

Writing Skills

Class:	Period:	Date:	Room:
Context: Writing to describe			
Learning Objectives: To understand the criteria for effective descriptive writing WAF1: Write imaginative, interesting and thoughtful texts			
Intended Learning outcomes: All: will produce an opening paragraph with a strong opening sentence which makes the reader want to read on Most: will produce an opening paragraph which includes use of 3 senses Some: will produce an opening paragraph which includes an effective simile and/or metaphor			
NC Level (if appropriate):			
SEN/G&T (names):			
Timing		Activity	Resources*
5	Starter	Describing an object... Using senses INDIVIDUAL	Food of some sort and <i>Senses template</i>
10	Activity 1	Introduce the topic for the lesson – to be able to write an effective descriptive piece. Big picture – sell something on ebay; sell your house; for GCSE English! Share outcomes – using an extract to help with their own work PAIRS of students to look at the Kafka text to identify some of the methods used to describe (senses/setting/feelings) MODEL first eg (sight)	Kafka text (<i>ks3 Kafka describe</i>) + presentation (<i>ks3 Kafka describe 1</i>)
5	Mini Plenary	Feedback – what one thing grabs the attention of the reader? Why?	
15	Activity 2	Introduce the writing task – using the Kafka text and the work in the starter as a model, produce the opening paragraph of a description of a nightmare world. <ul style="list-style-type: none"> Nightmare world can be lots of things but only need to think about one aspect of it. Remind them they can't write everything in the first paragraph so pick out some striking details – use the example of Samsa as the beetle where the writing is all about his experience of waking up as the beetle rather than how other people react to him or how he gets through the rest of the day etc. The nightmare could be waking up and they realise they are in a different place... Tell them they could describe themselves waking up and realising they're some sort of animal: A worm? A slug? A rat? It's got to be something fairly unappealing! INDIVIDUALS	Task sheet (<i>ks3 Describe a nightmare world</i>) and Starters for differentiation (<i>ks3 describe sentence starters</i>)
5	Mini Plenary	Students to PAIR and share – two kisses and a wish using success criteria	
5	Activity 3	INDIVIDUALS to focus on the wish to improve their own work	
5	Plenary	Recap outcomes – who's done what? Explain use of success criteria for next time...	
Homework (Task & due date)			

* All resources (except the food!) are available in the key stage 3 'Writing Skills' directory at www.morelearning.net – italicized writing shows the names of the documents.