I finally arrived at half past nine, and as I walked into the classroom, I was really embarrassed. My teacher looked very angry. I decided to lie and say that my mum was ill, and the teacher believed me. When she said that she was sorry, I felt really guilty.



Monday 1 November

Dear Diary,

I had such a busy weekend that I didn't find time to do my homework.

When I went into school, I felt What was I going to say to my teacher? Well, let me tell you all about it ...

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Tuesday 2 November

Dear Diary,

Uh-oh, I hadn't done my maths homework. This is what happened ...

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