

Writing for a Purpose 1

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Writing for a Purpose 2

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Writing for a Purpose 3

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20	Kites	<i>Organising non-fiction, using headings and sub-headings</i>
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Writing for a Purpose 4

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8	Collecting Synonyms	<i>Vocabulary extension: collecting synonyms</i>
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25	Pupil Record Sheet	

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Writing for a Purpose 4

Gill Nettle

Illustrated by Sue Prince

Teachers' Notes

This series has been written to provide support for pupils with special educational needs who are tackling the writing elements of the National Literacy Strategy. Although the work is based broadly on the recommended programmes suggested for each year group and has been simplified in order to give guidance to those requiring the most help, it may be used at any stage according to the needs of the pupils.

They are intended to provide follow-up work for group sessions following systematic class teaching. They are best preceded by small-group discussion about how and what is to be done so as to help with the development of language and learning strategies. They would be a useful focus for support assistants working with a group.

This book covers:

Speech punctuation

Word association

Vocabulary extension

Writing descriptions, notes and summaries

Writing persuasive arguments and personal accounts

All of these headings fit in with the requirements of the National Curriculum in English which sees writing for a range of audiences and purposes as a priority for all pupils.

Hopefully, the instructions for all sections are self-explanatory. If pupils complete work more quickly than expected, they can be asked to provide another sentence or caption following the same model. The exercises can be done in any order, depending on what the main focus of the lesson has been. They may also be used to remind pupils of what has been taught some time before. The Pupil Record Sheet provides a useful check by which teachers can see how much work pupils have covered and how they have progressed.

As always, thanks are due to Barbara Mitchelhill for her patience, support and careful editing of the materials and to Sue Prince for the lively illustrations. I'm also grateful for the comments and evaluations of the schools involved in the trialling of these books.

Gill Nettle

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