

## Teaching notes

Print the panels onto thin card and give students a split pin to hold together each fan.

The idea is that students create a set of eight-ten key questions to cover any writing task, to revise writing skills. Students should organise their panels in a logical order to deconstruct the text.

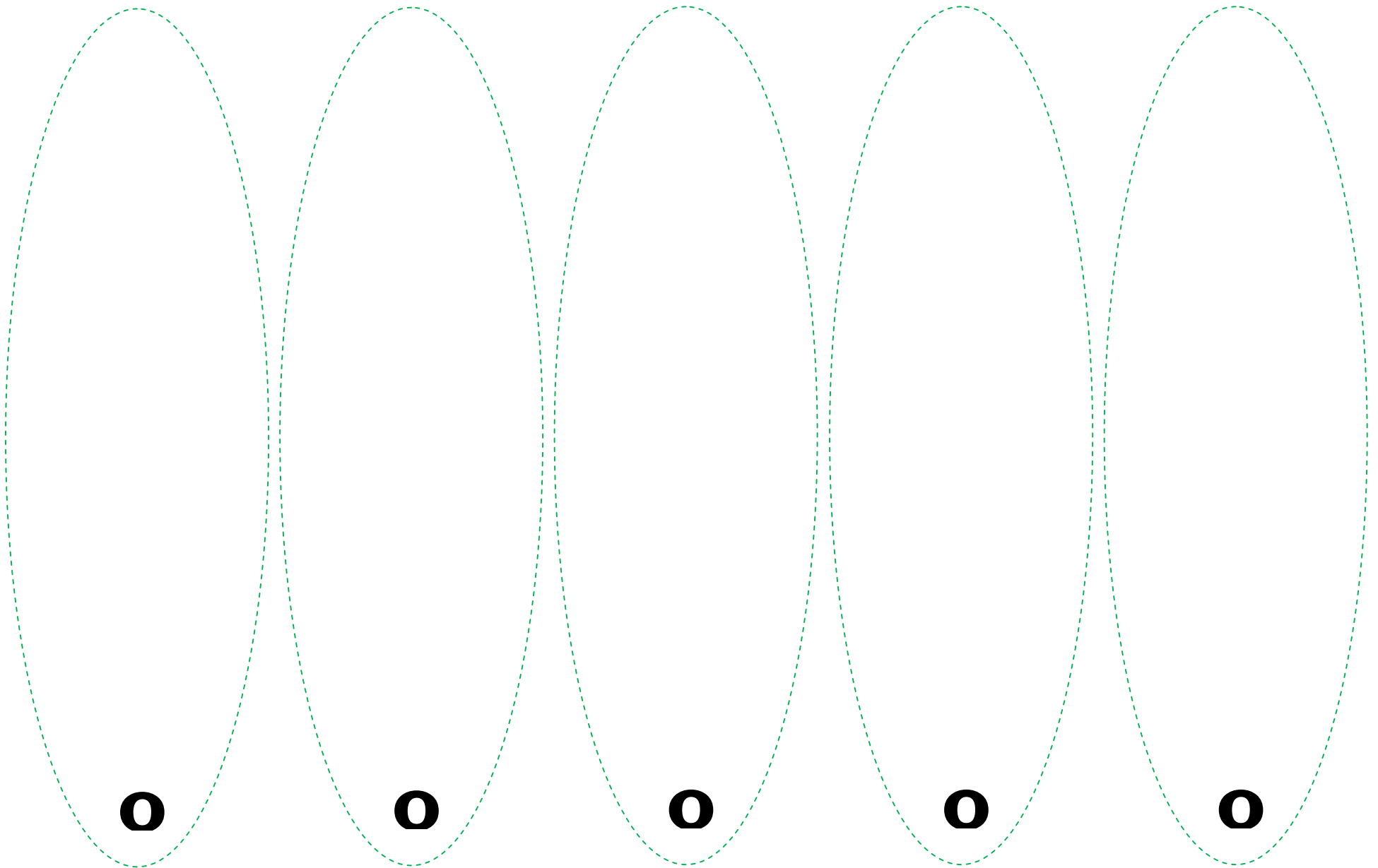
Differentiate this task by deciding how many pre-filled panels to give students – some may need none, some all five to get them started.

If students get stuck, prompt them to include questions about:

- **Vocabulary:** is it specific, or are they using ‘nice’ for ‘delicious’, ‘beautiful’ and ‘friendly’?
- **Structure:** Could they start in a different place? Must it be chronological? Should the key information come first or last in this type of text?
- **Paragraphing:** Have they begun a new paragraph for each change of focus e.g. speaker, time, place, action?

You could list a few of the prompts you’d like them to remember and put them in a ‘lucky dip’ hat - each time a student resorts to the hat they owe you a favour round the classroom, like taking the recycling out - that way they won’t just leave you to provide the answers!

If the task is successful, repeat the exercise for reading tasks, with Teachit’s Reading revision fan.



**How am I making it clear what type of text this is?** Use the correct format! Do letters start 'Dear'? Do speeches have a greeting?



**Does my choice of words show who my audience is?** A text for teenagers should use a different range of vocabulary to that for under 10s or adults.



**How does this writing make my purpose clear?** Are there persuasive devices, or descriptions? What am I doing to convince the reader?



**Have I used a wide range of punctuation for effect?** Remember : ; - ... ( ) " " " The wider the range of punctuation you use, the more accurate your meaning will be!



**Am I varying (changing) my sentence structure for effect?** Quicken the pace with short sentences or begin with adverbs or verbs, e.g. 'Slowly...'



### Writing prompt fan: task sheet

1. Cut out the fan shapes printed on thin card.
2. As we write a text, we should be asking ourselves questions e.g. Is it clear what type of text we are writing? Who is the audience? Is the purpose of the writing clear? etc. These are prompt questions. **Write your own prompt questions on the fan panels.** Push a split pin through the **O** to hold the panels together.
3. Use these to help you write effectively as you revise.
4. If you repeat this process, you'll be better prepared for approaching writing tasks in the exam - you may even remember some of the questions!



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