

# Structure Sidekick!

# Non-Chronological Report

★ **Title**  
What is the report about?

**Introduction**  
What am I going to find out when I read your report?  
Why should I keep reading?

**Paragraph 1**  
**Subheading** – What is this paragraph about?  
Write interesting facts about your subheading.  
Use capital letters and fullstops

**Paragraph 2**  
**Subheading** – What this paragraph is about?  
Write interesting facts about your subheading.  
Use capital letters and fullstops

**Paragraph 3**  
**Subheading** – What this paragraph is about?  
Write interesting facts about your subheading.  
Use capital letters and fullstops

**Summary**  
No subheading.  
Remind me what I have found out from reading your report.

★★★ **Title**  
What is the report about?

**Introduction**  
What am I going to find out?  
Use questions:  
Have you ever wanted to know.....?  
Have you ever wondered.....?

**Paragraph 1**  
**Subheading** – What is this paragraph about?  
Write interesting facts using conjunctions:  
because, but, so, and

**Paragraph 2**  
**Subheading** – What this paragraph is about?  
Write interesting facts using conjunctions:  
because, but, so, and

**Paragraph 3**  
**Subheading** – What this paragraph is about?  
Write interesting facts using conjunctions:  
because, but, so, and

**Summary**  
No subheading.  
Remind me what I have found out.  
End with a question:  
Were you surprised that.....?  
Isn't it incredible that....?

★★★ **Title**  
What is the report about?

**Introduction**  
Use questions:  
Have you ever wanted to know.....?  
Have you ever wondered.....?  
Sell it!  
Here you'll find out everything you need to know about...

**Paragraph 1**  
**Subheading** – What is this paragraph about?  
Providing contrasting facts using conjunctions:  
however, although  
Bats and incredible flyers although they have terrible eye sight.

**Paragraph 2**  
**Subheading** – What is this paragraph about?  
Providing contrasting facts using conjunctions:  
however, although  
Bats and incredible flyers although they have terrible eye sight.

**Paragraph 3**  
**Subheading** – What is this paragraph about?  
Providing contrasting facts using conjunctions:  
however, although  
Bats and incredible flyers although they have terrible eye sight.

**Summary**  
No subheading.  
Remind me what I have found out.  
End with a question:  
Isn't it incredible that....?  
Suggest ways that people could find out more.

# Structure Sidekick!

# Persuasive Writing

★ **Title**  
What are you persuading me?

★★ **Title**  
What are you persuading me?

★★★ **Title**  
What are you persuading me?

## Introduction

Tell me what you want to persuade me about.  
Summarise your best argument.

## Introduction

Tell me what you want to persuade me about. Summarise your best argument.

Ask a question that gets me thinking: Isn't it awful that...?

## Introduction

Tell me what you want to persuade me about. Summarise your best argument.

Ask a question that gets me thinking: Isn't it awful that...?

Address the other side of the argument: Some people will say that... but obviously....

## Paragraph 1

Present your first reason.

Firstly....

Use capital letters and fullstops. Talk directly to the reader.

## Paragraph 1

Present your first reason.

Firstly....

Talk directly to the reader  
It's a fact that...  
Everyone knows that...  
The evidence shows that...  
Surely you realise...

## Paragraph 1

Present your first reason.

Firstly....

It's a fact that...  
Everyone knows that...  
The evidence shows that...  
Surely you realise...

Address the opposing view  
Some people will say that... but...  
I've heard that... but of course...  
In the past... although now we.....

## Paragraph 2

Present your second reason.

Secondly...

Use capital letters and fullstops. Talk directly to the reader.

## Paragraph 2

Present your second reason.

Secondly....

Talk directly to the reader:  
The evidence suggests....  
For these reasons....  
It is certain...  
There is no doubt that...

## Paragraph 2

Present your second reason.

Secondly....

The evidence suggests...  
For these reasons...  
It is certain...  
There is no doubt that...

Address the opposing view  
It is impossible to justify that...  
There is no reason why...  
It's easy to argue against... because....

## Paragraph 3

Present your third reason.

Thirdly...

Use capital letters and fullstops. Talk directly to the reader.

## Paragraph 3

Present your third reason.

Thirdly....

Talk directly to the reader:  
I'm sure you will agree...  
It's a fact that...  
In addition to this....  
I strongly suggest...

## Paragraph 3

Present your third reason.

Thirdly....

I'm sure you will agree...  
It's a fact that...  
In addition to this...  
I strongly suggest that...

Address the opposing view  
One major issue is that...  
I strongly disagree...  
It can't possibly be OK that...

## Summary

Summarise your argument.

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Summarise your argument.

Include a call to action. What do you want from the reader?

## Summary

Summarise your argument.

Include a call to action. What do you want from the reader?

End with an emotional plea.  
If we do nothing...  
If this continues...  
Can you imagine what will happen...?

# Structure Sidekick!

★ **Title**  
What event is the recount about?

## Introduction

Who?  
What?  
Where?  
When?

★★★ **Title**  
What event is the recount about?

## Introduction

First sentence tells me:  
Who, what, where, when?

Make me want to read to the end:  
Read on to find out what happened  
when....

★★★ **Title**  
What event is the recount about?

## Introduction

First sentence tells me:  
Who, what, where, when?

Make me want to read to the end:  
Read on to find out what happened  
when....

## Paragraph 1

Beginning: What happened in the lead up to the event?

Use capital letters and fullstops

Past tense verbs:  
went, walked, ran, jumped

## Paragraph 1

Beginning: What happened in the lead up to the event?

Past tense verbs: thought, hesitated, travelled

Conjunctions: because, but, so

Time Conjunctions: when, later, meanwhile, after

## Paragraph 1

Beginning: What happened in the lead up to the event?

Past tense verbs: thought, hesitated, travelled

Conjunctions: because, but, so

Time Adverbials: In the morning, later that day, after a while, subsequently

## Paragraph 2

Middle: What happened in the middle of the event?

Use capital letters and fullstops

Past tense verbs:  
went, walked, ran, jumped

## Paragraph 2

Middle: What happened in the middle of the event?

Past tense verbs: thought, hesitated, travelled

Conjunctions: because, but, so

Time Conjunctions: when, later, meanwhile, after

## Paragraph 2

Beginning: What happened in the middle of the event?

Past tense verbs: thought, hesitated, travelled

Conjunctions: because, but, so

Time Adverbials: In the morning, later that day, after a while, subsequently

## Paragraph 3

End: What happened at the end of the event?

Use capital letters and fullstops

Past tense verbs:  
went, walked, ran, jumped

## Paragraph 3

End: What happened at the end of the event?

Past tense verbs: thought, hesitated, travelled

Conjunctions: because, but, so

Time Conjunctions: when, later, meanwhile, after

## Paragraph 3

End: What happened at the end of the event?

Past tense verbs: thought, hesitated, travelled

Conjunctions: because, but, so

Time Adverbials: In the morning, later that day, after a while, subsequently

## Summary

Tell me what you thought of the event:

It was such a brilliant day because....  
This battle has gone down in history because....

## Summary

Tell me two contrasting views of the event:

e.g) It was such a brilliant day because everyone had fun.  
Next time I hope the weather will be better!

## Summary

Tell me two contrasting views of the event:

e.g) It was such a brilliant day because everyone had fun.  
Next time I hope the weather will be better!

Ask the reader a question:  
Have you done anything like this before?

# Structure Sidekick!

# Newspaper Report

★ **Headline**  
What event is the recount about?

★★ **Headline**  
Use alliteration!

★★★ **Headline**  
Use alliteration rhyming or a pun

**Introduction**  
Who?  
What?  
Where?  
When?

**Introduction**  
First sentence tells me:  
Who, what, where, when?  
Try to include as many facts in the first sentence.

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First sentence tells me:  
Who, what, where, when?  
Try to include as many facts in the first sentence.

**Paragraph 1**  
**Beginning:** What happened in the lead up to the event?  
Use capital letters and fullstops  
Past tense verbs:  
went, walked, ran, jumped

**Paragraph 1**  
**Beginning:** What happened in the lead up to the event?  
**Past tense verbs:** thought, hesitated, travelled  
**Conjunctions:** because, but, so  
**Time Conjunctions:** when, later, meanwhile, after  
Include eye witness accounts – inverted commas

**Paragraph 1**  
**Beginning:** What happened in the lead up to the event?  
**Past tense verbs:** thought, hesitated, travelled  
**Conjunctions:** because, but, so  
**Time Adverbials:** In the morning, later that day, after a while, subsequently  
Use direct and indirect speech

**Paragraph 2**  
**Middle:** What happened in the middle of the event?  
Use capital letters and fullstops  
Past tense verbs:  
went, walked, ran, jumped

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Use direct and indirect speech

**Summary**  
What happens now? How have people been affected?

**Summary**  
What happens now? How have people been affected?  
Include some quotes to back this up. Mr G said, "I am furious with the council for building this motorway. I will never be able to relax in my garden again."

**Summary**  
What happens now? How have people been affected?  
Include some opposing opinions to back this up. Mr G said, "I am furious with the council for building this motorway. I will never be able to relax in my garden again." Mrs S is excited to be able to visit her family in half the time.  
Ask a question at the end asking what the reader thinks.

# Structure Sidekick!

★ **Title**  
What event is the recount about?

**Set the Scene**  
Tell me about:  
The setting  
The first character

**Beginning**  
Describe the build up to the main event.  
Use capital letters and fullstops  
Past tense verbs:  
went, walked, ran, jumped

**Middle**  
Describe the main event. Choose a problem or a dilemma for the main character.  
Use capital letters and fullstops  
Past tense verbs:  
went, walked, ran, jumped

**Ending**  
How is the problem resolved?  
Use capital letters and fullstops  
Past tense verbs:  
went, walked, ran, jumped

**Epilogue**  
Wrap your story up.  
So that was the tale of....  
He often thought back to the time....

★★★ **Title**  
What event is the recount about?

**Set the Scene**  
Use adjectives and similes to tell me about:  
The setting  
The first character

**Beginning**  
Describe the build up to the main event.  
Past tense verbs: thought, hesitated, travelled  
Conjunctions: when, later, meanwhile, after, because, but, so  
Powerful adjectives to describe the events and feelings  
Speech to develop the characters ("")

**Middle**  
Describe the main problem or dilemma.  
Past tense verbs: thought, hesitated, travelled  
Conjunctions: when, later, meanwhile, after, because, but, so  
Powerful adjectives to describe the events and feelings  
Speech to develop the characters ("")

**Ending**  
How is the problem resolved?  
Past tense verbs: thought, hesitated, travelled  
Conjunctions: when, later, meanwhile, after, because, but, so  
Powerful adjectives to describe the events and feelings  
Speech to develop the characters ("")

**Epilogue**  
Wrap your story up.  
Think about your character in the future. How will this story have changed them?  
Many years later, Jim was rummaging in his cupboard and uncovered the amulet. He was instantly filled with memories....

★★★★★ **Title**  
What event is the recount about?

**Set the Scene**  
Use adjectives and similes to tell me about:  
The setting  
The first character  
Use inference: Instead of "It was scary" say "Jim shivered"  
Make me FEEL what the character is feeling.

**Beginning**  
Describe the build up to the main event.  
Past tense verbs: thought, hesitated, travelled  
Subordinate Clause: Use conjunctions at the beginning of a sentence.  
Adverbials: Time, manner, place  
Powerful adjectives to describe the events and feelings  
Speech to develop the characters ("")

**Middle**  
Describe the main problem or dilemma.  
Past tense verbs: thought, hesitated, travelled  
Subordinate Clause: Use conjunctions at the beginning of a sentence.  
Adverbials: Time, manner, place  
Powerful adjectives to describe the events and feelings  
Speech to develop the characters ("")  
**CLIFFHANGER!!!!!!** How would he escape???

**Ending**  
How is the problem resolved?  
Past tense verbs: thought, hesitated, travelled  
Subordinate Clause: Use conjunctions at the beginning of a sentence.  
Adverbials: Time, manner, place  
Powerful adjectives to describe the events and feelings  
Speech to develop the characters ("")

**Epilogue**  
Add a twist!  
Tell us something that will make us think not all is as it seems.  
As Jim left with his new friend, he spotted a glimpse of silver in his pocket. It was the dagger! The very dagger he had seen gripped in his enemy's hand. Jim's heart filled with dread....

# Structure Sidekick!

# Instructional Text

★ **Title**  
How to.....

★★★ **Title**  
How to.....

★★★ **Title**  
How to.....

**Introduction**  
**Subheading**  
Tell me what we are going to do and why I should want to do it.

**Introduction**  
**Subheading**  
Tell me what we are going to do and why I should want to do it.  
**Ask a question:**  
Have you ever wanted to make a cake?  
Here's how!

**Introduction**  
**Subheading**  
Tell me what we are going to do and why I should want to do it.  
**Be persuasive:** This cake is going to blow your mind!  
**Ask a question:**  
Have you ever wanted to make a cake? Here's how!

**Equipment**  
**Subheading**  
Use bullet points to list what is needed to follow the instructions.

- Paper
- Pencil

**Equipment**  
**Subheading**  
Use bullet points to list what is needed to follow the instructions.  
Make sure you include quantities:

- 110g plain flour
- 50g sugar

**Equipment**  
**Subheading**  
Use bullet points to list what is needed to follow the instructions. Make sure you include quantities and details:

- 110g plain flour (you need a little extra for dusting)
- Stem Ginger (This is available in most supermarkets)

**Method**  
**Subheading**  
List your instructions using numbers.  
  
1.) Fold your paper in half  
2.) Bend the corners

**Method**  
**Subheading**  
List your instructions using numbers. Start each sentences with an imperative (bossy verb) – put, mix, stir  
– put, mix, stir  
  
1.) Fold your paper in half  
2.) Bend the corners

**Method**  
**Subheading**  
List your instructions using numbers. Start each sentences with an imperative (bossy verb) – put, mix, stir  
Include plenty of detail.  
  
1.) Fold your paper in half and press the edges until crisp.  
2.) Bend the corners at 90 degrees

**Troubleshoot**  
Think of things that might go wrong and address them:  
  
If your cake is wobbly, you may need to bake it for a little longer.

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**Troubleshoot**  
Think of things that might go wrong and address them:  
  
If your cake is wobbly, you may need to bake it for a little longer.

**Summary**  
Remind the reader what they've done:  
  
Now you know how to make a cake!

**Summary**  
Remind the reader what they've done in a positive way:  
  
Now you will be star baker every time making this incredible cake!

**Summary**  
Remind the reader what they've done in a positive way and persuade them to share your instructions!  
  
Now you will be star baker every time making this incredible cake! All your friends will want this recipe so they can make this delicious treat at home.