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## About the unit

Pupils explore the range of purposes for writing, investigating the characteristic features of each non-fiction text type, and of narrative. They build on their knowledge of text types from Key Stage 2 by addressing the objectives for writing in the Key Stage 3 *Framework for teaching English, Years 7, 8 and 9* and meeting the new groupings of texts in the Programmes of Study for Key Stages 3 and 4.

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## Prior learning

In order to complete this unit successfully, pupils should be able to draw on knowledge and experience of:

- different text types and narrative techniques and structure;
- paragraph structure, whole text structure, cohesion, openings and closings in texts;
- spelling rules and strategies;
- vocabulary range;
- active, passive, connectives, phrases, clauses, and sentence structure;
- working in groups to plan, organise and sustain a group task.

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## Expectations

**Most pupils will:** demonstrate their understanding of different text types and the associated linguistic conventions. They will write in relation to audience and purpose with a coherent structure in non-narrative and narrative forms. Their vocabulary choices will be appropriate and sentence structures varied. They will contribute constructively to group talk.

**Some pupils will not have progressed so far and will:** write sequences of sentences which reveal understanding of the main text types and vary in style and structure according to purpose. They will take part in group discussions.

**Some pupils will have progressed further and will:** develop their ideas in depth and detail, exploiting the linguistic features associated with the different text types and recognising how purpose influences a writer's choices. Their writing will have style, structure and a personal voice when appropriate. They will contribute constructively to group discussion through a variety of roles.

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## Starters

Determined by the needs of the class, and/or reinforcing aspects of the unit, e.g.

- text types,
- active/passive,
- subordinate clauses,
- spelling patterns,
- critical terms,
- sentence sequencing,
- the elements of story,
- opening/concluding sentences.

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## Stages

**1.** Analysis of a range of text types, grouped according to the categories of purpose presented in the English Order. Revision of word, sentence and text features of texts written to **inform, explain or describe**, including some read in other subjects. Writing short texts demonstrating features of texts written to inform, explain or describe. Reading and writing texts written to **argue, persuade or advise**.

**2.** Focus on word, sentence and text level features of writing to **analyse, review or comment**. Writing a review of a film, book, or TV programme, and analysis of class reading habits.

**3.** Exploring narrative techniques in contemporary fiction for young people as an example of a text written to **imagine, explore or entertain**.

Experimenting with narrative structure and techniques. Planning, drafting and writing a narrative. Evaluating progress in different types of writing and identifying targets for improvement.

# Unit: Write now

Duration: 12 lessons

English  
Year 7

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## Resources

A range of short written texts showing writing for different purposes and audiences, selected to exemplify key linguistic features of the different categories of writing. Single copies of fiction texts demonstrating different features of narrative. Copies of QCA's *Improving writing in Key Stages 3 and 4* and the *NLS Cross-curricular guidance*.

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### Write now: Objectives stage 1

Word	Sentence	Reading	Writing	Speaking and listening
W17 Word classes	S1 a, b, c, Subordinate clauses S13 Non-fiction text types	R4 Note-making	Wr10 Organise texts appropriately Wr17 Informal advice	S&L11 Range of roles

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### Write now: Objectives stage 2

Word	Sentence	Reading	Writing	Speaking and listening
W20 Connectives	S11 Sentence variety		Wr2 Planning formats	

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### Write now: Objectives stage 3

Word	Sentence	Reading	Writing	Speaking and listening
W8 Personal spelling		R6 Active reading	Wr7 Narrative devices	S&L14 Modify views

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# Unit: Write now

Duration: 12 lessons

## Stage 1 Lesson 1

### Starter

- Teacher prepares brief extracts from different types of non-fiction text, including *information text, recount, explanation, instructions, persuasion, discursive writing*. Around the room there needs to be large cards with the names of the text types.
- Each group in the class is given an extract and the challenge to identify which text type it is, and stand by the appropriate card.
- In turn, each group explains how they knew where to stand.

### Introduction

- The teacher uses the starter examples of each main type of non-fiction text including *information text, recount, explanation, instructions, persuasion, discursive writing*. Using these texts the teacher revisits with pupils the six non-fiction types which they have encountered in Key Stage 2.
- The teacher does shared reading of extracts and shows how each text may be categorised according to purpose. He/ she also identifies the stylistic conventions at word and sentence level of each type of non-fiction text.
- A text analysis grid, such as the one in the NLS support materials, should be used on OHT to model categorisation, and the level of pupil contribution should increase with each successive text type.

### Development

In preparation for this unit, the teacher and/or pupils need to bring a selection of non-fiction texts aimed at different audiences, e.g. *newspaper report, leaflet, instruction sheet etc.* Each group spends 5-10 minutes categorising examples of different types of writing according to the writer's purpose. Each group then analyses a different text type, as modelled earlier by the teacher, using text marking and annotation to identify the stylistic conventions which characterise that text type. Pupils may be allocated roles such as spokesperson, scribe, chair, reader, to promote effective discussion and feedback. Their findings should be put on a text analysis grid. If possible, these should be on OHT.

### Differentiation

- Have available a set of simple examples of text types as back up for class use.
- Give pupils simpler or subtler category labels.

### Plenary

Teacher asks groups for their analyses of each non-fiction text type. The spokesperson uses the text analysis grid to explain how the conventions of the piece match the category at word and sentence level.

### Homework

Pupils are asked to find an example of one of the six non-fiction text types (not the one they studied in class) and identify the stylistic conventions, which categorise that text type. They should bring this example with them to the following lesson to be used in the starter activity.

# Unit: Write now

Duration: 12 lessons

## Stage 1 Lesson 2

### Starter

- Organise a short activity to consolidate understanding of Key Stage 2 non-fiction text types.
- Pupils are given response cards which are labelled with the six non-fiction text types dealt with in the previous lesson. Pupils or teacher read out extracts from the texts collected for homework.
- Pupils decide which text type they believe it to represent and hold up the appropriate response card.
- Discuss decisions.

### Introduction

- Demonstrate through shared reading how a text can be considered in relation to author's purpose. Focus on a text from the KS3 grouping of **writing to inform, explain or describe**.
- Model textual analysis, focusing on WORD and SENTENCE level: note the number of different types of words, e.g. *adjectives, adverbs, common nouns, abstract nouns, connectives*, to identify similarities and distinctions between the different types of text within this grouping.
- Note the co-ordinating conjunctions (e.g. *and, but*) and the subordinating conjunctions (e.g. *because, which*) to identify simple and complex sentences.
- If appropriate, note the impact of active and passive verbs; specify the tenses of verbs and look for logical/sequential links.

### Development

- Divide pupils into groups. Provide each group with short examples of the two other text types within the grouping. These extracts might be taken from texts used by Year 7 pupils in other subjects.
- The groups identify the authors' purposes and then analyse the extracts, making a note of word and sentence level features.
- The teacher leads a guided session with a small group.

### Differentiation

- Vary the difficulty of the extracts.
- Reduce the range of features.
- Enlarged or OHT versions help to model ways of annotating texts at word or sentence level.

### Plenary

- Pupils feedback their findings on their grouping, focusing on the way an author's purpose affects choices made at word and sentence level.
- Their findings are scribed on poster-size sheets for display and future reference.

### Homework

# Unit: Write now

Duration: 12 lessons

## Stage 1 Lesson 3

### Starter

- A card-sorting exercise based on the characteristics of information texts, descriptions and explanation texts.
- Give pupils cards with a separate characteristic on each card, e.g. *prevailing tense, sentence structure, active/ passive voice, and vocabulary*. They must sort them according to text type.
- Discuss outcomes.

### Introduction

- Model writing to inform, explain or describe for a specific purpose. Comment on the differences and similarities between these types of writing, which are in the same grouping in the National Curriculum.
- Demonstrate the use of sentence openings, connectives and conclusions.
- Explore the use of the active and passive voice.
- Identify the target audience and consider appropriate vocabulary choices.
- Model the consistent use of standard English.
- Show how features of sentences are used to combine sentences into paragraphs.

### Development

- Ask pupils to draft a short piece of writing, with a specific purpose and audience, demonstrating the features of a particular text type. Ensure that all three types of writing within the grouping are covered within the class.
- Emphasise the need for the appropriate use of the active or passive voice and the consistent use of standard English.
- Decide whether a writing frame could help some or all pupils.
- If appropriate encourage pupils to use ICT to produce more sophisticated layout, e.g. *bullet points, italics*.
- The teacher does a guided writing session with a small group.

### Plenary

As a whole class, revisit the poster-size analysis grid for each text type, which was produced in the previous lesson. Add in exemplar quotations from pupils' writing to illustrate the characteristics of each text type.

### Homework

Pupils complete their writing. The content should be something out of school with which they are familiar.

# Unit: Write now

Duration: 12 lessons

## Stage 1 Lesson 4

### Starter

- Card sorting activity focused on what subordinate clauses are and how they operate in sentences.
- Teacher explains the difference between main and subordinate clauses and gives out clauses, on separate cards, to pairs of pupils.
- Pupils group the cards and justify their decisions.

### Introduction

- Introduce the second grouping of **writing to argue, persuade or advise**. Model the writing of part of a letter of advice to a teacher about to join the school.
- Demonstrate and ‘think aloud’ the choice of phrases for sentence openings and conclusions, along with connectives and the use of subordinate clauses. Anticipate the needs of the intended reader. Add emphasis to key points, e.g. *reiteration, exaggeration, repetition and use of rhetorical questions*.
- Guide the reader’s attention through paragraphs, e.g. *referring back; making use of pronouns and connectives and deploying link words and phrases*.
- Identify the main point in a paragraph, and how the supporting information relates to it, e.g. *as illustration, extension or greater detail*.

### Development

- Ask pupils to write a letter of advice to a pupil about to join the school. Stress the need to incorporate the features modelled earlier in the lesson.
- Some pupils may benefit from a writing frame, whilst others may use ICT to give a more sophisticated layout, e.g. *bullet points, italics*.
- The teacher leads a guided writing session with a different small group.

### Plenary

Pupils have written a letter of advice. Discuss what changes would have been needed if the letter had been intended to **persuade** that pupil to choose to come to the school. Note the differences on an OHT or poster-size sheet.

### Homework

Pupils write a letter to an unknown person of their own age, trying to **persuade** them to join the school.

## Stage 1 Lesson 5

### Starter

- Revisiting subordinate clauses.
- Wherever possible take examples from pupils' homework or their own writing.
- Distribute on cards, sentences which are split into main and subordinate clauses.
- Pupils have one clause each and must find the rest of their sentence. Main clauses stay still whilst subordinate clauses can move around until they can make a sentence by linking with a main clause.

### Introduction

- Demonstrate the planning and writing of a short example of a discursive text, on the board, or on OHP. The purpose should be to develop a balanced **argument** about a school issue with a particular audience in mind.
- Focus on the range of link words and phrases used to signpost the line of argument.
- Model how the pupils might act as response partners, analysing the writing and making suggestions on how it might be improved.

### Development

- Working in pairs, the pupils plan and draft a piece of discursive writing which presents a balanced argument. Each pupil takes a turn at acting as a response partner, offering constructive suggestions about how the draft might be improved. Their advice should be based on the needs of the intended reader and their understanding of the conventions of this text type.
- Pupils then redraft their writing, incorporating changes suggested in the response partner process.

### Differentiation

- Teacher may support a group of targeted pupils.
- Teacher might consider forming ability pairings.
- A writing response sheet with simplified criteria to aid discussion might be provided for less able pupils.

### Plenary

Pupils explain the improvements they have made to their drafts as a result of the suggestions made by their response partner. They summarise why they think discussing their work with such a partner is beneficial.

### Homework

## Stage 2 Lesson 6

### Starter

- Provide a collection of critical terms on pieces of card. Create a critical continuum by asking pupils to arrange themselves in line, with the most positive term at one end and the most negative at the other.
- Discuss their positioning and add in extra terms as they suggest them.
- Terms could include words such as: *sensitive, realistic, unconvincing, imaginative, credible, fast moving, slow-paced, sentimental*.

### Introduction

- Explain to the class that, having dealt with two of the writing groupings in the Programmes of Study, they are now going to examine a third: **writing to analyse, review or comment**.
- Shared reading using a review of a TV programme, book or film. Focus on ways in which the author's purpose and the likely response of the reader influence a writer's choices at word and sentence level, e.g. *verbs are likely to be in the present tense, nouns may be specialist (relating to the topic) or abstract (relating to the opinions and reflections), adjectives and adverbs will be judgemental/ evaluative. Connectives reinforce ideas and sentence lengths vary*.
- Use an OHP to aid the modelling of this analysis.
- List the features of word, sentence and text level and author's purpose, which have been highlighted. Display the list of criteria for future reference.

### Development

- Give each group of pupils a copy of a review of a TV programme, book, film, computer game or CD. A range of such reviews should be used in order to generate discussion. Using text marking, pupils highlight word and sentence level features found in the review. Using the criteria listed in the introduction, pupils assess the degree to which the review is successful in fulfilling the author's purpose.

### Differentiation

- Vary the difficulty of the reviews provided.

N.B. A list of features of this type of text can be found in QCA's *Improving writing at Key Stages 3 and 4* (p. 51) and in the *Key Stage 3 Strategy cross-curricular support material*.

### Plenary

Discuss differences and similarities between the types of writing in this grouping of **writing to analyse, review or comment**.

### Homework



# Unit: Write now

Duration: 12 lessons

## Stage 2 Lesson 7

### Starter

- Offer a pair of sentences and give pupils a list of connectives.
- Pupils have five minutes to link the two sentences in as many different ways as they can.
- Discuss outcomes.

### Introduction

- Model the writing of a review of an aspect of the media. Think aloud whilst demonstrating the choice of words and phrases for openings and conclusions. Comment on the function of connectives and the consistent use of tense.
- Spend some time discussing the content of reviews, e.g. *character, setting, length of scene in TV narrative, nature of presenter, selection of items in TV magazine programme, or level of technical information, adverts, appeal to reader in specialist magazine.*
- Refer to the list of criteria produced in previous lessons and make clear that these will be the success criteria against which their writing will be assessed.

### Development

- Pupils plan a review of their chosen TV programme, book, film, computer game, CD, etc. and write the opening and closing paragraphs. The texture of their paragraphs should reflect the needs of their targeted audience, demonstrating the features of a review.

### Differentiation

- Use ICT to encourage pupils to consider appropriate layout, e.g. *bullet points, italics.*
- Provide a list of headings or a writing frame for some pupils.

The teacher leads a guided writing session with a small group.

### Plenary

- Pupils share their experience of writing with the class, identifying what was most challenging.
- Encourage the pupils to test their plans and paragraphs against the criteria displayed on the list compiled in previous lessons.

### Homework

Completion of reviews.

# Unit: Write now

Duration: 12 lessons

## Stage 2 Lesson 8

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### Starter

- Prepare for the focus on paragraphing by using a piece of analytical writing as the basis for a sequencing exercise. Give pairs of pupils cut-up sentences to arrange into paragraph order. Discuss their attempts and the clues they used.

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### Introduction

- Carry out a quick survey of the class reading habits to act as the basis for analysis.
- Emphasise the significance of standard English in a formal analysis.
- Model how to plan and write for an adult audience an analytical piece in which content is not arranged chronologically. Take pupils' reading habits as the focus.

### Development

- Using a thinking frame, pupils plan how they will write and present their analyses of the class reading habits, assuming an audience of their own age. They should incorporate ideas suggested in the response partner process.

### Differentiation

- Support targeted pairs of pupils.
- Consider forming mixed ability or ability pairings.
- A list of simplified criteria to aid planning, or a writing frame, might be provided for some pupils.

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### Plenary

Pupils explain how their planning has taken account of audience and purpose.

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### Homework

Pupils write up their analyses.

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# Unit: Write now

Duration: 12 lessons

## Stage 3 Lesson 9

### Starter

- Using very short extracts, review recognition of fiction and non-fiction text characteristics.
- Read out or display a sentence, and pupils show FICTION or NON-FICTION response cards.
- Discuss any examples that are difficult to categorise.

### Introduction

- Introduce the final grouping of types of writing - **to imagine, explore or entertain**. Explain that the focus will be on narrative writing, as a preparation for writing their narrative.
- Share some opening sentences from contemporary narrative fiction with the class.
- Discuss different techniques and features which engage the interest of the reader, e.g. *an intriguing narrative voice; posing a question for the reader; introducing interesting characters; showing the reader their thoughts*.
- Model how readers predict, empathise, and question the text, using an OHP to highlight text features.

### Development

- Provide pupils with a range of openings from contemporary narrative fiction. In groups of two or three, pupils discuss these openings to establish the techniques, which the writer uses to engage the interest of the reader.
- The group should rank the openings, deciding which texts they feel are most effective and why. Their decisions should be linked to the techniques discussed in the introduction.

### Differentiation

- Teacher supports a targeted group of pupils.
- Vary the difficulty of the texts provided.

### Plenary

Pupils share their findings with the class explaining why they consider one opening to be more effective than others, and linking their views to the techniques used by the author.

### Homework

# Unit: Write now

Duration: 12 lessons

## Stage 3 Lesson 10

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### Starter

- A card sorting exercise for groups, based around the 'Recipe for a Good Story'.
- Each group is given a list of story ingredients on separate cards, e.g. *an arresting opening, a developing plot, a complication, a crisis, a satisfying resolution, interesting character portrayal.*
- Groups, each with a different story genre, have two minutes to decide on appropriate ingredients, and their order.
- Include a few unlikely ingredients to spark imaginative responses.

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### Introduction

- Teacher explores the 'Recipe for a Good Story' with the class, using examples to explore sentence structures and the effects of language, e.g. *imagery, alliteration, noun phrases etc.*
- Produce a list of effective narrative criteria and display it in the classroom for reference during the process of writing their own narratives.
- Model the planning of a story, using note form and considering the overall structure.

### Development

- Pupils plan their own narrative, based on the model discussed in the introduction. If time allows, they discuss plot outlines with a writing partner.
- The teacher works with a guided writing group.

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### Plenary

Selected pupils share aspects of their plot outlines with the class. They then comment on what they found interesting or difficult.

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### Homework

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## Stage 3 Lesson 11

### Starter

- Offer a selection of closing sentences from different types of stories, e.g. *romance, horror, crime, war etc.*
- Give each pair of pupils one sentence and have a large card for each type of story around the room.
- Pupils have to move into the appropriate area for their story.
- Discuss how they recognised their story type.

### Introduction

- Using the story plan created in the previous lesson, model the writing of the ending of a narrative and discuss how the story could be developed towards a satisfying conclusion. Share and explore a range of concluding sentences.
- Talk through the choices made at word and sentence level. Focus on the use of dialogue, and on figurative language for particular effect, e.g. *imagery, vocabulary choices*.
- Model a range of sentence structures which pupils may use in their own writing, e.g. *beginning a sentence with an adverb*.
- Remind the pupils to give consideration to their intended reader when developing their narrative content and vocabulary choices.

### Development

- Pupils continue their narratives, which include at least two characters and are targeted at a specific audience. They should consider:
  - how the story starts and finishes;
  - how their characters are introduced, described and developed;
  - how they speak to each other (formal/informal tone, dialect, slang, etc.);
  - which language choices they make.

### Differentiation

- Provide a model for each point for some of the pupils, possibly using a flow chart to establish sequence.
- Some pupils may benefit from the use of ICT.
- A series of sentence starters might be provided for some pupils.

The teacher leads a guided session with a small group.

### Plenary

Selected pupils comment on and read from their work in progress. Key points are reiterated.

### Homework

Extended writing - pupils complete their narratives.

# Unit: Write now

Duration: 12 lessons

## Stage 3 Lesson 12

### Starter

- Present pupils with a list of common words which more than one person has spelt incorrectly in recent work.
- Invite strategies and suggestions for learning those words.

### Introduction

- Explain that during this lesson pupils will reflect on the writing, which they have produced throughout this unit, evaluating the success of each piece and setting targets for personal improvement.
- Discuss each type of writing, reminding pupils of the text conventions of each type and of the groupings based on purpose to which reference will be made throughout KS3 and KS4. Explain how the grouping of texts in the National Curriculum for Key Stages 3 and 4 builds on understanding of the basic text types but gives purpose and audience a higher profile.
- Use could be made of the posters, lists and pieces of writing displayed around the room during the course of the unit.

### Development

- Pupils evaluate their own progress by reviewing pieces of writing produced during the unit. Provide a set of questions or a proforma to support pupils' reflection.
- As part of their evaluation pupils should review the legibility and neatness of their own handwriting and presentational skills.
- Ask them to identify personal targets for spelling improvement. It will be necessary to return to the targets later in the term to check progress.

Teacher supports pupils who may need help identifying and setting appropriate targets.

### Plenary

- Pupils share the findings of their self-evaluation explaining what they have learned, how they learned it, and what they found interesting or difficult.
- Ask volunteers to share their personal targets.
- Gather comments together as a focus on poster or white/ blackboard.

### Homework