

Poynton High School  
Extended Writing

A Guide for Students and Staff

Throughout KS3, you will need to write critically and at greater length to achieve your best. Here are some examples of how you might use extended essay writing across a range of curriculum subjects:

**History**

“analysing historical change”  
“analyse and explain the significance of people, events and changes”

**RS**

“show a coherent understanding of a range of religions and beliefs...analyse issues, values and questions of meaning and truth”

**Art**

“analyse and comment on your own work and others”

**Drama**

“describe strengths in a piece of work”  
“evaluate work using reasoned arguments accurately and effectively”

**Geography**

“present well-argued summaries of your investigations”

**Science**

“analyse findings and draw conclusions”  
“evaluate critically”

**Product Design**

“produce plans to predict time needed to plan designs”  
“provide a sound explanation for any changes to their plans”

**Music**

“evaluate, and make critical judgements about the use of musical conventions and other characteristics and how different contents are reflected in their own and others work.”

This booklet has been designed to help you to write an extended essay that meets the success criteria for your question assessment. It should meet the success criteria as all good extended essays are:

**Concise**

giving a lot of information clearly and in a few words; brief but comprehensive.

**Coherent**

logical and consistent

**Cohesive**

Creating cohesion means 'tying' our words, phrases, sentences and paragraphs together, to create a text where the ideas are clear and logical to the reader, giving the text 'flow'.

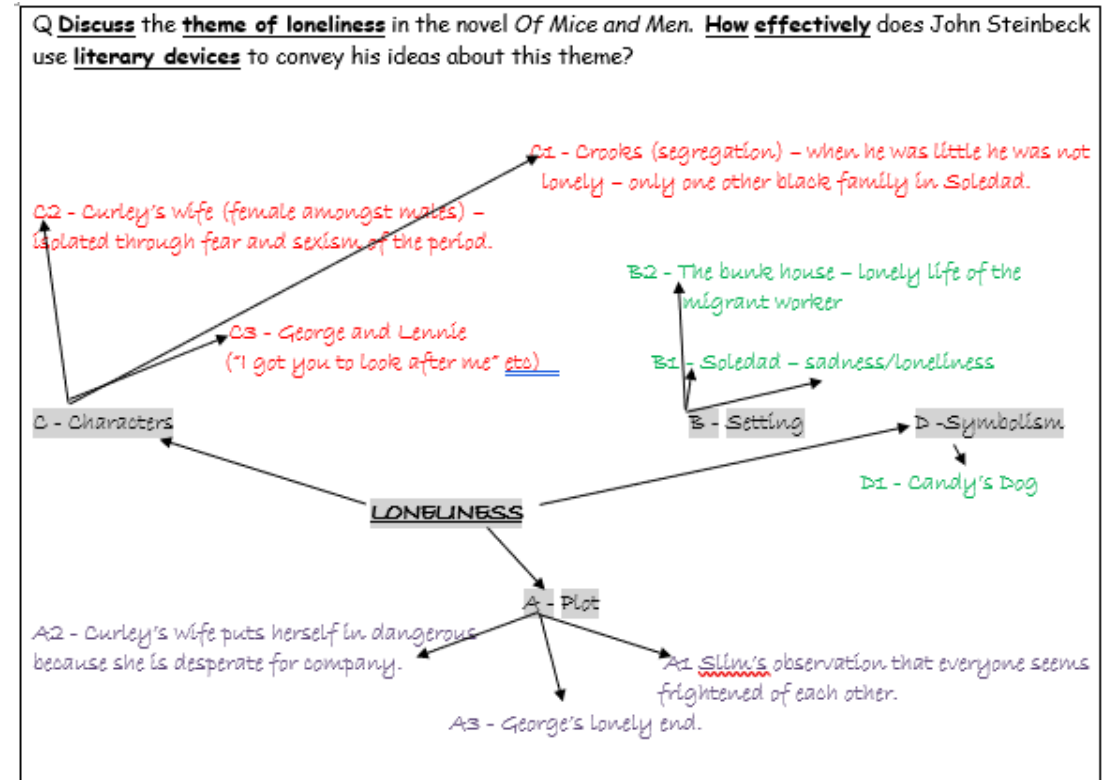
# Step One: Understanding the Question and Planning Your Ideas

Before you begin writing your essay, **read the question carefully** and make sure that you understand what is being asked of you.

Try to **pick out keywords** that you may have discussed with your teacher previously. **Then, plan your response around the keywords.**

Here is an example taken from an English essay written by a Year 9 student. The student has picked out the **keywords** from the question and used them to plan a response to the question below.

- Firstly, see how the section headings relate to the question.
- Secondly, notice that this student has also made good use of colour to keep similar ideas together.
- Lastly, look at the way that this student has labelled the points in the order that he or she intends to make them.



TOP TIP! Now that the plan is written, this student can concentrate fully on WRITING the essay without having to worry about the direction of their argument. Their effective planning should mean their essay is **COHERENT**.

## Step Two: Writing an Introduction

As you start to write, you should begin with an introduction. Your introduction should outline the line of argument and the key points that you will make in the rest of your essay. You should NOT be using PEEL at this point.

Again, the same Year 9 student of English has outlined what they will discuss in their essay. Notice the general outline of their argument is given. However, there are no specific references to the behaviour of characters or events yet. This will happen later when they begin to use PEEL.

*John Steinbeck's thought-provoking novella Of Mice and Men deals with many universal themes such as the nature of man and the pain of loneliness. In this story the unlikely friendship of two Californian migrant workers, George and Lennie, demonstrates the struggle for survival faced by many Americans during the hard economic times of the 1930s in the Great Depression. The key theme of loneliness is addressed effectively through literary devices including characters, plot, symbolism and setting.*

In this next example, a Year 7 student writes the introduction of a review of a partner's dance. Again, notice the general nature of their opening when they make reference to the purpose of the task and their partner's actions.

Q. Write a quick review of your partner's dance and analyse their use of several dance steps to show whether they were able to entertain you, the audience effectively, while suggesting an emotion of their choice.

*The dancer was able to create an entertaining dance that suggested excitement. They used three different steps to show excitement and emotion and to entertain the audience.*

TOP TIP! Using KEYWORDS from the question will ensure that your essay is **CONCISE** and **COHESIVE**.

# Step Three: Writing the Body of your Essay

The main body of your essay is where you discuss your ideas and any evidence you have to support them. You should aim to use PEEL as your main paragraph structure.

## How to structure a perfect paragraph

**P** - Make a clear point linking back to the overall question you are trying to answer;

**E** - Use as much evidence as you can find or think of to support your ideas;

**E** - Explain in detail how your evidence supports your ideas;

**L** - Link back to the question by discussing how this paragraph has developed your overall answer or argument.

**Q:** Explain the importance of the buffalo to the Indians

Buffalo were important to the Indians in helping the Indians to survive on the plains. The Indians ate every part of the buffalo meat. Some they eat raw including the brain. Some they ate dried which was useful during the winter months. **They would not have survived without the buffalo meat as the Indians could not grow crops on the harsh plains.**

**TOP TIP!** The content of POINT sentences should give the reader an idea of the question set by the teacher or examiner and the theme of that paragraph. It is good if some of them start with a connective

## Extending the PEEL Chain

Some subjects may have variations of the PEEL chain so watch out for subject-specific instructions!

Point

Evidence

Explain

Zoom

Link

Analys

Word

Technique

Example

Extend

Explore

Respond

## Step Four: Concluding

Your conclusion should be very straightforward. It will answer the question. Here you restate your argument, recap briefly on the main points you have made and conclude with any final thoughts on the subject. You may, for example, explain why you think your chosen factor is more important than another. You won't include new detail in the conclusion.

### Example conclusion

**Question: How far is it true to say that the weather is the main reason so many Britons go on holiday to Spain?**

*The weather is certainly the main reason why so many Britons holiday in Spain. Tourists are much more likely to experience sunshine and higher temperatures which mean that they can go out and enjoy themselves. It is true that there are other reasons for Spain's popularity. The fact that there are nice beaches, interesting places to see and good quality food to eat makes it attractive. It is also easy to get to as it is close to the UK. These factors would not be as important, however, without the weather as they are present in other countries which are not as popular because they don't have Spain's good weather. It is this weather which makes Spain such a popular destination.*

**TOP TIP!** Note that a conclusion answers the question, recaps the main points and explains your overall line of argument.



# Step Five: Editing

There are two types of editing that you should carry out as you write. Aim to check and edit your work regularly. Ideally, you should be checking at the end of each paragraph at least – do not simply skim over your work when you have finished writing!

## Surface Editing

When you edit the surface of your essay, you look for basic technical errors or omissions. Again, you might use some handy acronyms that you can use to help you to remember what to look out for:

***Harry Potter's cousin was a striker for Rovers!***

***Handwriting, paragraphs, capital letters, word-choice, apostrophes, spelling, full-stops, repetition!***

At this point, think about the quality of your written communication (QWC). Is your language engaging, varied and interesting? If not, make CAREFUL use of the thesaurus. Try **not** to use the one on your computer as these are, generally speaking, fairly limited in range or variety. Also do not overuse the thesaurus as it can make the work hard to follow and understand. Good written work is clear to the reader

## Deep Editing

This is the type of checking where you should concentrate on the quality of your ideas and your ability to meet the assessment criteria you are being marked against. Ask yourself:

(Most importantly!) Have I answered the question?

Is my line of discussion/argument clear to the reader?

Did I do what I said I would in my introduction?

Have I supported my ideas with examples?

Have I written an essay (using PEEL) or just made a list of points?

TOP TIP! Editing your essay allows time for you to ensure it is **concise, coherent and cohesive**.

# Creating Fluency – Some Useful Acronyms

## TiPToP

Start a new paragraph when there  
is a change in:



**TIME**



**PLACE**

**TOPIC**



**PERSON/SPEAKER**

Need a link from EXAMPLE to EXPLAIN?

Remember R-I-C-E

R – refers to, reinforces, reiterates, reminds, repeats...








I – infers, implies, invokes, illustrates...

C – conveys, compares, contrasts...

E – expresses, engages, encourages, evokes,  
emphasises



# Understand our Literacy Code

Code	Meaning
	Grammar Error or better word needed
	Punctuation or Apostrophe Error
	Spelling Error
	Capital Letter
	New Paragraph
	Good/Complete
	Very Good