

Skills for Writing

Unit 1 Alter egos				
Lesson	Learning objectives	Lesson outline	AFs	Grammar focus
1	Understand the concept of an alter ego	Students explore the concept of alter egos, looking at celebrity and fictional alter egos. They then imagine and write about their own alter ego or one they might create for someone they know.	Writing: AF1, AF2	n/a
2	Understand how writers use repeated noun phrases and imperatives to create a sense of certainty and engage the reader	Students read an extract from <i>The Witches</i> by Roald Dahl and explore how he creates a tone of reality and authority with the use of imperatives, noun phrases and repetition. They experiment with the same extract, changing the grammar features to make it sound less authoritative. Finally, they rewrite the opening from <i>Rapunzel</i> to make it seem 'real' and believable.	Writing: AF1, AF2, AF6, AF7 Reading: AF5, AF6	Use of imperatives, noun phrases and repetition to create a tone of authority and to encourage the reader to 'suspend their disbelief'
3	Understand how to use verbs to create a vivid image in the reader's mind	Students read an extract from <i>Queen</i> by David Grant and examine the kinds of images the author creates, and the verbs he has deliberately chosen to help us 'see' the wolves. They experiment with changing the verbs to create different effects and to present the animals differently. Students write one or two sentences to describe their own real or imaginary dangerous animal, choosing their verbs carefully.	Writing: AF1, AF2, AF6, AF7 Reading: AF5, AF6	Use of verbs to create vivid images
4	Understand how to use noun phrases to add descriptive detail	Students read and consider the opening to <i>Metamorphosis</i> by Kafka. They experiment with pre- and post-modification of noun phrases using adjectives and prepositional phrases, and explore how writers use these devices to add vivid detail to their writing. Students then write a short descriptive piece, imagining they have woken up to find themselves transformed, employing the techniques they have just studied.	Writing: AF1, AF2, AF6, AF7 Reading: AF4, AF5	Use of noun phrases to add detail; pre- and post-modification of nouns using adjectives and prepositional phrases

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5	<p>Understand how narrative viewpoint can affect the reader's response to a text</p> <p>Understand how to apply narrative viewpoint to your own writing</p>	<p>Students re-read the opening extract from <i>Metamorphosis</i>, deciding who the narrator is and why Kafka has chosen this narrative voice (third person). They explore the features of first and third person narrative voice before rewriting one or two paragraphs from the <i>Metamorphosis</i> extract using the first person narrative voice, and from different viewpoints (e.g. the cockroach).</p>	<p>Writing: AF1, AF2, AF7</p> <p>Reading: AF1, AF3, AF6</p>	<p>Choosing narrative viewpoint – first or third person narrative</p>
6	<p>Understand how synonyms and intensifiers can be used to add emphasis to writing, creating a grotesque image</p> <p>Understand how synonyms can be used to add different layers of meaning</p>	<p>Students experiment by grouping words into word families, and are introduced to the concept of synonyms. They write one or two sentences, using synonyms to describe something grotesque.</p> <p>Another extract from <i>The Witches</i> is explored to investigate why Dahl has chosen to use synonyms, i.e. to emphasise particular ideas, to avoid repetition and to add layers of detail. They also look at the author's use of intensifiers and experiment with the sentences they wrote at the start of the lesson.</p> <p>Students write their own transformation piece, using carefully chosen synonyms and intensifiers to emphasise either something grotesque or incredibly beautiful.</p>	<p>Writing: AF1, AF2, AF7</p> <p>Reading: AF3, AF5, AF6</p>	<p>Use of synonyms and intensifiers to add emphasis to ideas and details and to avoid repetition</p>
A1	<p>First assessment outcome</p> <p>Understand how to craft a short story extract using a range of features for effect</p>	<p>Students follow a Plan, Write and Reflect process to produce a transformation piece of writing of between 150–200 words, recapping on all the aspects of writing covered so far.</p>	<p>Writing: AF1, AF2, AF5, AF6, AF7, AF8</p>	<p>Application to own writing of grammatical features from previous lessons</p>

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7	<p>Understand how present participles can be used to create a sense of immediacy</p> <p>Understand how verb choice can be used to convey action</p>	<p>Students analyse an extract from <i>Cirque du Freak</i>, exploring how the use of present participles conveys a sense of immediacy and the use of past tense verbs conveys action, thus heightening the tension.</p> <p>They continue the passage from <i>Cirque du Freak</i> by writing one or two paragraphs of their own, putting into practice what they have learnt about present participles and verb choice to create a sense of immediacy.</p>	<p>Writing: AF1, AF2, AF6, AF7</p> <p>Reading: AF5, AF6</p>	Use of present participles to create a sense of immediacy and verb tense to convey action
8	Understand how writers use narrative voice to create a sense of split identity	Students continue to look at the extended extract from <i>Cirque du Freak</i> and explore the shift from the vampire's narrative voice to the boy's narrative voice. This leads on to students writing their own extract around crisis/split identity, using the alter ego they have created in earlier lessons.	<p>Writing: AF1, AF2, AF6</p> <p>Reading: AF5, AF6</p>	Using a shift in narrative voice to give a different perspective
9	<p>Understand how to elaborate simple sentences to provide narrative description</p> <p>Understand how to use short sentences for dramatic impact</p>	<p>Students explore simple sentences and how they can be manipulated to convey lots of detail, e.g. by using adverbial phrases to show how an action is carried out. By contrast, they explore how very short simple sentences can be used to just as much dramatic effect.</p> <p>These techniques are put into practice when the students respond to a stimulus photograph of a person in crisis by writing a paragraph of about five sentences, building up to emphasise a key moment, feeling or fact.</p>	<p>Writing: AF1, AF5, AF7</p> <p>Reading: AF6</p>	Building detail into simple sentences to create dramatic impact using adverbs, adverbials, adjectives and expanding noun phrases; using short simple sentences to create drama

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10	<p>Understand how short sentences emphasise the tense moments in a narrative</p> <p>Understand how sentence length can be used to suggest pace in a narrative</p>	<p>Students read another passage from <i>Cirque du Freak</i>, paying particular attention to the author's use of short simple sentences to heighten the sense of terror and suspense. They go on to explore how the writer has used longer sentences to create pace and rhythm.</p> <p>This learning is reinforced in the second extract about a boy who dreams he is drowning, and in which the skilful use of sentence length conveys the boy's growing panic and desperation. The students continue the extract by writing a few sentences of their own, sustaining the rhythm and pace.</p>	<p>Writing: AF2, AF5, AF6</p> <p>Reading: AF5, AF6</p>	Varying sentence length to produce pace and tension
11	Understand how writers use punctuation to emphasise meaning	<p>Students experiment with punctuation to alter a sentence's meaning, moving on to read an extract from <i>Twilight</i> which uses punctuation to create a sense of tension and excitement. They examine how punctuation is used to clarify meaning, to emphasise certain points in a text and to intrigue the reader (for example, through the use of ellipsis).</p> <p>Students edit the punctuation in the writing they produced in the last lesson, ensuring they emphasise meaning and heighten the tension.</p>	<p>Writing: AF5, AF6</p> <p>Reading: AF5</p>	Using punctuation, including full stops, capital letters, commas, parenthetical commas, ellipses and dashes to emphasise meaning, for example, to heighten drama and tension or to highlight humour, etc.
12	Understand how to plan the crisis moment of an alter ego story	Students plan a piece of writing based on a moment of crisis for the alter ego they created earlier, considering all the techniques they have studied so far.	Writing: AF1, AF2, AF3	Students use their understanding of grammatical features and their effects from previous lessons and apply them to their own writing
A2	<p>Final assessment outcome</p> <p>Understand how to write a crisis piece</p>	Students now write between 400–600 words based on the moment of crisis they planned in the previous lesson.	Writing: AF4, AF5, AF6, AF7, AF8	Students use their understanding of grammatical features and their effects from previous lessons and apply them to their own writing.