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Non Fiction and Fiction

Which are fiction? Which are non fiction?

Simply, **fiction** texts are made up, and **non fiction** texts are factual. A **fiction** text may or may not have real places and characters and may be based partly on facts, however, the story will mostly be the creation of the author and will not necessarily be true. **Non fiction** books normally have a topic that they focus on such as books about science or sports. These are based on facts and real information.

1 got his/her FIRST certificate!!!

Information Texts

Playing the Guitar

There are many different types of guitar, rhythm, classical, electric, acoustic, bass. They all work the same way by making the strings vibrate.

Vibrating Strings

When the strings are hit, they shake or vibrate. The pitch changes depending on the thickness of the string and the length of the string being vibrated. A thick and longer string will produce a lower note than a thin short one. Fret boards on the neck of the guitar help change the pitch by shortening the length of vibration with your fingers.

An example of an electric guitar

Different Styles

With rhythm guitars, you normally play chords where you form a shape with your fingers, and play most of the strings at the same time. For melodic tunes such as bass, classical or lead guitar, one finger is used and one string plucked. Good guitarists can do this very quickly.

Purpose	Gives facts about a topic. Most known as non-chronological or report texts.
Structure and paragraphs	Often opens with opening statement or definition. Paragraphs often with subheadings, and can often order is not important.
Person	3rd person
Tense	Present. Can be written in past for historical report).
Vocabulary	Technical vocabulary. Often passive voice used.
Other features	• Tables • Pictures • Captions • Diagrams with labels
Examples	• All about spiders • Types of dogs • Where are the highest mountains?

2 got his/her SECOND certificate!!!

Instruction Texts

How to make Rocky Road Bars

By the end of this, you will be able to make delicious Rocky Road bars. Be careful when chopping with a knife, and melting the chocolate. Make sure you do it with an adult.

Ingredients

100g chocolate
100g of marshmallows
2 chocolate bars of your choice
50g of raisins

Instructions

1)Break up chocolate and melt in a pan on medium heat.
2)Carefully chop up the chocolate bars.
3)Mix the bars, raisins and marshmallows in a bowl.
4)When melted, pour in chocolate and mix all together.
5)Place in chunks or in a tray.
6)Leave to cool in the fridge.
7)Enjoy!

Purpose	Give step by step details on how something needs to be done.
Structure and paragraphs	Starts with stating aim. List resources. Must be in order. Normally numbered steps.
Person	2nd person
Tense	Present
Vocabulary	Simple, clear vocabulary. Imperative verbs often start sentences.
Other features	• Bullet points (numbered) • Diagrams • Labels • Title
Examples	• Recipes • Rules for a game • Directions • How to solve something

3 got his/her THIRD certificate!!!

Recount Texts

Visit to the Tower of London

Last Thursday we went to visit The Tower of London to learn more about Tudor times.

We set off in the morning and took the Underground to Tower Hill. It was quite busy when we got there. There were many tourists, but it was exciting to see The Tower.

Firstly we had to queue for a while to get inside. When we were in, we had to wait before for a toilet stop! But after this we met a guide who gave us a really interesting talk about Henry VIII and his wives. Some of us had to act the characters!

Then we had lunch near the ravens. They looked scary and I think they wanted to eat our food.

After this, we had the chance to visit some of the buildings including the White Tower and The Jewel House where the Crown Jewels are kept and guarded by Yeomen.

By the end of the day, we were really tired after all the walking, but it was well worth the visit.

Purpose	Tells us about something that has happened. In order of events.
Structure and paragraphs	Start by introducing where and when event occurs. Paragraphs in order that the events happened.
Person	1st or 3rd
Tense	Past Tense
Vocabulary	Time openers/ connectives (detailed writing and description (adjectives) feelings/opinions)
Other features	Can be formal or informal depending on who you are writing for
Examples	• Newspapers • Diaries • Report or review of an event

4 got his/her FOURTH certificate!!!

Explanation Texts

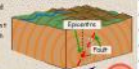
Why do Earthquakes Happen?

Earthquakes can be very destructive, and geologists spend a lot of time and money trying to understand how they happen so they can warn people.

Firstly we need to know that the Earth's surface is split into different moving parts called plates. As a result of anything that moves, sometimes they can crash into each other, and in this case cause an earthquake.

When one plate moves against another, because they are rocky, they stick due to friction. After some time, the pressure and need to move builds up. Eventually, the plates overcome the friction and suddenly move causing what feels like powerful shaking and vibrations. The centre of an earthquake is known as the epicentre, and the large cracks that form are called faults.

The shaking can cause buildings to fall and large waves (Tsunamis) to form causing massive damage, that is why it is important to give people as much warning as possible.



Purpose	Explains how something happens, or why something is the way it is.
Structure and paragraphs	An introduction to the topic, then paragraphs. These must be in order if explaining a process. End with summary.
Person	3rd person
Tense	Present
Vocabulary	Time connectives Causal connectives
Other features	• Title may be a question. • Diagrams and labels. • Pictures and captions. • Lists. • Glossary.
Examples	How do circuits work? What causes rain? How do plants grow?

5 got his/her FIFTH certificate!!!

Persuasive Texts

Free School Lunches for ALL Children!

Only 20% of children are entitled to free school meals. Many children come to school feeling hungry because they have not had a proper breakfast. This is damaging to their and their education. Here are the reasons why all children should be able to have a healthy school dinner every day.

Firstly, not all families can afford the money to buy a school lunch. Busy parents may not have time to make a healthy and sufficient packed lunch, so some children just come to school with unhealthy snacks. As a result they are harming their bodies by not having a balanced diet.

Secondly, if children are feeling hungry, then they will not be able to concentrate on their work. They may feel sleepy or be thinking about their next meal.

Finally, some children may feel embarrassed about having a free school meal. If everyone is the same and has free school meals, then they will not need to worry about this anymore.

To conclude, everyone should be able to have a healthy school dinner everyday for their health and education.

Purpose	To get someone to take your point of view
Structure and paragraphs	Introduce topic and state your opinion. Then give one reason per paragraph why you think this right. Finish by highlighting main points.
Person	1st, 2nd or 3rd
Tense	Present
Vocabulary	• Strong and emotional words • Time openers • Rhetorical questions
Other features	• Emotive pictures • Statistics • Catchy phrases
Examples	• Adverts • Politics • Social issues

6 got his/her SIXTH certificate!!!

Discussion Texts

Should children have more play times?

Most children would love to have more play time. But would this be good for them?

For

- May time is a lot of fun and it gives children a chance to talk with friends and learn to mix with other children.
- Many children play games and sports during play time. Therefore they are able to exercise and become more healthy.
- Having a chance to take a break from sitting in the classroom helps children be fresh and ready for their learning afterwards.

Against

- There is plenty of time to play after school. Time playing is not time learning and after all, this is why children go to school.
- However, there are more injuries and arguments which stop children being able to learn afterwards.
- Allowing more play time would mean making the school day longer.

After considering both points of views, I would say that having more play time would be a good thing for children as it is part of learning.

Purpose	Different from persuasion as you write about both sides of the argument.
Structure and paragraphs	Starts by introducing topic. Then write arguments for/against. May use a paragraph or bullet points. Repeat for opposite viewpoint. End with a recommendation.
Person	3rd person
Tense	Present or past
Vocabulary	• Most watched with examples, evidence or statistics • Emotive language
Other features	• Labelled diagrams • Pictures
Examples	• Debates • Should children wear school uniform?

7 got his/her SEVENTH certificate!!!

Review Texts

Review of 'Diary of a Wimpy Kid' by Jeff Kinney

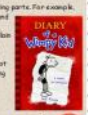
Diary of a Wimpy Kid was funny book told from the point of view of Greg Heffley and how had deals with life at home and at school.

Greg is just starting middle school in America and he struggles to become the most popular person in the school. He thinks he is better than his friends and often finds that this is not true! He can be really horrible to his best friend Rowley, but they do have lots of fun together playing games and going on mini adventures such as trick or treating at Halloween.

The book is really funny and I really enjoyed the disgusting parts. For example, there is an old piece of cheese on the books that's part, and anyone who touches it gets "The Cheese Touch".

The book is filled with comic illustrations which help explain how Greg is thinking and feeling.

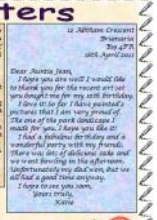
I would really recommend this book to all boys and girls about 9 to 11 years old. My only criticism is that it was not longer, and would advise reading the book before watching the film. Score: 8/9



Purpose	To give your opinion on something you have experienced.
Structure and paragraphs	Introduce the review topic. Write what you liked/didn't like in seperate paragraphs with evidence. End with a recommendation.
Person	1st person
Tense	Past or present
Vocabulary	• Emotional opinionated vocabulary • Sometimes exaggeration and superlatives used to strengthen a point
Other features	Photos of event Often language is informal
Examples	• Book review • Film review • Event review

8 got his/her EIGHTH certificate!!!

Letters



The College
Silverwood
Surrey
SU23 3RT
19th April 2011

Dear Marcus,

Background Packages on Rolworth Park

I am writing to complain about the current playground facilities at Rolworth Park.

These are currently not enough climbing frames at the park, and the one that is present is partly broken.

The children are dangerously climbing over awkward and one child was recently hurt because of this.

Please make this a priority to fix. I look forward to your reply.

Yours faithfully,
Jack Cavendish

12 Alfriston Crescent
Brownville
The 4TH
28th April 2011

Dear Aurora Jean,

I hope you are well. I would like to thank you for the recent art set you bought me for my 10th birthday. I love it! So far I have painted 2 pictures that I am very proud of. The one of the parrot in particular I made for you. I hope you like it!

I had a fabulous birthday and a wonderful party with my friends. There was lots of delicious cake and we went Bowling in the afternoon. Unfortunately my dad won, but we all had a good time anyway.

I hope to see you soon.

Yours truly,
Katie

Purpose	Letters can be written for many different reasons and language will vary although they should always be polite.
Structure and paragraphs	Contact details and date. First paragraph should explain why you are writing. Then paragraphs give details. Finish letter with your name.
Person	1st person
Tense	Present
Vocabulary	Depends on purpose. If will either by formal or informal.
Other features	Greeting (Dear...) Closing (yours..) Formal letters may have a title beneath the greeting.
Examples	• Thank you letters • A letter just to say hello • A complaint...or a request • To inform about something.

9 got his/her NINTH certificate!!!

Leaflets and Adverts

Purpose	To report on an event that has happened.
Structure and paragraphs	Similar to persuasion texts. Needs to be presented in an eye catching, appealing way. Short text is effective.
Person	2nd person
Tense	Present
Vocabulary	• Quotes. Statistics • Only the main details • Exaggerated language • Strong vocabulary
Other features	• Pictures/colour/font • Voice used of festively • Catchy phrases / slogans
Examples	• Adverts • Events

10 got his/her TENTH certificate!!!

News Reports

ROMANS BACK IN LONDON

After more than 1500 years, Roman coins with the name 'Londinium' on artefacts have been returned to be there, the Roman name for London. We displayed in the London Museum. think the soldiers were marching from They were found 6 months ago after an London at the toes."

excavation of what was thought to be a Amongst the items discovered are burial site for Roman soldiers who had swords, helmets and jewellery. Greg been fighting with the Roman Emperor Hoodley is very excited but he also says Hadrian. that more help is needed. "This is one of

Archaeologists have been carefully the most interesting removing the finds from a dig site near finds for years, and the Scottish border and restoring them. we're learning a lot Now they are ready to be shared with the from it. However, public. But why are they to be displayed without more funds, in London? Chief archaeologist Greg we will be unable to Hoodley explains: find out all we can."

"Amongst the treasures found, were The display will open this August ready for the new school year.

Purpose	To make someone interested in something.
Structure and paragraphs	There should be an attention grabbing headline, then leading sentence to explain it. Paragraphs follow for each point.
Person	3rd person
Tense	Present / past
Vocabulary	• Quotes and opinions, but not from the writer. • Facts. • Headline should be in capitals and short without articles (a/the)
Other features	• Pictures with captions • Written in columns
Examples	• Superman Makes the Daily • School To Close Down

11 got his/her ELEVENTH certificate!!!

Narrative Openers

There are many different narrative types: adventures, myths, science fiction, fairy tales, mystery, are just a few. Though the style will change with the different genres, the main structure is often the same: opening → problem → solving the problem → ending.

You should always plan your story first so you know how it will end, but make sure it is believable, and all the events lead to a realistic ending.

Opening

Your opening should include the following:

- Who is in the story?
- Where and when is it set?

Problem

The problem should set up the rest of the story.

- Does the character have an important decision to make?
- Is there something stopping the character achieving something?

"This is our new house?" asked Danny as a family pulled up in the car. Danny did not want to move house. He would miss all his friends and was really worried about starting at a new school. "Yes, it needs a bit of work, but you'll be fine" his mum reassured him.

The wooden house looked grey and run down. Nobody had lived there for years. A couple had moved in, but moved out again after only a week because the claimed it was too noisy'. Danny could not see why. It was miles from anywhere!

Though he felt quite miserable about moving, being the adventurous type, he could not help but feel curious about the new place.

It took him an age to unpack all his stuff into his new bedroom. It was at the top of the house, right in the attic. It felt as cold as ice, but it was really quiet, not as the couple had described. Feeling tired after the days journey he set off to bed. That is when the noise began.

He woke up with a start. He thought he heard a knocking on the wall. But how? There were no rooms next to him. Maybe he was dreaming.

Tap, tap, TAP! No. It was real! He froze – scared stiff.

(to be cont inued...)

12 got his/her TWELTH certificate!!!

Narrative Endings

Problem Solving

This is the main part of the story.

- What happens to the character?
- How do they overcome the problem?

Ending

After the problem is resolved, the ending should in some way link back to the beginning. Try not to leave any parts of the story unfinished. Stories nearly always finish with a positive ending, even though a good piece of writing will make you think that it was going to end badly.

The noise was coming from the corner behind the wardrobe. It was getting louder, and he thought he could also hear crying.

Cautiously, and in the dark he crept over to the corner. He was shaking, but the crying disturbed him, and this made him want to help.

After waiting for minutes to raise his courage, he used all his strength to move the furniture.

To his surprise, he found a small door, no higher than his knee behind the wardrobe. Before he could reach and open it, the door shot open!

He jumped back in fright, his heart beating like a train. As it was dark he could not see well, so his horror exploded as a dark creature jumped on him, pinning him to the floor. He could feel the disgusting breath of the creature near his face.

Just as he thought he was going a get eaten alive, a sloppy, wet tongue began licking his face all over. He reached up and felt the soft fur of the creature. It was just a dog! How did it get there? He would never know, but he had made his first new friend of his new life. "I'll call you Tommy after my old best friend" he said. He began to feel that he was going to be ok.

13 got his/her THIRTEENTH certificate!!!

Narrative Tips

Here are some ideas to make your writing better. Do not try to use these all at once, or you might find that writing is not much fun...and it is! Just try one or two, then try others next time you write.

The best tips are...

- Have fun writing and be creative. Make up your own rules for writing. Break the rules if you want to explain or describe through writing what is in your head.
- Make sure it is believable.
- Get someone else to read your writing too. Check it makes sense.
- Don't worry about spelling mistakes, you will always have a chance to fix them next time.

Try different sentence openers:

Try using a different punctuation:

?!...;:

Adverbs describe how a verb is done. Danny crept cautiously.

Adjectives: Use similar ideas to describe a person, place or thing.

Feelings: Describe how a character is feeling.

Don't:

- Write about things that don't matter to the story
- Waste too much space
- Only describe actions
- Repeat words again and again

Powerful verbs: Use powerful verbs instead of basic ones. Tommy crept over to the door. (adverb) Cautiously, he crept over to the door. (adjective) Normal, he crept over to the door. (participle) Creeping, he went over to the door. (noun) Eventually, he crept over to the door. (verb) Like a mouse, he crept over to the door. (phrase) How? He crept, he whispered, creeping over to the door.

Similes: Use similes to describe how a character is feeling.

Short sentences: Use short sentences for impact. It was real. My knees.

Use questions: Your did it get there? Was he dreaming?

Openers: Similes can also be used to open a piece of writing. There are lots of ideas and tips on how to open a piece of writing.

14 got his/her FOURTEENTH certificate!!!

Play Scripts

Play scripts have the following features:

- List of characters
- Acts and Scenes (like chapters in a book)
- Stage directions (usually in brackets) to help the actor know what to do, or how to say something.
- Punctuation also helps the actor know how to say something.

The Tempest by William Shakespeare

Characters:

Prospero the Wizard, Ariel the Fairy, Caliban the Slave, Ferdinand the Prince, Miranda the Daughter of Prospero

Act 1 Scene 1

Narrator: Prospero then talks to his helper, Ariel.

Prospero: What happened to the ship?

Ariel: (Flying) The magic is done. The ship has been safely in the storm.

Prospero: (aware out of the weed exhausted) The ship...it has gone! I am lucky to be alive!

Narrator: Ferdinand sees Miranda and they look lovingly at each other.

Ferdinand: (stunned) You are beautiful!

Act 1 Scene 4

Narrator: Prospero knows there is more work to be done.

Prospero: (angrily) Caliban, you ugly slave. Go to fish as more wood.

Caliban: (miserable and calm-ish) Go fetch your own wood! This should be my island!

15 got his/her FIFTEENTH certificate!!!

Poetry

Poetry come in way shapes and forms. There are rules for some, but you can make up your own rules too!

Poems give you:

- A chance to be creative by playing with words
- A challenge to make you think of different ways to describe something

Poems can:

- Tell a story
- Be funny
- Reflect on something
- Share knowledge
- Share culture

Some types of poems:

- Acrostic
- Limerick
- Couplets
- Lewisido
- Rhyming
- Haiku
- Shape (calligrams)

Acrostic Poem

Playtime – yeah!
Let's play a game together
All tags then, no one left out
Your hand
Try to catch me if you can
In, IT – oh no!
Me and my friends chatting away

Nursery Rhyme

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall.
All the King's horses and all the King's men
Couldn't put Humpty back together again.

Ballad Poem – The Mermaid

author unknown

Oh the boats were very still
And the stormy winds may blow
While we pour watery go deeply down
And the land lubbers lay down below, below below
And the land lubbers lay down below.

Tongue Twister

She sells seashells by the seashore,
The shells she sells are surely seashells.
So if she sells shells on the seashore,
I'm sure she sells sea-shore shells.

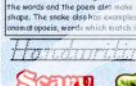
Alliteration Poem

One wonderful walking weasel
Two terrifying tornado tigers
Three thirsty thin thrushes
Four fantastic fancy fish
Five Fibbly fat frogs

16 got his/her SIXTEENTH certificate!!!

Calligrams

Calligrams (shape poems) are made of words that describe something. But the shape of the words and the poem also make up the shape. The snake also has examples of onomatopoeia, words which match its sound.



17 got his/her SEVENTEENTH certificate!!!

Couplets and Kennings

Couplets are simple two lined poems. Each line's last words rhyme.

A Kenning is a like a list of clues. What the poem is about is never mentioned, so it is a bit like a puzzle. Kennings come from ancient Norse language.

A sandwich full of jam
Doesn't need a piece of ham.

I really love ice-cream
So much, I want to scream!

The lights at night
Fill me with delight!

For a wash I have no time
But leaves me covered in grime.

Tells stories
Lights up the room
Controlled by buttons
Entertains but
Stops us talking

Gives us warmth
Burns our skin
Grows the flowers
Hides at night
Throws us light

Bounces up and down
Round like an orange
Looks for the goal
Dirties the shoes
No use when popped

18 got his/her EIGHTEENTH certificate!!!

Haiku and Tanka Poems

Haiku and Tanka poems are both styles that come from Japan.

They have a very strict structure.

Haiku have only 3 lines. Line 1 and 3 have 5 syllables, and line 2 7 syllables. They re normally about something natural.

Tanka have 5 lines. Again, line 1 and 3 have 5 syllables, and the rest have 7. They are normally about something natural, or relat-ionships of people.

Use your senses to help you write these, but remember to check you have not broken the rules.

Autumn leaves crunching
Under my big wrapped up feet
Crisp cracks and snappy

The sound of water
Falling down the rocky side
Lands soft and safely

Blue sky high above
Puffy clouds that pass on by
Sun that warms my face

Rainbow reaching high
Bridging the left to the right
There at the ending,
Is it really there to see?
A pot of gold for sharing

Sadness takes my hand
It's time for you to go now
When will we meet next?
It will seem like forever
But wait is all I can do

19 got his/her NINETEENTH certificate!!!

Limericks and Raps

Limericks also have strict structure. There are 5 lines, with line 1, 2 and 5 having the same rhyme, and line 3 and 4 having the same rhyme. The first line is usually "There was a ____ from _____" and they are normally humorous.

Raps are modern poetry, normally about social situations. They tend to match a rhythmic background and this will determine the structure.

There was an old woman from Leeds,
Who loved to eat lots of cheese,
So she went to the brae,
To get fromage with chives,
But ran when she angered the bees!

There was a man from Chester,
Who thought he would be a good wrestler,
But when in the ring,
He was found not to be big,
And ended up being a jester!

There once was a boy from Dundee,
Who wanted to see the sea,
So he climbed to a place,
But fell flat on his face,
And also injured his knee!

The angle rap, the angle rap
Can be handy, as big a nub
North, south, east and west
Read it right, to pass the test

Turning here, turning there
DOT will help prepare
A quarter turn is what it is
Now you can get there with a whizz

20 got his/her TWENTIETH certificate!!!

Text Types Certificates Overview