

## Y7 T4: Letter Writing

### Disciplinary Vocabulary

**Transactional Writing**- Non-fiction writing that intends to communicate information between individuals or groups.  
**Audience**- Who the author writes their piece for- in other words, the reader.  
**Purpose**- The goal or aim of a piece of writing: to provide information, to persuade, etc.  
**Genre**- Refers to a form, class or type of literary work.  
**Rhetorical Devices**: Used by the author to have a specific impact on the audience e.g. to persuade.

### Target Vocabulary

**A Global Movement**: when people from across the world work together to make a change  
**Human Rights**: The basic rights and freedoms that belong to every person in the world. In the UK human rights are protected by the Human Rights Act 1998.  
**Justice**: Fair behaviour or treatment.  
**Freedom**: the right to act, speak, or think as you want.  
**Dignity**: a composed or serious manner or style.  
**Integrity**: being honest and having strong moral principles.  
**Exposure**: having no protection from something harmful.

### Crafting Sentences

**1. The more, more, more sentence:**  
 The more he witnessed, the more he felt pure frustration, the more he knew this needed to be eradicated.

**2. Colons to clarify:**  
 It must be discussed in depth and there is only one significant thing to reflect upon: racism.

**3. Not only but also sentence:**  
 Not only was it humiliating, but it shattered every confident being in his body.

**4. Repeat and develop ideas sentence:**  
 The decision to take away this individual's freedom is both surprising and disgusting- surprising in that he was caring for others, disgusting in that the treatment he has received is more than barbaric.

### Grammar Knowledge

**Noun** – naming word for a person, place, or thing, e.g. Sarah, Monday, cheese, love, France  
**Verb** – a word which describes an action or a state  
**Adjective** – words which describe nouns, e.g. beautiful, cold, green, noisy  
**Adverb** – words which tell us how, where or when something happened, e.g. quickly, easily, afterwards  
**Pronoun** – a word which stands in place of a noun, e.g. she, it, they  
**Preposition** – words which link together people, objects, time and location, e.g. *The coffee is on the table. We went to the park.*  
**Colon** – : a colon joins one **full sentence** to another clause which gives more information. e.g. I couldn't finish all my food: too much  
 A colon can also be used to introduce a list.  
**Semi-colon** - ; a semi-colon joins **two full sentences** into a single written sentence. The semi-colon shows that they are very closely related.  
**Ellipsis** – (...) used to show where words have been removed from a text.  
**Temporal connective**: a word which links words or phrases together and tells us *when* something is happening, e.g. *then, next, secondly, meanwhile*  
**Illustrative connective**: a word or phrase which introduces further information, e.g. *for example, such as, in the case of, as shown by.*

### Form & Structure

**Hook**- What will you say to get the reader's attention?  
**Logical reason** – Explain how this topic impacts on the economy and time of others. Make suggestions of what the reader can do to help with this issue.  
**Emotive reason** – Explain how this topic emotionally affects people- consider those who are involved  
**Counter argument** – Explore how others may view this topic in a different way  
**Conclusion** – Leave the reader with something which will have an impact; something they will remember and will want to help with the topic in hand.

### Genre & Intent

**An article** – usually in a magazine or newspaper to inform  
**A leaflet** – to provide information about a service or persuade someone to use this service  
**A letter** – to share information, usually with an individual  
**A review** – to describe an event or experience and evaluate its worth  
**A speech** – to persuade or inform an audience