

Skills for Writing

Unit 2 Writing the world				
Lesson	Learning objectives	Lesson outline	AFs	Grammar focus
1	Understand typical stories and issues in popular films and documentaries about the natural world	Students share examples of favourite nature documentaries and think about why people like to watch them. They decide which title and blurb best sum up a particular nature documentary and think about the typical language used.	Writing: AF1, AF2 Reading: AF6	The main purpose of the lesson is to introduce the conventions of the nature documentary but there is a chance to introduce students to the ways in which titles, blurbs and language features are used to capture interest.
2	Understand how titles, taglines and blurbs are used in nature documentaries to summarise information and attract attention	Students explain the effects of language choices in documentary titles, taglines and blurbs. They write a tagline and blurb for a documentary on polar bears, using a film poster as stimulus.	Writing: AF1, AF2, AF7 Reading: AF5, AF6	Choice of precise nouns and expanded noun phrases to summarise information and attract the reader's attention
3	Understand how writers and presenters use simile and metaphor to describe the natural world	Students explore images and descriptions of Earth viewed from space and experiment with creating their own comparisons. They assess how effective descriptions of sea creatures are and go on to explore unusual use of simile and metaphor in <i>Things That Go Chomp in the Night</i> by John Downer (description of house mites).	Writing: AF1, AF5, AF6, AF7 Reading: AF5, AF6	Similes and metaphors
4	Understand how creatures and settings in the natural world are described in close detail Understand why writers choose the past or present tense	Students read an interview with a wildlife documentary producer to understand the context for closely observing nature. They read an extract from <i>In the Shadow of Man</i> by Jane Goodall and re-produce it as a storyboard for a filmed version and write a short script to match.	Writing: AF1, AF2 Reading: AF4, AF6	Choice of past or present tense

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5	<p>First assessment outcome</p> <p>Understand how to write interesting descriptions of the natural world through choosing descriptive and precise noun phrases, verbs and comparisons</p>	<p>Students explore the techniques writers use when describing nature in close detail.</p>	<p>Writing: AF5, AF7</p>	<p>Choice of noun phrases, verbs and comparisons to make descriptions lively and interesting</p>
A1	<p>First assessment outcome</p> <p>Understand how to write a description of a creature or feature of the natural world in close-up detail</p>	<p>They write their own description of a creature or feature from the natural world in about 100 words, for someone of their own age.</p>	<p>Writing: AF1, AF2, AF5, AF6, AF7, AF8</p>	<p>Application to own writing of grammatical features from previous lessons</p>
6	<p>Understand the conventions of a documentary voiceover script</p> <p>Understand how to use prepositional phrases to show where events take place</p>	<p>Students explore and identify the conventions of voiceover scripts in nature documentaries.</p> <p>They read a short voiceover script aloud with expression and improve a short script by adding prepositional phrases.</p>	<p>Writing: AF1, AF2, AF6</p> <p>Reading: AF5, AF6</p>	<p>Prepositional phrases to show where events happen</p>
7	<p>Understand how to use punctuation to guide the reading voice</p>	<p>Students analyse how the punctuation and length of sentences in a voiceover script have been used to make it humorous.</p> <p>Students then add punctuation to a voiceover script, to clarify meaning and guide how it should be read. They perform it aloud, reading with expression.</p>	<p>Writing: AF5, AF6</p> <p>Reading: AF5</p>	<p>Punctuation used to clarify meaning, to guide the reading voice and to create specific effects such as humour</p>
8	<p>Understand how topics of concern in the natural world are presented in the media</p> <p>Understand how campaign logos and slogans sum up issues and attract the reader's attention</p>	<p>Students discuss typical topics of concern in campaigns about the natural world. They consider the effectiveness of campaign logos and explore patterns of language in campaign slogans.</p> <p>They write a one-sentence slogan for a recycling campaign aimed at young people.</p>	<p>Writing: AF2, AF7</p> <p>Reading: AF5, AF6</p>	<p>The main purpose of the lesson is to introduce the focus on environmental campaigns but there is a focus on patterns of language used in slogans for succinctness and persuasion.</p>

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9	Understand how campaign texts use pronouns, determiners and imperative verbs to involve the reader and persuade them to take action	Students read and respond to a newspaper article about the problem of plastic waste. They improve a short text about recycling at school to make it more persuasive.	Writing: AF1, AF2, AF7 Reading: AF2, AF3, AF5, AF6	Personal pronouns and determiners to involve the reader in an issue and imperative verbs to tell readers what action to take
10	Understand how campaign texts use rhetorical devices to emphasise important information and persuade the reader to act	Students read Chief Seattle's speech to 'the white man' and explore different sentence patterns and rhetorical devices used for persuasion. They use persuasive sentence patterns and rhetorical devices themselves to write a short text about persuading students to save energy at school.	Writing: AF5, AF6 Reading: AF5, AF6	Persuasive devices: rhetorical questions; imperative verbs; repetition and rule of three; variation in sentence length; simple (one-clause) sentences for summary and emphasis
11	Understand how campaign texts connect ideas together effectively	Students recap the kind of environmental issues tackled by campaign groups and start to gather own ideas for the writing assessment. They explore how ideas within and between sentences are linked and practise sentence combining.	Writing: AF3, AF4, AF6	Cohesion of ideas within a paragraph, achieved through repetition of key words and use of synonyms, and use of co-ordinating and subordinating conjunctions
12	Understand how to plan a persuasive campaign text	Students consider how campaigns draw attention to issues by holding a special event (e.g. the United Nations' World Environment Day).	Writing: AF1, AF2, AF3 Reading: AF3, AF6	Recap word and sentence features for persuasion that have been focused on during the scheme.
A2	Final assessment outcome Understand how to write a campaign text that informs your readers and persuades them to act	Students research an issue of concern and plan a letter to their headteacher, persuading the school to promote it.	Writing: AF2, AF4, AF5, AF6, AF7, AF8	Application to own writing of grammatical features from previous lessons.