

KS2

# WRITING FOR DIFFERENT GENRES



TEACHING  
PACK

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



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# Introduction

## Using comic strips to engage reluctant writers to write for different genres

Reluctant writers come in all sorts of guises. Some are perfectionists with a fear of failure. Some are hindered by the handwriting process or by gaps in their spelling or punctuation skills. Some are easily distracted and find it difficult to focus for sustained periods and some simply lack the motivation or confidence to write. Whatever the reason, we need to find ways to motivate them.

This pack aims to capture children's 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 children 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 children's writing skills.

The accompanying PowerPoint includes a starter activity for each writing genre as a useful reminder to children of the features of each. (Please note that you will have to have the PowerPoint open in order for the links to take you to specific slides.)

The sections can be used in any order.

Our thanks to Teachit's poet in residence, Trevor Millum, for sharing his graphic poems.



## 'A Week's Excuses'

### Focus: writing a diary

#### Teaching notes:

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Begin by reading the comic strip 'A Week's Excuses', either as a class or as individuals. Discuss. Ask the children: 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 children are going to use the comic strip as a starting point for a piece of writing. Ask them what sort of writing it lends itself to. If necessary, draw the children's attention to the days of the week referenced throughout.

Once you have established the idea of writing a diary, show the children [the Diary-writing PowerPoint slides \(slides 2-3\)](#) and give them two minutes to talk to a partner about the features of a diary. Then reveal the following list on slide 3 and ask them how many they remembered.

A diary entry is:

- written in the first person (and includes personal pronouns I/my/we/our)
- written chronologically with the day/date at the top of each entry
- written in the past tense
- written in an informal style
- full of the observations, thoughts, feelings and opinions of the writer.

Share the template with the children. There is also an accompanying word bank and list of sentence starters to support lower-attaining or less confident children.

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

#### Things for children to consider:

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Are the excuses genuine? If not, why hasn't he done the homework? Is he lazy or has he struggled with it? Is he worried about asking for help?

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

How does the boy feel about the teachers' reactions? And how does he feel by the end of the week?

Children 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.

#### Additional activity:

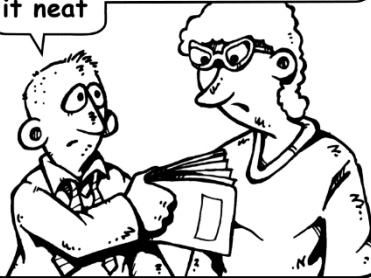
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- Children could use the resource 'A Week's Excuses - using direct speech' to practise using direct speech by re-writing a section (or more) of the comic strip as a dialogue.
- As an extension to the direct speech activity, they could then turn their dialogue into a narrative to include reported speech.

# 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...

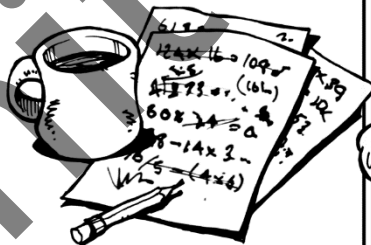
(Tuesday)

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 timing 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

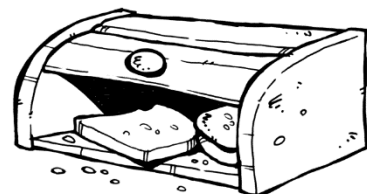


He looked up in the airing cupboard

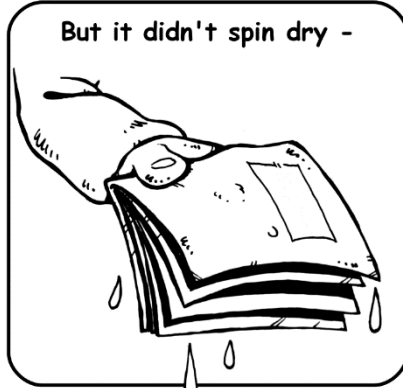
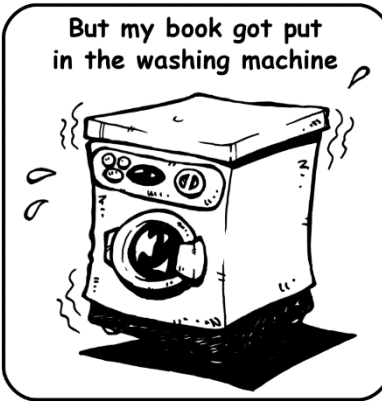


And down in the dog basket

And even in the breadbin



But he couldn't find it...





Monday 1 November

Dear Diary,

I had such a busy weekend that I didn't get around to doing 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 went down ...

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Wednesday 3 November

Dear Diary,

I'm not having a good week ...

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Thursday 4 November

Dear Diary,

Today I ...

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Friday 5 November

Dear Diary,

You won't believe what happened today!

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Teachit sample



### Sentence starters

I woke up feeling ...

As I walked into the classroom, I was ...

My teacher looked really ...

I decided to ...

I couldn't believe that ...

When he/she said ..., I ...

### Word bank

anxious

amused

defiant

worried

regretful

couldn't care less

scared

hilarious

struggling

confused

nervous

foolish

stupid

embarrassed

humiliated

Look at the cartoon strip and choose a day to write as a dialogue. (You will have to imagine what the teachers from Monday to Thursday say.)

Remember to use the features of direct speech.

- A new line for a new speaker.
- Inverted commas (speech marks) around the words that are spoken.
- A full stop/question mark/exclamation mark inside the inverted commas for the end of a sentence, for example:

I said, 'I really tried, Miss, to find my book.'

- A comma inside the inverted commas if the sentence continues with a reporting clause, for example:

'I really tried, Miss, to find my book,' I told her, earnestly.

Challenge yourself to move the reporting clause!

'I don't believe you,' said Mrs Smith. 'Not for a single second!'

Your turn!



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