



Success In Reading and Writing: **Greater depth non-fiction writing**

Key points to take away:

Writing many forms of non-fiction can be a challenge for even the best writers in a primary school, as language is acquired through imitation and few children read enough non-fiction to internalise the appropriate language structures.

You may choose to use the adaptation of a model method demonstrated in our Greater Depth in Story Writing course.

It is important to teach the specific skills and techniques associated with formal and impersonal writing (such as the passive voice and tier two vocabulary).

You might use shared / choral reading to assist with the internalising of appropriate language.

Attaining control of the ‘non-fiction voice’ is a job of years and can begin in KS1.

While cohesion in narrative can be inherent in the structure, some forms of non-fiction don’t naturally hang together in this way; developing coherence through the viewpoint, or, as we refer to it, “The Golden Thread”,

can be very effective, and this should come before the teaching of cohesive devices, such as certain adverbials.

Having a genuine purpose and audience for a piece of writing is often the most important and motivating aspect we can plan for; in non-fiction, it keeps the writing real and alive.

Questions for you and your class

How could you work with colleagues to source high-quality, non-fiction models?

Have you tried repeated choral reading in a general sense? Have you tried it with non-fiction?

Can you spot use of the passive voice in non-fiction texts?

How confident are you in identifying tier two vocabulary in reading?

Have you tried planning for viewpoint in non-fiction?

How have you used a real purpose to motivate non-fiction writing? What are the obstacles to doing this in every non-fiction writing sequence and how might some of these be overcome?



Putting it into practice

Consider using the *adaptation of a model* method in non-fiction shared writing.

Consider repeated whole-class choral reading of short extracts from very well-written non-fiction, to help internalise language models.

Model use of the passive voice in all year groups (it is your choice when you introduce the terminology).

Make an explicit teaching point of tier two vocabulary, always in context.

Teach viewpoint / “The Golden Thread” and plan for this to drive the use of cohesive devices.

Plan for a real written outcome for non-fiction writing sequences, with real purpose and audience. Be imaginative with this, and talk about it all the way through the sequence so children don't lose sight of the goal.