

Informal email

Temporary sentence frames for planning, rehearsal and drafting. Adapt to the task, learners and intended reader. Remove frames as confidence grows.

A POSSIBLE SHAPE

Open warmly → respond to each prompt → add a detail or reaction → ask/ suggest something → close naturally

SENTENCE STARTERS TO ADAPT

- ☐ Hi ___,
- ☐ You asked about ___. The part I remember most was ___ because ___.
- ☐ I also wanted to tell you ___.
- ☐ Would you like to ___?
- ☐ Write back soon, ___

LANGUAGE AND TEACHING NOTE

Friendly contractions and personal details. Keep the response connected to the relationship; do not force slang.

FADE THE SCAFFOLD

Cover one frame, invite a learner to replace it, then write independently.

Formal or semi-formal email

Temporary sentence frames for planning, rehearsal and drafting. Adapt to the task, learners and intended reader. Remove frames as confidence grows.

A POSSIBLE SHAPE

Subject → greeting → reason for writing → key information → clear request/action → sign-off

SENTENCE STARTERS TO ADAPT

- ☐ Subject: ____
- ☐ Dear ____,
- ☐ I am writing to ____ because ____.
- ☐ Could you please ____ by ____? This would help ____ because ____.
- ☐ Kind regards, ____

LANGUAGE AND TEACHING NOTE

Use polite directness. Match greeting, modal verbs and closing to the relationship; formal does not mean inflated.

FADE THE SCAFFOLD

Cover one frame, invite a learner to replace it, then write independently.

Article or blog post

Temporary sentence frames for planning, rehearsal and drafting. Adapt to the task, learners and intended reader. Remove frames as confidence grows.

A POSSIBLE SHAPE

Title/hook → central idea → developed points/examples → reader-facing ending

SENTENCE STARTERS TO ADAPT

- ☐ Have you ever wondered ____?
- ☐ One reason this matters is _____. For example, _____.
- ☐ Some people may think ____; however, _____.
- ☐ Next time, try/consider _____.

LANGUAGE AND TEACHING NOTE

Article and blog voice depends on platform and audience. A blog may sound personal; a school magazine article may be more public-facing.

FADE THE SCAFFOLD

Cover one frame, invite a learner to replace it, then write independently.

Report

Temporary sentence frames for planning, rehearsal and drafting. Adapt to the task, learners and intended reader. Remove frames as confidence grows.

A POSSIBLE SHAPE

Title/purpose → findings in headings → evidence → recommendation or conclusion

SENTENCE STARTERS TO ADAPT

- ☐ Purpose: This report considers ____.
- ☐ Finding 1: The evidence suggests _____. For example, _____.
- ☐ A further point is _____. In contrast, _____.
- ☐ Recommendation: ____ should ____ because _____.

LANGUAGE AND TEACHING NOTE

Headings and neutral language help the reader locate information. Recommendations need evidence and a named action.

FADE THE SCAFFOLD

Cover one frame, invite a learner to replace it, then write independently.

Review

Temporary sentence frames for planning, rehearsal and drafting. Adapt to the task, learners and intended reader. Remove frames as confidence grows.

A POSSIBLE SHAPE

Identify the work → concise overview → evaluate selected features → recommendation

SENTENCE STARTERS TO ADAPT

- ☐ ___ is a ___ about ___.
- ☐ One effective feature is ___, especially when ___.
- ☐ The main limitation for ___ is ___.
- ☐ I would recommend it to ___ because ___.

LANGUAGE AND TEACHING NOTE

Move beyond “good/bad”: make a judgement, give an example and explain the effect on this audience.

FADE THE SCAFFOLD

Cover one frame, invite a learner to replace it, then write independently.

Argument or persuasive response

Temporary sentence frames for planning, rehearsal and drafting. Adapt to the task, learners and intended reader. Remove frames as confidence grows.

A POSSIBLE SHAPE

Issue → clear position → reason and evidence → address another view → conclusion/action

SENTENCE STARTERS TO ADAPT

- ☐ The question is whether ___. I believe ___.
- ☐ One reason is ___. Evidence such as ___ suggests ___. This matters because ___.
- ☐ It is true that ___. Even so, ___.
- ☐ For these reasons, ___ should ___.

LANGUAGE AND TEACHING NOTE

Keep the claim, evidence and explanation connected. A fair counterpoint can strengthen the line of reasoning.

FADE THE SCAFFOLD

Cover one frame, invite a learner to replace it, then write independently.

Discussion

Temporary sentence frames for planning, rehearsal and drafting. Adapt to the task, learners and intended reader. Remove frames as confidence grows.

A POSSIBLE SHAPE

Introduce the question → explain positions fairly → compare evidence → weighed conclusion

SENTENCE STARTERS TO ADAPT

- ☐ There are different views about ____.
- ☐ Supporters argue ____ because _____. For example, _____.
- ☐ Others point out _____. This is important when _____.
- ☐ On balance, _____, particularly if _____.

LANGUAGE AND TEACHING NOTE

A discussion explores positions before weighing them. Avoid false balance when evidence is not equal.

FADE THE SCAFFOLD

Cover one frame, invite a learner to replace it, then write independently.

Narrative or recount

Temporary sentence frames for planning, rehearsal and drafting. Adapt to the task, learners and intended reader. Remove frames as confidence grows.

A POSSIBLE SHAPE

Establish who/where/when → sequence an event → build a change or reflection → purposeful ending

SENTENCE STARTERS TO ADAPT

- ☐ At first, ____.
- ☐ A little later, _____. I noticed ____ because _____.
- ☐ The moment that changed things was _____.
- ☐ Looking back / By the end, _____.

LANGUAGE AND TEACHING NOTE

Recount reports events; narrative shapes them for an effect. Choose tense and viewpoint consistently unless a shift is purposeful.

FADE THE SCAFFOLD

Cover one frame, invite a learner to replace it, then write independently.

Explanation

Temporary sentence frames for planning, rehearsal and drafting. Adapt to the task, learners and intended reader. Remove frames as confidence grows.

A POSSIBLE SHAPE

Name the process → order stages or causes → link each step → explain result

SENTENCE STARTERS TO ADAPT

- ☐ ___ happens when ___.
- ☐ First, ___. This causes ___.
- ☐ As a result, ___, which then ___.
- ☐ This process continues until ___.

LANGUAGE AND TEACHING NOTE

Use cause and sequence links to explain relationships, not just list steps. Add a labelled visual when it clarifies.

FADE THE SCAFFOLD

Cover one frame, invite a learner to replace it, then write independently.

Lab or investigation report

Temporary sentence frames for planning, rehearsal and drafting. Adapt to the task, learners and intended reader. Remove frames as confidence grows.

A POSSIBLE SHAPE

Question → repeatable method → labelled results → interpretation → limits/conclusion

SENTENCE STARTERS TO ADAPT

- ☐ Question: Does ___ affect ___?
- ☐ We changed ___ and kept ___ the same. We measured ___.
- ☐ The results show ___. The pattern is ___.
- ☐ This may be because ___. One limitation is ___.

LANGUAGE AND TEACHING NOTE

Separate observation from interpretation. Include units, refer to tables/figures and make uncertainty visible.

FADE THE SCAFFOLD

Cover one frame, invite a learner to replace it, then write independently.

Data commentary

Temporary sentence frames for planning, rehearsal and drafting. Adapt to the task, learners and intended reader. Remove frames as confidence grows.

A POSSIBLE SHAPE

Identify the figure → state the main pattern → compare details → explain cautiously

SENTENCE STARTERS TO ADAPT

- ☐ Figure 1 shows ____.
- ☐ Overall, ____ increased/decreased/remained ____.
- ☐ The largest difference is between ____ and ____, where ____.
- ☐ This may suggest ____; the data alone do not show ____.

LANGUAGE AND TEACHING NOTE

Report units and selected values. Correlation or a pattern does not by itself establish cause.

FADE THE SCAFFOLD

Cover one frame, invite a learner to replace it, then write independently.

Reflective response

Temporary sentence frames for planning, rehearsal and drafting. Adapt to the task, learners and intended reader. Remove frames as confidence grows.

A POSSIBLE SHAPE

Describe a specific moment → interpret it → name learning → identify next action

SENTENCE STARTERS TO ADAPT

- ☐ During ___, I expected ___.
- ☐ I noticed ___, which made me think ___.
- ☐ I now understand ___ because ___.
- ☐ Next time I will ___, and I will know it is working when ___.

LANGUAGE AND TEACHING NOTE

Reflection moves past a diary of events. Anchor insight in an example, then connect it to a feasible next step.

FADE THE SCAFFOLD

Cover one frame, invite a learner to replace it, then write independently.