

fuschia  
aquamarine  
vermillion  
raven  
ochre  
Azure  
obsidian  
cerulean  
olive  
indigo  
violet  
carrot  
cerise  
charcoal  
rose  
coffee  
chocolate

copper  
coral  
magenta  
emerald  
sapphire  
ruby  
turquoise  
cerise  
teal  
aubergine  
auburn  
avocado  
jade  
jet  
navy  
lavender  
lilac

maroon  
mint  
Mustard  
Mahogany  
onyx  
peach  
periwinkle  
pewter  
plum  
puce  
saffron  
sepia  
terracotta  
veridian  
tan  
Lapiz  
Burgundy

# Wednesday 6<sup>th</sup> April

**What are we learning?**

How to improve our **Q5 responses**

**Why?**

To prepare for our PPEs

**Words**

Structure, language, conflict



# Term 4 and 5 Weekly Focus

<b>28<sup>th</sup> Feb</b>	<i>Macbeth</i>
<b>7<sup>th</sup> March</b>	Language Paper 2
<b>14<sup>th</sup> March</b>	Unseen Poetry
<b>21<sup>st</sup> March</b>	PPE DIRT Lang 1/ ACC/ Poetry
<b>28<sup>th</sup> March</b>	<i>Macbeth</i> Y11 Parents' Evening
<b>4<sup>th</sup> April</b>	Language Paper 1
<b>EASTER</b>	Revision

<b>25<sup>th</sup> April</b>	Language Paper 2
<b>2<sup>nd</sup> May</b>	Literature ACC and Anthology Poetry
<b>9<sup>th</sup> May</b>	Language Paper 1
<b>16<sup>th</sup> May</b>	<b>Language Paper 1 GCSE</b> Wed 18 <sup>th</sup> May
<b>23<sup>rd</sup> May</b>	<b>Literature 1 GCSE</b> (ACC and Anthology Poetry) Wed 25 <sup>th</sup> May
<b>HALF-TERM</b>	
<b>6<sup>th</sup> June</b>	<b>Literature 2 GCSE</b> (Shakespeare and Unseen Poetry) Wed 8 <sup>th</sup> June <b>Language Paper 2 GCSE</b> Fri 10 <sup>th</sup> June

What do we need to remember when planning our Q5 responses?

**Section B: Writing**

You are advised to spend about 45 minutes on this section.  
Write in full sentences.  
You are reminded of the need to plan your answer.  
You should leave enough time to check your work at the end.

0 5

A magazine has asked for contributions for their creative writing section.

**Either**

Write a description of an old person as suggested by this picture:



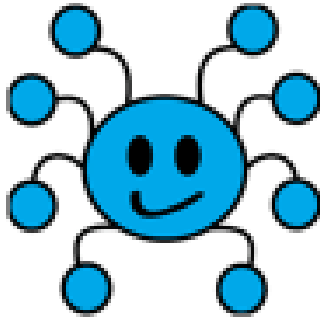
**or**

Write a story about a time when things turned out unexpectedly.

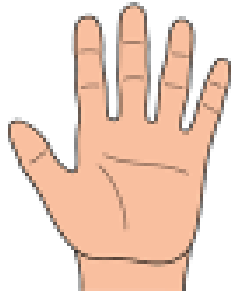
(24 marks for content and organisation  
16 marks for technical accuracy)  
**[40 marks]**

## Question 5 Reminder

### Plan Carefully



**Mind map** – think around the task, use your imagination, get a range of ideas



**Plan** – organise your ideas – impose a structure: a beginning, middle and end



**Write** – get your ideas down in clear developed **paragraphs** using interesting **vocabulary** and a range of **sentence types**...

## Level 4

# What is the examiner looking for?

### **Content**

- Communication is convincing and compelling
- Tone, style and register are assuredly matched to purpose and audience
- Extensive and ambitious vocabulary with sustained crafting of linguistic devices

## Level 3

### **Content**

- Communication is consistently clear
- Tone, style and register are clearly and consistently matched to purpose and audience
- Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices

## Question 5 Reminder

Think of your writing as the *opening* of a story or a short scene from a film, rather than the whole novel or film.

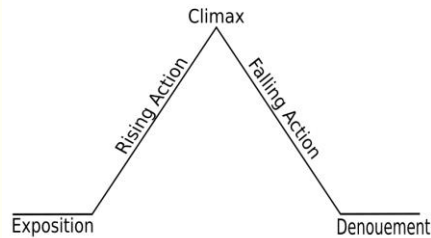
Place yourself 'in' the story; write in the first person.

You could use the source material to help you with structure and vocabulary.

If you choose the story option, make sure you use plenty of descriptive language so that you can demonstrate that you are *crafting* language.

# Structure

Create a five-part plan



Describe a winter scene as suggested by this picture:



**How can you create conflict with the weather?**

The wind can howl  
The cold can bite or grip with its icy fingers... etc

**How can you create conflict using time?**

- You are waiting for something...
- It is getting colder (or warmer, or darker...)

**How can you create some conflict?**

- Individual against individual (*protagonist* against the *antagonist*)
- Individual against nature
- Individual against society
- Individual against technology
- Individual against self

**Try some contrast features**

- Inside to outside
- Group to solitary
- Noise to silence
- Light to dark



# *Sophisticated Vocabulary*

Create word banks as you plan – mind-map synonyms and related ideas.

*Ice, snow, sleet, frost  
snowflakes, blizzard*

**Cold**

*Freezing  
Biting  
Burning  
Numbing  
Piercing*

*Frigid  
Bitter  
Frosty  
Crisp  
Sharp*

*Inhospitable  
Unsympathetic  
Forbidding  
Stony*

*As a ...  
It was like...*

# Language

- ▶ Use **figurative language** (metaphor, simile, personification)
- ▶ **Sensory** description (smell, sound, taste, touch...)
- ▶ Focus on a **small detail** (a fly buzzing, a dripping tap, a crack in the wall...)

Use a **range of sentence** types.

1. **Simple** sentences: *The Tyrant Lizard raised itself. It exhaled.*
2. **Compound** sentences: *The monster turned its head and it stared at the hunters.*
3. **Complex** sentences: *In the slime, tiny insects wriggled, so that the entire body seemed to twitch and undulate, even while the monster itself did not move.*

Try some of the *Slow Writing* rules:

1. This sentence must be just **one word**
2. This sentence must start with an **adverb**
3. This sentence must contain some **alliteration**
4. This sentence must focus on the **sense of smell/taste/touch or hearing** – focus on a **small detail**
5. This sentence must contain a **rule of three**
6. This sentence must have a **subordinate clause**
7. This sentence must **start with the word ‘Despite’ or ‘As’**
8. This sentence must contain a **simile**
9. This sentence must contain **personification**
10. This sentence must be exactly **the same as the first one.**

## Question 5 Reminder

### Planning:

**You could choose one of the people in the image.**

Imagine yourself in their situation.

What is their story?

Where are they going?

What happened earlier?

**Where is the conflict?**

What can they see, hear, smell?

What are they looking at?

What are they thinking or feeling?

0 5

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Either

Write a description of an old person as suggested by this picture:



or

Write a story about a time when things turned out unexpectedly.

(24 marks for content and organisation  
16 marks for technical accuracy)  
[40 marks]

But don't worry too much about what is going on in the image, or that you follow the brief of the other task.

The main thing is that you produced a really high quality piece of structured and well-crafted writing, like you have been producing in your lessons. This is what you will be assessed on.

# General points

## To engage the reader:

- Try to add some interest/conflict if describing the market – maybe you are waiting for someone/ someone is looking at you/ you have lost something...
- Place yourself in the story/ description
- Show not tell
- Use figurative language
- Small details
- Use the senses

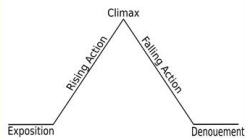
## To write accurately:

- Stay in the same tense
- Don't let sentences run on
- Use paragraphs more effectively
- Verb/ noun agreement – *The trees were/is (?) swaying...*

# Now spend 10 minutes planning your response

## Structure

Create a five-part plan



Describe a winter scene as suggested by this picture:



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**How can you create some conflict?**

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Write in full sentences.

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**[40 marks]**

# Now write your response

## Language

- ▶ Use **figurative language** (metaphor, simile, personification)
- ▶ **Sensory description** (smell, sound, taste, touch...)
- ▶ Focus on a **small detail** (a fly buzzing, a dripping tap, a crack in the wall...)

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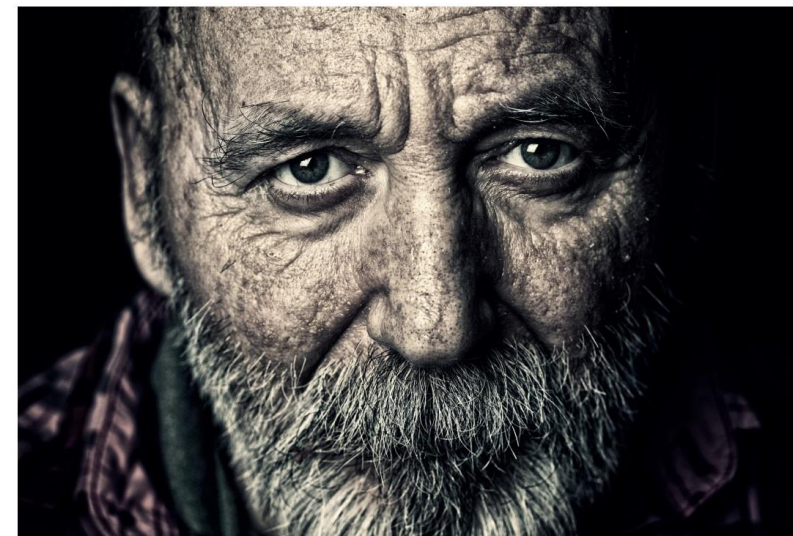
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# TASK 1 - Highlight and label the following in your writing:

- *Mind-map and five-part plan*
- *Cyclical structure*
- *Conflict (people/weather,*
- *Figurative language (similes, metaphor, personification)*
- *Sensory detail (smell, sound, taste, touch...)*
- *Small details*
- *Language techniques such as alliteration, onomatopoeia*
- *Any adverbs (such as 'quietly')*
- *short sentences*
- *Long complex sentences*



## TASK 2: Exploring '*show not tell*'

**Copy** this sentence into your book:

I'm beginning to get scared.

How can you show this, rather than say it?

Think about the actions of the speaker.

How else can you convey the sense of fear, possibly using the weather (pathetic fallacy), an object, an animal..?

**Write a paragraph where you show the build-up of fear in your speaker.**



# TASK 3: Now improve your writing using some of the techniques below...



Please write any spellings out 3 times

## **Structure:**

*Six o'clock. The sun had nearly set and ...*

*By seven o'clock, I could really feel the cold. It was like...*

*As the darkness closed in, I noticed that....*

## **Use short sentences for effect:**

*Cold. I had never felt so cold. In my bones, in my blood.*

- Try different **sentence starters:**
- *Cautiously, I crept forward...*
- *Exhausted, I put the ...*
- *Shining the torch, I could ...*
- **Reverse the word order in sentences:**
- *I looked at the pathway and then sat down.*
- *Sitting down, I looked at the pathway.*

- Place words together which **sound similar:**
- *The trees whispered in the wind* (alliteration)
- *I folded the cold blanket* (assonance)
- Choose **verbs** which create ***metaphors***
- *The wind howled*
- *The leaves played in the wind*
- *The lamp-post glowered down at me*

In green, **write one more paragraph.** This can be an improved version of one you have already written or an additional paragraph to show how you are able to meet your target.