

January

What are we learning?

How to improve our planning
and practise different writing
techniques

Why?

To prepare for our PPEs



Term 4 PPEs w/b February 14th

Language

Paper 1 - *Creative Reading and Writing*

Literature

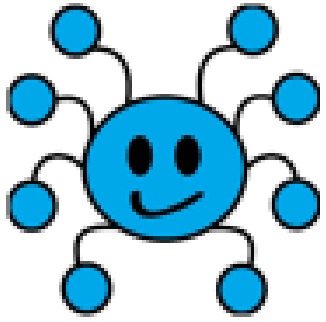
- *A Christmas Carol*
- Anthology Poetry

Term 3 Weekly Focus -

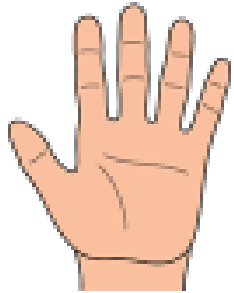
10/1/22	- ACC revision
17/1/22	- ACC and Anthology Poetry
24/1/22	- Language Paper 1
31/1/22	- Language Paper 1
7/2/22	- Language Paper 1
14/2/22	PPEs <ul style="list-style-type: none">• English Language Monday 14th Feb• English Literature Wednesday 16th Feb
HALF-TERM	- REVISION
28/2/22	- PPEs continue

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

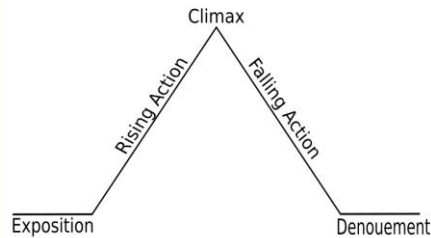
Level 3

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

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...*

What have we learnt about good writing from Section A?

Good writing uses language effectively to create specific effects on the reader. For example, the use of:

- **Figurative language** such as metaphors, similes and personification (*like a thousand green coins*)
- **Sensory description** such as smell, sound, taste and touch, as well as sight (*The stink of raw flesh*)
- A focus on **small details** (*tiny insects wriggled*)

The Tyrant Lizard raised itself. Its armoured flesh glittered like a thousand green coins. The coins, crusted with slime, steamed. In the slime, tiny insects wriggled, so that the entire body seemed to twitch and undulate, even while the monster itself did not move. It exhaled. The stink of raw flesh blew down the wilderness.

What have we learnt about good writing from Section A?

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.*

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What language techniques can you spot?
What effect do they have?

"It's cold, so cold. Anna adjusts the scarf she has wound around her face. She'll rest for a couple of minutes. No longer than that, because in her weakened state the cold could easily finish her off. The scorching frost goes down into her lungs like a knife. She coughs, gasps, shifts her weight from foot to foot, and bats her hands together. Her gloved hands make a muffled, ghostly sound. She thinks of the bulbs under their coverlets of snow, and shivers."

From *The Siege* by Helen Dunmore

What language techniques can you spot?
What effect do they have?

"Yet there was a momentary hint of blue sky, and even this bit of light was enough to release a flash of diamonds across the wide landscape, so oddly disfigured by its snowy adventure. Usually the snow stopped at that hour of the day, as if for a quick survey of what had been achieved thus far; the rare days of sunshine seemed to serve much the same purpose—the flurries died down and the sun's direct glare attempted to melt the luscious, pure surface of drifted new snow. It was a fairy-tale world, child-like and funny. Boughs of trees adorned with thick pillows, so fluffy someone must have plumped them up; the ground a series of humps and mounds, beneath which slinking underbrush or outcrops of rock lay hidden; a landscape of crouching, cowering gnomes in droll disguises—it was comic to behold, straight out of a book of fairy tales. But if there was something roguish and fantastic about the immediate vicinity through which you laboriously made your way, the towering statues of snow-clad Alps, gazing down from the distance, awakened in you feelings of the sublime and holy."

From *The Magic Mountain*, Thomas Mann

TWELVE o'clock.
Along the reaches of the street
Held in a lunar synthesis,
Whispering lunar incantations
Dissolve the floors of memory
And all its clear relations
Its divisions and precisions,
Every street lamp that I pass
Beats like a fatalistic drum,
And through the spaces of the dark
Midnight shakes the memory
As a madman shakes a dead geranium.

Half-past one,
The street-lamp sputtered,
The street-lamp muttered,
The street-lamp said, "Regard that woman
Who hesitates toward you in the light of the door
Which opens on her like a grin.
You see the border of her dress
Is torn and stained with sand,
And you see the corner of her eye
Twists like a crooked pin."

The lamp said,
"Four o'clock,
Here is the number on the door.
Memory!
You have the key,
The little lamp spreads a ring on the stair.
Mount.
The bed is open; the tooth-brush hangs on the wall,
Put your shoes at the door, sleep, prepare for life."

The last twist of the knife.

What language techniques can you spot?
What effect do they have?

TS Eliot *Rhapsody on a Windy Night*

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.*
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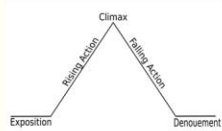
Try some of the *Slow Writing* rules:

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.**

Now spend the rest of lesson refining your plan and practising your sentences and paragraphs

Structure

Create a five-part plan



Describe a winter scene as suggested by this picture:



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Writing lesson.

Copy out the task on a new page:

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Now write in silence for the rest of the lesson.

You can use any notes you have taken this week.

Aim to get five good length paragraphs written in the time allowed.



Describe a winter scene as suggested by this picture:



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Monday 31st January

What are we learning?

How to improve our creative writing in Q5

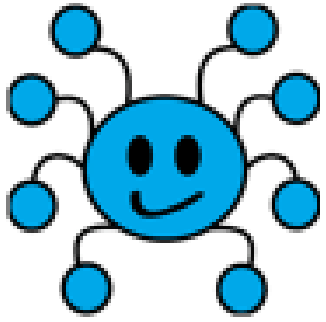
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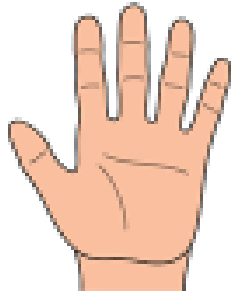


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Content

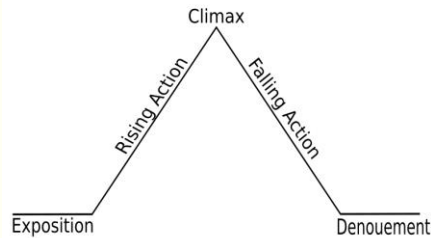
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Writing lesson.

Copy out the task on a new page:

Describe a winter scene as suggested by this picture...

Now write in silence for the rest of the lesson.

You can use any notes you have taken this week.

Aim to get five good length paragraphs written in the time allowed.



What we did well

- We have all written more – usually five good paragraphs
- Some really engaging writing using conflict between the speaker and the weather and/or waiting
- Conscious crafting of language and sentences

Even better if...

- Stay in the same **tense** throughout the whole piece (unless you are using a flashback)
- **Show not tell.** Rather than saying 'I was getting scared', you can show it by an action such as chewing your nails.
- Maintain **continuity**. If it is 'silent' at the beginning of the paragraph, don't mention 'howling winds' half-way through.
- Make sure adjectives match up with nouns and don't contradict each other (eg 'calm rush' feels contradictory)

Good writing

Four pm. It's cold. Slowly, my feet are becoming numb. The icy cold silently creeps through my body, taking over. Looking around, I can see the blinding blanket of snow that seems to silence the world. The only sound to be heard is the crisp crunch of my feet ... (Ruby)

Cold. It hit me so sharply. The silent snow fell before me. The blanket of cold glass crunched under my feet. As I walked, I watched the snowflakes fall, float and melt in front of me. With every step, I walked further into a land of silence. With every snowflake, the city fell more and more silent. The snow muffled the usual sounds. I could almost taste the cold with every breath - it burned my throat and pinched at my nose. (Grace)

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: Spellings

1. Breathe
2. Silhouette
3. Continued
4. Sense
5. Tongue
6. Treacherous
7. Aggressively
8. Doubts
9. Vehicle
10. Glisten
11. Frigid
12. Gentle
13. Piercing
14. Disappear
15. Figure
16. Revealed
17. Accumulated
18. Blizzard
19. Terrifying

TASK 3: 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.

DIRT tasks

1. Please write any spellings out 3 times
2. **Write one more paragraph in your green pen.** This can be an improved version of one you have already written or an additional paragraph based on your teacher's feedback. Try some of the techniques we have discussed.



Try different sentence starters:

Cautiously, I crept forward...

Exhausted, I put the ...

Shining the torch, I could ...

Choose verbs which create *metaphors*

The wind howled

The leaves played in the wind

The lamp-post glowered down at me

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.