

# Narrative

**Purpose: to entertain, amuse or take the reader on a journey.**



Using the image above, write the nouns that you can see. A noun is a person, place or thing. e.g. tree, sand, cloud... \_\_\_\_\_

---

---

Now write adjectives to describe some of your nouns. An adjective is a describing word. e.g. **tall** tree, **warm** sand, **wispy** cloud... \_\_\_\_\_

---

---

Using the same image, can you think of any verbs? A verb is an action or doing word. e.g. running, swimming, climbing... \_\_\_\_\_

---

---

Now write adverbs to describe some of your verbs. An adverb describes the verb. e.g. running **quickly**, swimming **gracefully**, climbing **steadily**... \_\_\_\_\_

---

---

# Narrative Planning

Use the image on the previous page and the questions below to help you plan a narrative. Remember that narratives should entertain, amuse or take the reader on a journey. Have some fun!

Describe the location where your narrative is going to take place? (setting)

---

---

---

---

Who is going to be there? (characters)

---

---

---

What problem will these people face? (complication)

---

---

---

---

How will the problem be fixed? (resolution)

---

---

---

---

How will your narrative end? (ending)

---

---

---

# Information Report

**Purpose: a factual report to describe or classify something.**

Vehicle: \_\_\_\_\_

List some features of this mode of transport:

\_\_\_\_\_  
\_\_\_\_\_



What do you enjoy about using this mode of transport?: \_\_\_\_\_

\_\_\_\_\_

Vehicle: \_\_\_\_\_

List some features of this mode of transport:

\_\_\_\_\_  
\_\_\_\_\_



What do you enjoy about using this mode of transport?: \_\_\_\_\_

\_\_\_\_\_

Vehicle: \_\_\_\_\_

List some features of this mode of transport:

\_\_\_\_\_  
\_\_\_\_\_



What do you enjoy about using this mode of transport?: \_\_\_\_\_

\_\_\_\_\_

Vehicle: \_\_\_\_\_

List some features of this mode of transport:

\_\_\_\_\_  
\_\_\_\_\_



What do you enjoy about using this mode of transport?: \_\_\_\_\_

\_\_\_\_\_

Vehicle: \_\_\_\_\_

List some features of this mode of transport:

\_\_\_\_\_  
\_\_\_\_\_



What do you enjoy about using this mode of transport?: \_\_\_\_\_

\_\_\_\_\_

Vehicle: \_\_\_\_\_

List some features of this mode of transport:

\_\_\_\_\_  
\_\_\_\_\_



What do you enjoy about using this mode of transport?: \_\_\_\_\_

\_\_\_\_\_

# Information Report Planning

Use the images on the previous page and the questions below to help you plan an information report. Information reports should describe or classify information about your topic.

Choose one vehicle from the previous page and describe what it looks like. Use descriptive and factual language to give a really detailed and engaging description.

---

---

---

What do you think is the most interesting thing about the vehicle you chose?  
Make your own 'Did you Know?' box to share your interesting information!

?

?

?

?

?

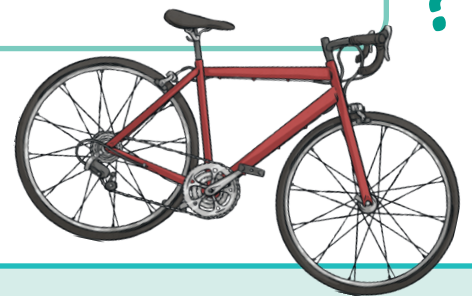
?

?

?

?

Look at the information report below, and mark with a coloured pencil where the paragraphs should be  
(Hint: there should be three paragraphs)



Bikes are a form of land transport. They are designed to carry one or two riders across land, roads, and paths. Bikes have two rubber wheels attached to a light-weight metal frame. All bikes have a powerful rotating chain, and some bikes have handle bars with compression brakes. Handle bars are provided for the riders so that they can balance. There are many different types of bikes because they all have different uses. The most common bikes include; tough BMX bikes, light-weight racing bikes, motorbikes, and foldaway ones for people who live in apartments.

# Recount

**Purpose: to retell a series of events.**

Out of the blue, the strangest thing happened...

On the weekend the most amazing thing happened!

You'll never guess what happened to me last night!

During the school holidays...

The four boxes above contain easy sentence starters for a recount. Choose one to add some more information to. Remember to write your details in chronological order (this means in the order that the events took place).

---

---

---

---

---

---

Recounts record events that are specific to the author. No one writes a recount the same, because even if you were at the same event, you would experience that event differently. Record below some ideas for an interesting recount that is specific to you.

---

---

---

---

# Recount Planning

**A recount retells a series of events in the order that they happened.**

Put the events below in the correct order by numbering them from 1-5.

Next, it was assembly and Mrs Clements, the principal, was telling everyone about the school raffle and how we could buy tickets to win a gigantic Easter egg. At the end of the assembly, Mrs Clements asked how I was getting on, so I told her about the funny feeling I'd had in my stomach all morning. She told me that she remembered having that same feeling on her first day too.

After break time it was the class spelling test and as it was my first day, Mr Mills just told me to have a go. I didn't do too badly to say I'd not even practised the words! Then the bell rang and it was lunch time.

Finally, it was home time and I've never been so pleased to see my Dad. Overall, the day went well, I'd made new friends and I liked my new teacher.

After assembly, it was break time. Mr Mills asked Louis and Peter to show me around the playground. The boys told me about the activities on offer and explained what I should do if I was ever upset about something during recess or lunch.

Yesterday, my very first lesson at Hobworth Primary School was literacy. We were learning about biographies and my teacher was called Mr Mills.

**Time conjunctions help writers when writing recounts.**

**Identify the time conjunctions from the list below.**

after that...    beautiful    in the beginning...    sadly    amazing    eventually  
strength    firstly    succeed    quietly    at the end...    pen    while    fast  
yesterday    jam    finally    clever    just then...    helpful    after

# Persuasive

**Purpose: to persuade others by arguing one side of an issue or idea.**



**Summer is the best season!**

Think of your favourite season...what is it? \_\_\_\_\_

Would you like it to be that season all year round? \_\_\_\_\_

What are some of the best things about your favourite season?

---

---

---

What are some of the bad things about your favourite season?

---

---

---

Think of some interesting adjectives to describe your favourite season.

---

---



# Persuasive Planning

**One technique to use when convincing your audience is to use alliteration.**

Alliteration is a poetic device that uses the same sound at the start of adjacent or closely connected words in a sentence. E.g. sunshine in summer sizzles and sparkles.

Finish these sentences with some catchy alliteration.

Slippery snow \_\_\_\_\_

\_\_\_\_\_

Fabulous flowers \_\_\_\_\_

\_\_\_\_\_

Drizzling drops \_\_\_\_\_

\_\_\_\_\_

Another way to catch the attention of your audience is to use emotive language to help to convey your opinion. Circle the emotive language below:

amazing

owl

incredible

loudly

awful

shoe

cat

draw

disgusting

brilliant

ball

vital

green

serious

Look at the piece of writing below and rewrite with emotive language to help elicit an emotional response from the reader.

The school is going to close the playground next to the oval. Several students are stating their opinion about their closure by holding a protest at recess.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Procedure

**Purpose: a factual report to instruct or teach someone how to complete a task.**



**Brainstorm things you might need to make the above picture happen.**

What is something else that you could write a procedure about? Is there anything you are an expert in and could teach someone else?

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

# Procedure Planning

Procedures help you to complete a task through a series of detailed steps. Look at the steps below. Can you rewrite them to add more detail?

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

## How to Build a Treehouse

Cut wood.

Hammer planks.

Sand the wood.

Place in a tree.

Have fun.



Images are a helpful way to add to written instructions when creating a procedure. Draw some simple images to go with each of your instructions.

1

2

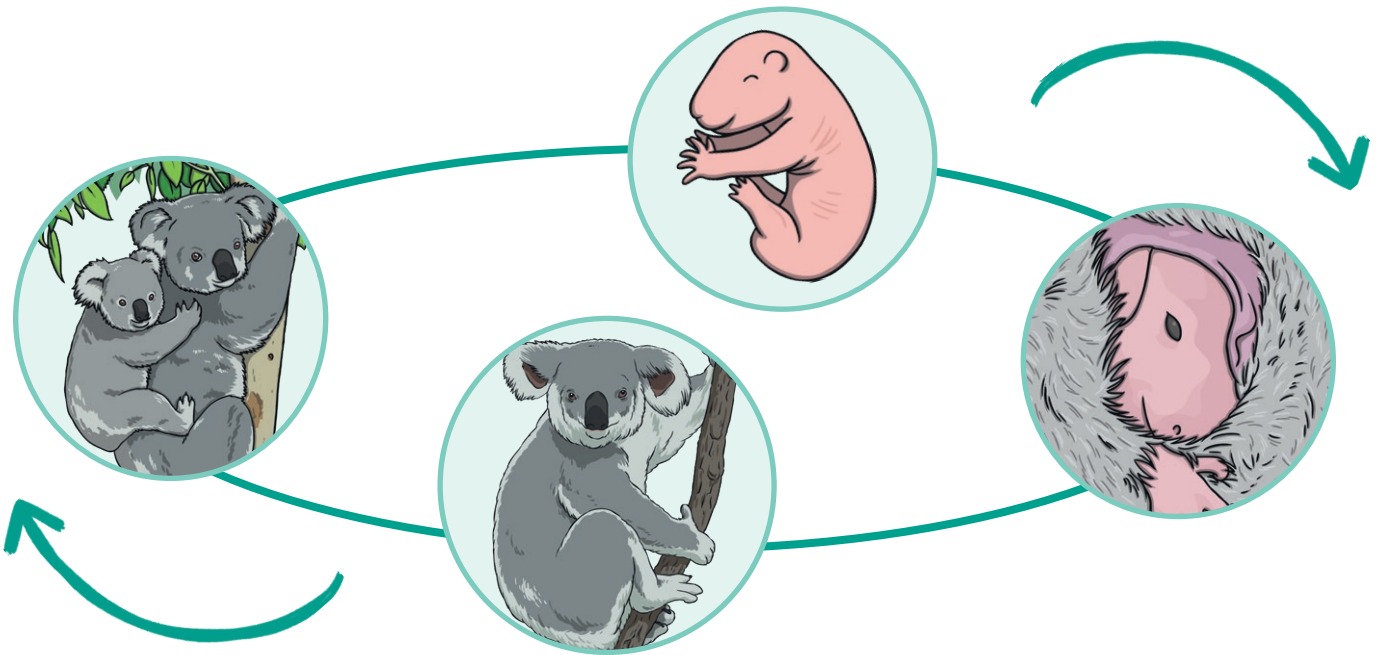
3

4

5

# Explanation

**Purpose:** a nonfiction text to explain how or why something occurs.



Look at the diagram above and explain which part comes first.

---

---

How do you know that this part comes first?

---

---

Can you explain what is happening in the above lifecycle?

---

---

---

---

Explanations can often be confused with procedures. An easy way to remember the difference is that explanations tell how something is done and a procedure explains how to do something.

# Explanation Planning

**Explanations are helpful for explaining things that you know really well to others.**

Imagine you could create your own rocket to fly to the moon, and you wanted to explain to someone how your rocket worked. Brainstorm your ideas on exactly how your rocket could get to the moon...



Give your explanation an eye catching title!

---

Draw and label a diagram of your rocket.

