
Different writing styles

When you are asked to complete the writing tasks in the NCTs you will be asked to write in several of a variety of styles and it is important to remember: PALL – Purpose; Audience; Language; Layout. In other words you need to adapt what and how you write about a topic depending on who the text is aimed at and what the text is supposed to do (writing an advert is very different to writing a review for example). In order to practise these skills complete the following tasks:

Imagine that outside school this morning there was nearly an accident between a student and a car. Both the driver and the student were shocked by the incident.

Write the **first two sentences only** of the first task:

1. You give a written witness statement to Police about what happened.

Remembering that the writing tasks are marked for spelling, punctuation and grammar as well as sentence structure, variety and the content of what you have written, check your work carefully before passing it to a partner. Once you have someone else's writing, check it thoroughly and suggest improvements where you think these can be made.

Now write the **first two sentences only** of the second task:

2. A news report for a local radio station about what happened.

Remembering that the writing tasks are marked for spelling, punctuation and grammar as well as sentence structure, variety and the content of what you have written, check your work carefully before passing it to a partner. Once you have someone else's writing, check it thoroughly and suggest improvements where you think these can be made.

Now write the **first two sentences only** of the third task:

3. The Head's letter to parents about road safety, following the accident.

Remembering that the writing tasks are marked for spelling, punctuation and grammar as well as sentence structure, variety and the content of what you have written, check your work carefully before passing it to a partner. Once you have someone else's writing, check it thoroughly and suggest improvements where you think these can be made.

Now write the **first two sentences only** of the fourth task:

4. The parents briefing to the Press about what happened.

Remembering that the writing tasks are marked for spelling, punctuation and grammar as well as sentence structure, variety and the content of what you have written, check your work carefully before passing it to a partner. Once you have someone else's writing, check it thoroughly and suggest improvements where you think these can be made.

Now use the grid on the next page to plan a full answer to the task at the top of the page. You have ten minutes to plan out your ideas.

Imagine that outside school this morning there was nearly an accident between a student and a car. Both the driver and the student were shocked by the incident.

Write the speech made by a road safety campaigner, following the near-accident, to students your age about the need to keep safe whilst out and about walking, cycling, on a scooter etc.

Reaction to the near-accident:

Ways students can keep safe:

Benefits of walking, cycling etc despite risks: