

# Skills for Writing

## Unit 4 Explain

Lesson	Learning objectives	Lesson outline	AFs	Grammar focus
1	Understand what is meant by an information text and an explanation text	Students are introduced to the features of information and explanation texts. They then write an informative and explanatory piece of text for a news website about an unusual sport or hobby.	Writing: AF2, AF3 Reading: AF1, AF2, AF6	n/a
2	Understand how to use imperatives, adverbial phrases and ellipsis to write clear, concise instructions	Students explore a set of instructions, thinking about how the writer and designer have tried to make the task easier and clearer for the reader to understand. In particular they are guided to think about how writers make instructions as clear as possible through the use of different sentence functions (particularly imperatives), clarifying with adverbs and adverbial phrases and keeping instructions concise through the use of ellipsis. Students write their own set of instructions using as many of these techniques as possible.	Writing: AF2, AF5, AF6 Reading: AF3, AF4, AF5	Sentence functions Imperatives Adverbs and adverbial phrases of time, manner and place Ellipsis
3	Understand how writers use the key features of information texts to create an appropriate tone	Students read an information text from a website and use it to explore how the writer has used tense (past and present), and narrative voice (the third person), and formal language to give the text an authoritative and impartial tone. Employing all these techniques, they go on to write two or three paragraphs of a web article on the history of football (using a set of given facts).	Writing: AF2, AF5, AF6 Reading: AF2, AF4, AF5	Tense Narrative viewpoint (first and third person) Formal language

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4	<p>Understand what is meant by the active and passive voices</p> <p>Understand how to use the passive voice to focus the reader on key information</p>	<p>Students read an information text about worm charming, analysing it to decide on its main purpose and tone (and how the writer has achieved the latter). More in-depth study reveals how using the passive voice can focus the reader's attention on key information while stressing the potential pitfall of omitting important or interesting information.</p> <p>Revisiting the information text they wrote in Lesson 2, the students are encouraged to experiment with changing active voice to passive voice and vice versa.</p>	<p>Writing: AF2, AF5, AF6</p> <p>Reading: AF2, AF6</p>	<p>Active voice</p> <p>Passive voice</p>
5	<p>Understand how simple sentences can be developed to give the reader detailed information</p> <p>Understand how coordinate clauses and coordinating conjunctions can link ideas to make information and explanation as clear as possible</p>	<p>Students experiment with different sentence structures to convey some information about the Knaresborough Bed Race.</p> <p>Through a series of exercises they then explore how writers use a variety of sentence structures to convey information as clearly as possible, employing adjectives and adverbials to develop informative simple sentences, and coordinating conjunctions and coordinate clauses to express the relationship between two pieces of information.</p> <p>Students then put all these techniques into practice when they use a set of bulleted points to write a short information piece about 'welly wanging'.</p>	<p>Writing: AF2, AF5, AF6</p> <p>Reading: AF1, AF5</p>	<p>Coordinate clauses and coordinating conjunctions</p> <p>Simple sentences featuring adjectives and adverbial phrases</p>

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6	Understand how to form subordinate and relative clauses and use them to add clear, detailed information to your writing	<p>Students experiment with different sentence structures to convey some information about 'worm charming'.</p> <p>Through a series of exercises they then explore how writers use a variety of sentence structures, employing subordinate clauses linked with subordinating conjunctions to express the relationship between two pieces of information as clearly as possible, and using relative clauses to modify noun phrases, adding essential or engaging information.</p> <p>Students then revisit the writing they completed in the previous lesson (on 'welly wanging'), refining it to include all the techniques acquired in this lesson.</p>	<p>Writing: AF2, AF5, AF6</p> <p>Reading: AF1, AF5</p>	<p>Subordinate clauses and subordinating conjunctions</p> <p>Relative clauses and relative pronouns</p>
7	Understand how to choose vocabulary which is appropriate to your topic and your audience	<p>A page from a BTEC Sports Science text book is used as an example of an explanation text and its key features are explored by the students.</p> <p>The students then focus on the vocabulary of the piece and experiment with changing the words, noticing how this alters the level of the text.</p> <p>The students move on to write their own information text on bruises taking care to use formal vocabulary which is appropriate to the subject and audience (17–18-year-old BTEC students).</p>	<p>Writing: AF2, AF7</p> <p>Reading: AF2, AF4, AF5, AF6</p>	Vocabulary (appropriate, specialist and formal)
A1	Understand how to structure and write a complete information text	Students follow a Plan, Write and Reflect process to craft a short information text of 150–200 words about a strange or unusual sport or hobby.	Writing: AF2, AF3, AF5, AF6, AF7, AF8	Students use their understanding of grammatical features and their effects from previous lessons and apply it to this piece of writing

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8	Understand how information and explanation texts can be structured to engage the reader	<p>Students read an online article about rabbits from a new website. Initially they ascertain the main purpose of the article and then analyse how the writer has used paragraphs to entertain while conveying information and giving explanations about rabbit shows and rabbit breeders.</p> <p>The students then plan a similar online article for a news website, using a bulleted list of points to inform and explain to readers the facts about rabbit show jumping.</p>	<p>Writing: AF1, AF2, AF3, AF4</p> <p>Reading: AF1, AF4, AF6</p>	Paragraphs
9	<p>Understand ways in which writers can create humour to engage the reader</p> <p>Understand some of the ways in which you can use a range of sentence structures to convey information clearly and concisely</p>	<p>Students revisit an extract from the online article about rabbits and examine how the author has used humour in the writing to engage and entertain the reader.</p> <p>A series of workshops then help the students to explore a variety of sentence structures including the use of non-finite clauses (linked into sentences with a non-finite verb) to add detail.</p> <p>A further exercise examines using a noun phrase in apposition to give the reader more detailed information.</p> <p>Finally the students write the opening paragraphs of the online article they planned at the end of the previous lesson, using humour together with a variety of clause and sentence structures to convey information and explanation clearly and engagingly.</p>	<p>Writing: AF4, AF5, AF6, AF7</p> <p>Reading: AF3, AF5, AF6</p>	<p>Sentence structures including non-finite clauses and non-finite verbs</p> <p>Subordinate and coordinate clauses</p> <p>Noun phrases in apposition</p>

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10	<p>Explain how a writer can create an informal relationship with their reader, using informal language and sentence structure choices</p> <p>Understand the impact of register on the reader</p>	<p>Students read the news article about 'larping' and use it to explore how authors can use the first person narrative and informal language and sentence structures to achieve a more casual and friendly relationship with their reader by creating a specific tone or register. They learn how experienced authors can mingle formal, sophisticated language with the informal and colloquial to create humour.</p> <p>Students revisit their writing for Lesson 9 (an article on rabbit show jumping) and experiment by writing a further two paragraphs in the first person, choosing more informal or colloquial language and sentence structures.</p>	<p>Writing: AF2, AF4, AF5, AF6, AF7</p> <p>Reading: AF2, AF6</p>	<p>Informal/colloquial language and informal sentence structures</p> <p>Narrative voice – first person</p> <p>Register</p>
11	<p>Understand how to plan a web article which informs, explains and entertains</p>	<p>The students plan an online article about an unusual sport or hobby which will inform, explain and entertain, thinking carefully about the writing choices they will make in terms of: narrative voice, tense, passive or active voice, the development of simple sentences, a range of sentence structures, formal or informal language or a mixture of the two.</p>	<p>Writing: AF1, AF2, AF3, AF4</p>	<p>Students use their understanding of grammatical features and their effects from previous lessons and apply them to their own writing</p>
A2	<p>Understand how to write a web article which informs, explains and entertains</p>	<p>Students use their plan from the previous lesson to bring together their learning from across the whole unit and craft their web article (500–1000 words).</p>	<p>Writing: AF4, AF5, AF6, AF7, AF8</p>	<p>Students use their understanding of grammatical features and their effects from previous lessons and apply them to their own writing</p>