



Letter Writing Year 7

Assessment Support Unit

Assessment Objectives: Language



AO5

- Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences
- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

AO6

Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)

Delta

Age Related Expectations

Years 6-9

Year 9	To confidently select and embed evidence to support 5 mark fiction responses. To confidently collate evidence from two non-fiction texts (using paraphrasing or embedded quotation). GCSE typical mark AO1 3/5, 2/3	Be able to locate and retrieve straightforward information and draw inferences from C19 and modern texts of untiered GCSE level of sophistication and length. GCSE typical mark AO4 4/10	Track a modern text of untiered GCSE level of sophistication and length and make straightforward inferences suggesting why ideas or events have been organised in that way. GCSE typical mark AO2 4/10	Use details from a C19 text of untiered GCSE level of sophistication and length to describe a couple of views expressed by a writer. Offer a personal view in response to details. GCSE typical mark AO4 4/10	Show ability to recall and deploy details of texts incl. Anthology Poetry from memory and use details from unseen texts to make poetry comparisons. Write a response to an exploding extract (play). Place the extract. Develop comments, offering some tentative comments ("This could suggest...") GCSE Lit typically band 2	Be able to describe moments of crisis in 'slow motion'. Narratives have an engaging 'problem'. Be able to describe the reactions of the narrator and others to the story's main problem.	Independently generate 4 ideas with some development of each using some strategies from <i>Teaching Non-fiction</i> . Completion of at least 1 1/2 pages of continuous writing. Write effectively in formal style e.g. report. Write effectively in a lively style, e.g. articles, review writing	Use was/were, your/you're, there/their/the/it's/its, contraction apostrophes, been/being usually correctly. Accurate speech punctuation. Tense and agreement may have some slips GCSE typical marks VSSPS 3/8 or 6/16	Beginning to express challenging idea/information or feelings. Selecting vocabulary to support topic. Organises and structures presentations clearly and consistently to meet audience. Responds to questions.
	↑ Using GCSE standard texts (both in terms of sophistication and length) ↑								
Year 8	To select a range of relevant textual evidence from fiction and non-fiction texts to meet the question. To embed evidence into clear sentences in response to a question.	Select information from two sources and present it in two well-organised paragraphs (surname says + connective + surname says). Begin to identify the similarities and differences between the writer's methods.	Track the text systematically and make some inferences based on the overall action. Use the 'suggests' formula to successfully describe the impact of some of the writers' choices based on the development/change of the action.	Use details from a text to describe some simple views expressed by a writer. Offer a personal view and explanation in response to some of these views. Offer a personal response to a character, and how they are presented at different points in an extract or text.	Respond to an "extract and in the novel as a whole" question. Show knowledge of the whole text. In response to a Shakespeare extract, use evidence from the beginning, middle and end. Develop comments about a character, e.g. This shows the audience that...	Be able to 'hold the moment' with verbs and adverbs within a simple anecdotal narrative. Evidence can be shown across a range of written pieces: <ul style="list-style-type: none">poetryscriptsdescriptivenarrative	Independently generate 3-4 ideas with some development of each using some strategies from <i>Teaching Non-fiction</i> . Completion of at least 1 page of continuous writing. Write effectively in formal style e.g. formal letter to MP/article. Use formal letter layout.		Can speak for a continuous amount of time to convey straightforward idea. Some attempts are made to structure/organise ideas to meet an audience. Listens and appropriately responds to questions/feedback.
	↑ Using appropriate texts (more sophisticated than KS2 tests, e.g. old GCSE foundation tier standard) ↑								
Year 7	Be able to independently locate and retrieve straightforward information and draw straightforward inferences from fiction and non-fiction	To select relevant evidence from two texts.	Track a text systematically and identify the main events. Make some inferences based on the overall action. Use 'This suggests...' to attempt comment on any of adjectives, adverbs, verbs, similes and metaphors.	Independently identify a writer's general views. Offer personal opinions of those views with explanations.	Tell the story of a literary text in writing (who, what, where, when). Track through an age-appropriate poem. Recall and deploy an explanation, linking context to meaning. Examine a character in an extract (novel).	Be able to zoom in on details and use show not tell within a simple piece of descriptive writing. Evidence can be shown across a range of written pieces: <ul style="list-style-type: none">poetryscriptsdescriptivenarrative	Independently generate at least 3 ideas and develop some paragraphs beyond topic sentence + one other, e.g. by using an example or anecdote. Completion of at least 1 page of continuous writing (dependent on handwriting size). Write successful informal letters and speeches/talks	Use full stops and capital letters accurately. High and most medium frequency words are spelled correctly. Lower frequency words or irregular words may be misspelled.	Can express straightforward idea/feelings and makes an attempt to organise ideas so presentations have some structure. Can respond to questions.
Year 6 (From STA & OPA)	Retrieve information from non-fiction. Draw inferences based on evidence. Summarise main ideas using details for illustration.	Make comparisons within and across books.	Draw inferences based on evidence. Discuss impact of figurative language.	Make a personal response to texts.	Identify and discuss themes. Refer to context when interpreting a literary text. Recall poems from memory.	Can describe settings, characters and atmosphere and can reveal character through dialogue. Can maintain pace of plot. Ref to beginning at end.	Can write an introductory paragraph followed by 3 points each of 2 or more sentences. Can use examples and connectives. Can use formal & informal styles.	Distinguish homophones. Spell key complex words. Use prefixes and suffixes. Understand tense & agreement. Punctuate sentences and subordinate clauses.	Can speak with some confidence about simple topics. Ideas are linked and are relevant to task.
	Information retrieval	Comparison	Craft of the writer	Evaluation	Literary study (not covered elsewhere)	Creative writing (content & organisation)	Transactional writing (content & organisation)	Written accuracy (VSSPS)	Speaking an listening (Spoken language)
	AO1.1, AO1.2	AO3	AO2, Lit AO2	AO4	Lit AO1, AO3	AO5	AO5	AO6	AO7/8/9





Lesson 1

TURNED DISCUSSION



“Team Discussion” = everyone in your team take turns.

“Partner Discussion” = partners take turns.

“Timed Discussion” = take timed turns.

At the end of each turn, make sure you praise the ideas you’ve just heard.

“Record Agreement” = discuss until everyone agrees, then record the agreed answer in your book.

“Records All” = make a list of each answer given.

Boy, Letter Writing and Enrichment

Year 7 Spring Term

WHERE HAVE YOU BEEN?

BIG QUESTION:
What qualities allow people to survive in difficult circumstances?

Key Themes



Half Term 1



Half Term 2

NEXT STOP!

Next, you will be challenging yourself further with an archaic (old!) text which is also a play. The new format and the differences in style, as well as the different context the story is set in, will challenge you to apply your reading and writing skills in new ways.

Autobiography- Recall information about Dahl and consider what an autobiography is.

Select and find- Find and explain information about Dahl's early life.

Feelings- Explain Dahl's feelings about the bicycle, the sweet shop and the mouse plot.

Mr Coombes- Comment on evidence which creates an impression of Mr Coombes

Car accident- Select information from the extract and explain how Dahl foreshadows the accident.

Tension and drama- tracking changing levels of tension and drama

Enrichment Unit- The environment

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Debate- Would you have liked to go to boarding school?

Informal letter- write to a family member in role as Dahl

Summarising- write a succinct summary of the events of Goat's Tobacco

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Norway Article- Write a lively article to encourage readers to visit Norway.

Headmaster
- Support your impression of the headmaster using quotations

Evaluate question- Why do you think Dahl would have made a rotten Boazer?

Why are we learning this?

- To consider how personal experiences shape us as people
- To consider what qualities and traits we develop throughout our lives and how we can use them.

Analyse tone, writer's use of language for effect and understand contextual information. Track and understand a non-fiction text and consider how a personal self reflection can be open to bias. Select evidence that supports understanding of the events, opinions and feelings of the writer. Summarise and paraphrase to show understanding. Plan ideas carefully, and write with accuracy and fluency.



Date:

Title: Why do we write letters?



What will you see when looking at a letter?

-
-
-
-



What?

Using the correct address layout

Why?

To understand how to set out a formal and informal letter



**Agree
Learning
Outcomes**

Aspire

Can you explain why letter writing is **still** an important skill?

Challenge

Can you set out a letter correctly?



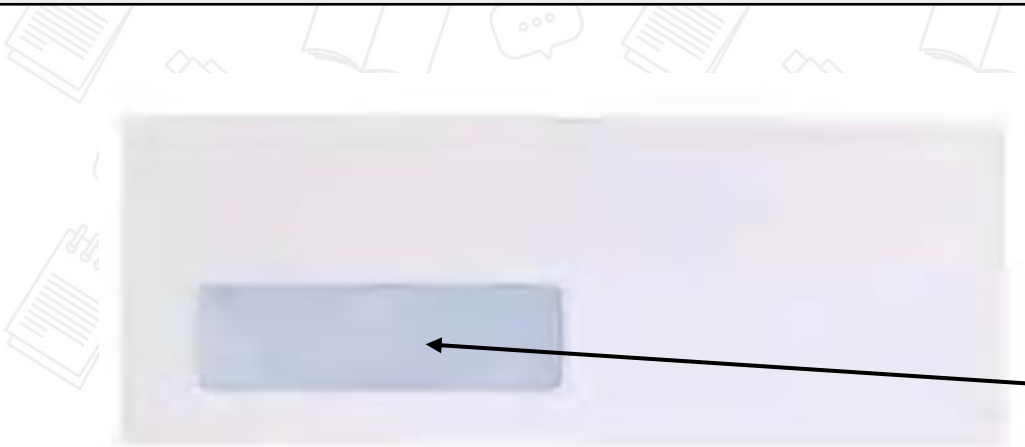


Challenge

Can you set out a letter correctly?

Just like dressing-up more formally for a special occasion, like a wedding, prom or a job interview, it is a good idea to 'dress-up' your words in a formal letter, too.

This involves following a number of different conventions, or rules. We put 2 addresses on a **formal** letter – our own in the top right and the person we're writing to (recipient) on the left hand side.



Imagine a business envelope with a window in it. This is where their address would go.





Let's watch this video clip to get a better idea of how to set out a formal letter.

<https://www.bbc.co.uk/bitesize/topics/zv7fqp3/articles/zkq8hbk>

Can you create a list of the steps that we need to create a formal letter?



**Challenge**

Can you set out a letter correctly?

Although most of our written communication is by email, text message or social media, there are still all sorts of reasons that you might need to write a formal letter.

What kind of reasons do you think we might need to send a letter? Create a list of the reasons:

- 1.
- 2.
- 3.

What impression might you create if your letter was set out incorrectly or had lots of errors in it?





Challenge

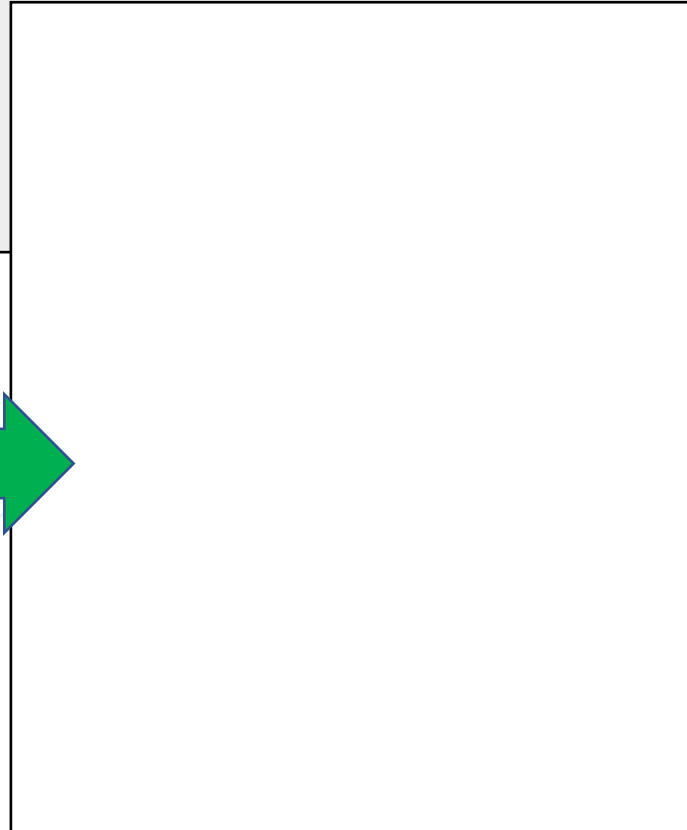
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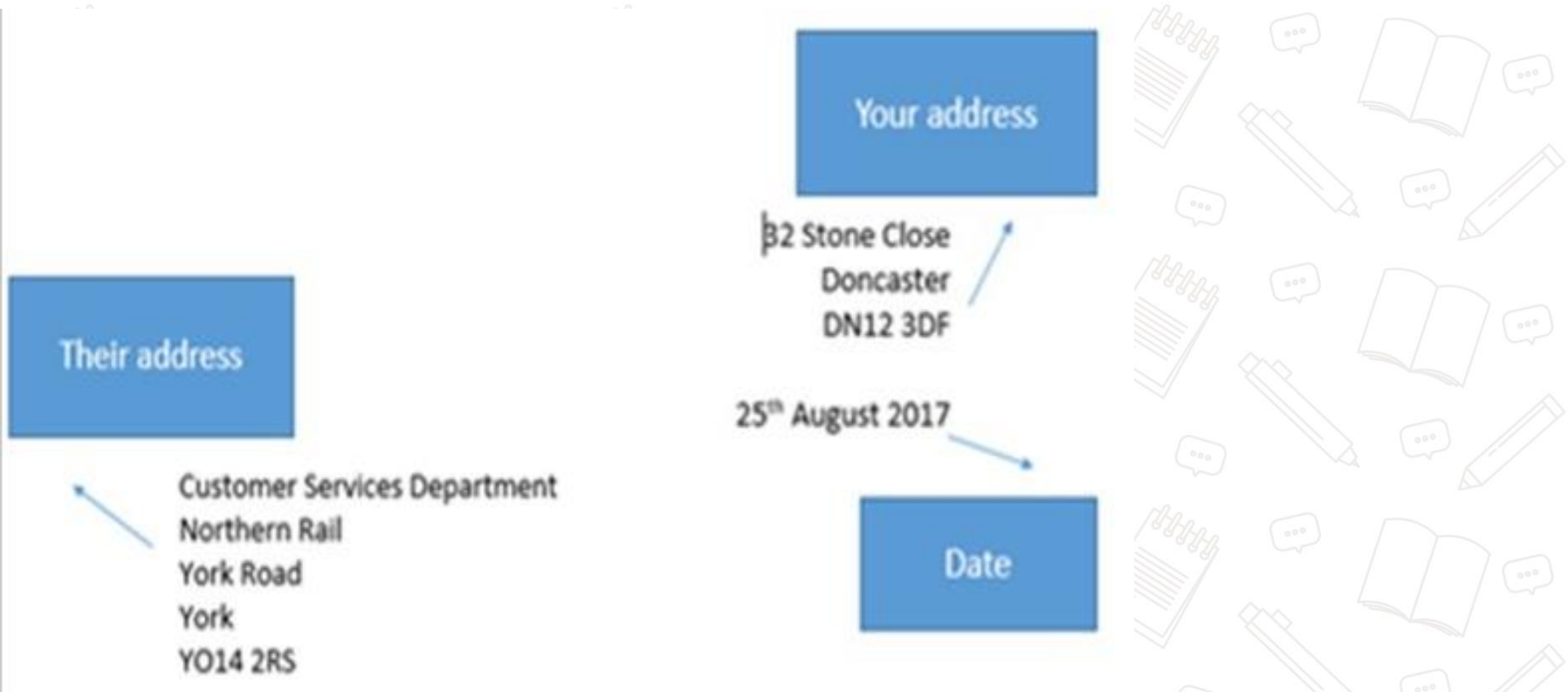
When writing a formal letter, the first thing that you need to think about is layout:

Where do each of the following go?

- Your address
- The recipient's address
- Date
- Dear...

**Imagine that you
have a blank page.
What would go
where?**







Task: Practise setting out a formal letter from yourself to the following businesses:

**Thomas Cook Holidays
12 Smith Street
Wakefield
West Yorkshire
WF1 7JK**

**De Lacy Academy
Middle Lane
Knottingley
West Yorkshire
WF11 0BZ**

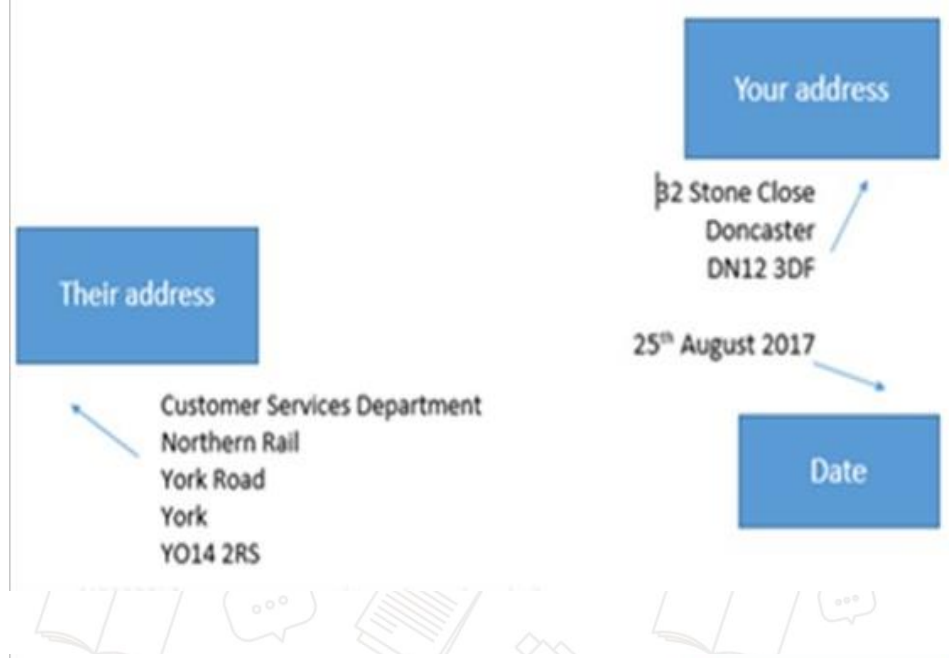
(You don't need to use your own address. Just quickly make one up.)



PUPIL PIN



1. The teacher identifies the piece of work to be marked.
2. The piece of work being marked is passed to the left.
3. Write the letter 'P' and write a comment which praises the work – saying what its best feature is.
4. Pass the work to the person on the left.
5. Write the letter 'I' and write one improvement that could be made to the work.
6. Pass the work to the left.
7. Write the letter 'N' and write down what the creator of the work needs to do next.





Lesson 2

Boy, Letter Writing and Enrichment

Year 7 Spring Term

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Key Themes



Half Term 1



Half Term 2

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Challenge

Can you start and end a letter correctly?

**You Know
The Drill**Date:**Formality and Tone**

- 1. Where does the sender's address go on a formal letter?**
- 2. Where does the date go on a formal letter?**
- 3. Where does the recipient's address go on a formal letter?**



What?

Using the correct salutation and sign off.



**Agree
Learning
Outcomes**

Why?

To show the difference between personal and professional layouts.

Aspire

Can you use language to achieve the appropriate tone?

Challenge

Can you start and end a letter correctly?



ACTIVE LISTEN



1. The teacher shares a chunk of information, either verbally or using multi-media. Learners give their **full** attention.
2. The teacher stops and says “record it”.
3. Students work in isolation to record the key points.
4. Partners compare notes and add any missing points – giving lots of praise.
5. One pair is selected to feedback.
6. Teacher adds any missing points.
7. Everyone praises the pair's recap.



Challenge

Can you start and end a letter correctly?

Beginning a professional/ formal letter

Most **formal letters** will start with 'Dear' before the name of the person that you are writing to:

'Dear Mrs Brown,' or 'Dear Brian Smith,'

You can choose to use first name and surname, or title and surname.

If you don't know the name of the person you are writing to, use:

'Dear Sir/Madam,' **Remember to add the comma.**



Beginning a personal/ informal letter

We don't use titles (other than things like Mum/Dad/Auntie) and surnames on informal letters. Instead we just use their first name to keep it more casual and personal.





How would you start off the following letters:

1. Replying to a letter from your bank manager, Mrs Christina Jones.
2. Writing a letter of complaint to the council.
3. Thanking your auntie, Mrs Jane Brown, for your birthday present.
4. Replying to an advert for a job at Mr Chris McCall's school.
5. Writing to your pen pal, Miss Lucy Edmunds, in Australia.
6. Writing a letter to the newspaper.
7. Writing a letter to your dad, Mr Brian Jefferies, who is working away from home.
8. Requesting a refund from your travel agents.
9. Writing a letter to your favourite footballer, Lionel Messi.
10. Writing to your nana, Mrs Joan Booth, who lives far away.



Answers:

1. Dear Mrs Jones,
2. Dear Sir/ Madam,
3. Dear Auntie Jane (or just Dear Auntie)
4. Dear Mr McCall,
5. Dear Lucy,
6. Dear Editor,
7. Dear Dad,
8. Dear Sir/ Madam,
9. Dear Mr Messi,
10. Dear Nana,

**Give
yourself a
score out of
10!**





Which of these choices of vocabulary show that the tone is formal?

'The service I received was disappointing and unsatisfactory. I would like to request a full reimbursement.'

'I look forward to receiving a prompt response to my complaint.'

Why do we need to think carefully about our vocabulary choices in our writing?





Ending a professional/formal letter

Signing off will depend on how you started your letter.

If you used someone's name, end with 'Yours sincerely,'

If you didn't use their name, you used 'Sir/Madam' instead, so end with 'Yours faithfully,'

Ending a personal/ informal letter

We don't use 'Yours sincerely' or 'Yours faithfully' on informal letters.

Remember, we are trying to keep it more casual and personal.

However, don't start writing like on a text message!

e.g. Laterz M8, TTFN, Luv ya, XOXO etc.





Challenge

Can you start and end a letter correctly?

How might you end these letters?

1. Replying to a letter from your bank manager, Mrs Christina Jones.
2. Writing a letter of complaint to the council.
3. Thanking your auntie, Mrs Jane Brown, for your birthday present.
4. Replying to an advert for a job at Mr Chris McCall's school.
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10. Writing to your nana, Mrs Joan Booth, who lives far away.

**Challenge**

Can you start and end a letter correctly?

How might you end these letters?

1. Yours sincerely,
2. Yours faithfully,
3. Love from / Take care/ See you soon....
4. Yours sincerely,
5. Love from / Take care/ Write back soon....
6. Yours faithfully,
7. Love from / Take care/ See you soon....
8. Yours faithfully,
9. Kind regards/ Best wishes/ All the best....
10. Love from / Take care/ See you soon....

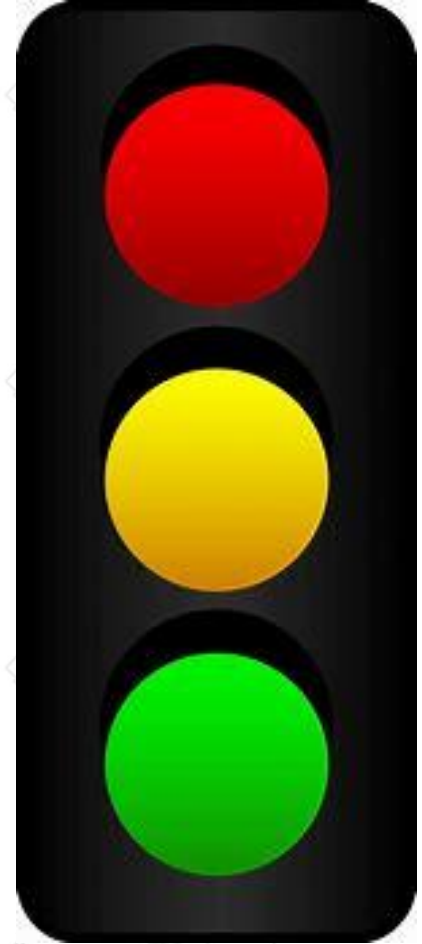
**Give
yourself a
score out of
10!**





How confident do you now feel in doing the following:

- Deciding whether it needs to be a formal/informal letter?
- Setting out the address/ addresses correctly?
- Choosing how to start the letter?
- Choosing what kind of tone to write in?
- Choosing how to end the letter?



Show me, using the colours in the back of your planner!



Lesson 3

Boy, Letter Writing and Enrichment

Year 7 Spring Term

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BIG QUESTION:
What qualities allow people to survive in difficult circumstances?

Key Themes



Half Term 1



Half Term 2

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- To consider how personal experiences shape us as people
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Analyse tone, writer's use of language for effect and understand contextual information. Track and understand a non-fiction text and consider how a personal self reflection can be open to bias. Select evidence that supports understanding of the events, opinions and feelings of the writer. Summarise and paraphrase to show understanding. Plan ideas carefully, and write with accuracy and fluency.



Challenge

Can you start and end a letter correctly?



**You Know
The Drill**

Date:

Formality and Tone- Part 2

Can you match up these key terms to their definitions?

- | | |
|-------------------------|--|
| 1. Sender | a. Casual – aimed at friends and family |
| 2. Sign off | b. The way your addresses and paragraphs are set out. |
| 3. Informal/ Personal | c. The person who the letter is from. |
| 4. Recipient | d. Serious, business-like – aimed at strangers or superiors. |
| 5. Salutation | e. The way your letter ends e.g. Yours sincerely |
| 6. Layout | f. The person who the letter is for. |
| 7. Formal/ Professional | g. A greeting which starts your letter e.g. Dear Sir/Madam |



Mark them! Can you match up these key terms to their definitions?

- | | |
|------------------------------------|--|
| 1. Sender | c. The person who the letter is from. |
| 2. Sign off | e. The way your letter ends e.g. Yours sincerely |
| 3. Informal/ Personal | a. Casual – aimed at friends and family |
| 4. Recipient | f. The person who the letter is for. |
| 5. Salutation | g. A greeting which starts your letter e.g. Dear Sir/Madam |
| 6. Layout | b. The way your addresses and paragraphs are set out. |
| 7. Formal/ Professional superiors. | d. Serious, business-like – aimed at strangers or |

What? Using set phrases to create a personal or professional tone.



**Agree
Learning
Outcomes**

Why? To create the right level of formality.

Aspire

Do you know which features to use in different styles of letters?

Challenge

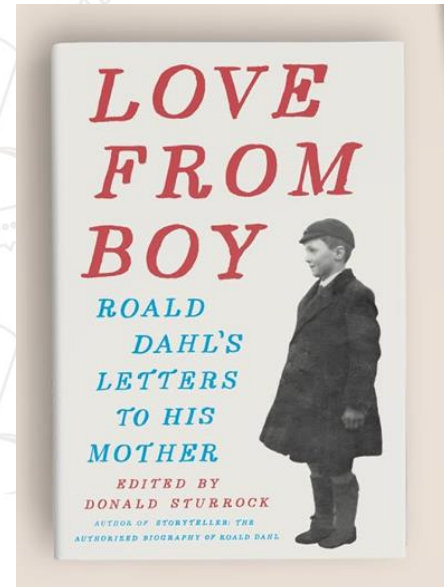
Can you change your tone to suit your audience?





Challenge Can you plan out the paragraphs of your letter?

Roald Dahl famously wrote letters to his mother during their life together. She saved them all and they many of them have since been published for us to read now. They follow his life throughout his various boarding schools, university and adulthood. He always signed them off with 'Love from Boy'.





Challenge

Can you change your tone to suit your audience?

Dear Mama,

I am having a lovely time here. We play football every day here. Our beds have no springs. Will you send me my stamp album and quite a lot of sweets? The masters are very nice. I have got all my clothes now and jacket, and tie, and a school jersey.

Love from
Boy

Dear Mama
I am having a lovely time here.
We play foot ball every day here.
Our beds have no springs. Will you send
stamp album, and quite a lot of sweets.
The masters are very nice.
I have got all my clothes now, and
jacket, and tie, and a school Jersey.
Love from
Boy

1. How do we know that this is a personal letter?
2. What does the writer discuss?



Challenge

Can you change your tone to suit your audience?

Hilltop Academy,
Rookery Avenue,
Ashton,
Wigan,
WN4 9PF

Dear Mr Phillips,

I am writing to you as I would like to make a proposal to improve the school. I believe that changing the school bell to a music system would help to make the school a better place for the pupils and the staff.

Although the school bell is traditional, music would create a more positive atmosphere around school. Music could inspire the pupils and influence them by motivating and encouraging focus. After all, if students are happy with their learning environment, they are more likely to achieve higher grades.

1. How do we know that this is a professional letter?
2. What does the writer discuss?

5 Shackleton Avenue,
Chadwick Park,
Widnes,
WA8 9NG

20th March 2014





Challenge

Can you change your tone to suit your audience?

Task: Change the key words in these sentences to make them sound more professional (formal) in their tone?

I was **really sad** that the football match got **called off** at the last minute.

My hotel room was **really mucky** and had **tons of** insects in it.

Can you change key words in these sentences to make them more personal (informal) in their tone?

I hope to **have the pleasure of meeting** you again soon.

My holiday **met my high expectations**.



**Challenge**

Can you change your tone to suit your audience?

Teacher Marked Demonstrate: Formal complaint paragraph

Write a paragraph for a professional letter complaining about something you've bought or somewhere you've been.

Before you write, consider:

- *What you expected*
- *What happened which you were unhappy with*
- *What you would like them to do about it*

Purpose -

Audience -

Format -

Support: I am writing to complain about the trainers that I bought last week. I expected that they would last longer on my feet, than the week that I have been wearing them...



Challenge

Can you change your tone to suit your audience?

Let's hear some!



Think about the vocabulary choices your peers have made – do you think that their paragraph has a professional / formal tone?



Lesson 4

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Challenge

Can you start and end a letter correctly?

**You Know
The Drill****Plan and Introduction****Date:**

1. Where does the recipient's address go on a formal letter?
2. How might the language be made suitable in a formal letter?
3. How would you sign off when writing a letter to someone whose name you didn't know?

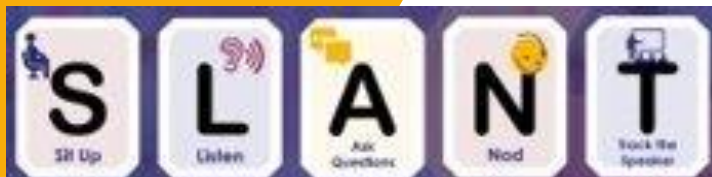


Make a note in your books of any words and definitions that you didn't already know.

WB 21/03/2022 Vocabulary Slide

Word Wall.

Word Consciousness



What? Coming up with a brief plan first which will help you develop each paragraph.



**Agree
Learning
Outcomes**

Why?

To ensure you include all the key details and complete your letter in time.

Aspire

Can you develop a clear structure which guides the reader?

Challenge

Can you plan out the paragraphs of your letter?



ACTIVE LISTEN



1. The teacher shares a chunk of information, either verbally or using multi-media. Learners give their **full** attention.
2. The teacher stops and says “record it”.
3. Students work in isolation to record the key points.
4. Partners compare notes and add any missing points – giving lots of praise.
5. One pair is selected to feedback.
6. Teacher adds any missing points.
7. Everyone praises the pair's recap.



Challenge Can you plan out the paragraphs of your letter?

Having a clear structure is essential when writing a professional/ formal letter.

Starting the letter

The opening sentence of your letter needs to be precise and to the point.
e.g. I am writing to complain about a recent trip I took with your coach company.

Make sure that each point you make is given a separate paragraph.

Ending the letter

Before you sign off and end your letter, make sure that you provide a **clear course of action** for the reader.

- If you are making a complaint, make it clear that you need a reply or a refund.
- If you are applying for a job, end on a positive note and say that you are looking forward to meeting them at the interview.





Challenge Can you plan out the paragraphs of your letter?

We are going to create a **plan** for the following task:

Write a letter to the head teacher to give your opinion about the school dinners.

Formal or informal?



- P – PURPOSE** 1.
- A – AUDIENCE** 2.
- F – FORMAT** 3.
- 4.





Challenge

Can you plan out the paragraphs of your letter?

<u>Step 1: PAF plan</u>	
<div>Purpose</div> <div>To inform and give your views.</div>	<div>Audience</div> <div>The school Principal.</div>
<div>Format</div> <div>A formal letter.</div>	<ul style="list-style-type: none"> • The price of the products sold • The quality of the food • The customer service • The space in the seating area.





Challenge

Can you plan out the paragraphs of your letter?

Now that we've planned, we can begin our letter.
We start with the addresses, then our introduction.

In an introduction, we need to clearly and formally introduce why we are writing this letter, and outline our main purpose and reasoning.

e.g. Dear Mr McCall,

I am writing to explain how I think that, although the changes you have made are impressive, there are more needed before the cafeteria is as it should be. Many pupils at De Lacy use your cafeteria to purchase food, with many more using it as a place to sit and eat.



SPEAK FOR MY TEAM



1. The teacher gives you a problem to solve.
2. You have silent thinking time – no conferring.
3. You have silent writing time – no conferring.
4. You now negotiate with your team to decide on the best group answer.
5. A random member of your team feeds back.
6. The rest of the team praise and clap.

**Challenge**

Can you plan out the paragraphs of your letter?

Work together to look at your team's introductions. Decide on which one you think is the best example and why.

One of you will read the introduction out and another of you will be explaining what is good about it.

Another one of you should be able to explain what else could be done to further improve the piece.



Lesson 5

Boy, Letter Writing and Enrichment

Year 7 Spring Term

WHERE HAVE YOU BEEN?

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Norway Article-Write a lively article to encourage readers to visit Norway.

Headmaster
- Support your impression of the headmaster using quotations

Evaluate question- Why do you think Dahl would have made a rotten Boazer?

Autobiography- Recall information about Dahl and consider what an autobiography is.

Select and find- Find and explain information about Dahl's early life.

Tension and drama-Explore how Dahl creates tension and drama in the caning scene.

Feelings- Explain Dahl's feelings about the bicycle, the sweet shop and the mouse plot.

Mr Coombes- Comment on evidence which creates an impression of Mr Coombes

Informal letter- write to a family member in role as Dahl

Matron-Use C/E to explain how the matron is presented.

Car accident- Select information from the extract and explain how Dahl foreshadows the accident.

Summarising- write a succinct summary of the events of Goat's Tobacco

Hardcastle- Explore how language affects create an impression of Captain Hardcastle.

Tension and drama-tracking changing levels of tension and drama

Debate- Would you have liked to go to boarding school?

Transactional Writing- Write a letter explaining why all children should have a pet

Enrichment Unit-The environment

BIG QUESTION:
What qualities allow people to survive in difficult circumstances?

Key Themes



Half Term 1



Half Term 2

NEXT STOP!

Next, you will be challenging yourself further with an archaic (old!) text which is also a play. The new format and the differences in style, as well as the different context the story is set in, will challenge you to apply your reading and writing skills in new ways.

Why are we learning this?

- To consider how personal experiences shape us as people
- To consider what qualities and traits we develop throughout our lives and how we can use them.

Analyse tone, writer's use of language for effect and understand contextual information. Track and understand a non-fiction text and consider how a personal self reflection can be open to bias. Select evidence that supports understanding of the events, opinions and feelings of the writer. Summarise and paraphrase to show understanding. Plan ideas carefully, and write with accuracy and fluency.



Challenge

Can you start and end a letter correctly?

You Know
The DrillDeveloping ParagraphsDate:

Can you spot the literacy errors in this address?

15 sycamore Avenue,
West yorkshier
Knotingly
WF11 7pD





Challenge

Can you use linking phrases between your paragraphs?

Can you spot the errors in this address?

15 Sycamore Avenue,
Knottingley - The town needs to come before the county.
West Yorkshire
WF11 7PD



Make a note in your books of any words and definitions that you didn't already know.

WB 21/03/2022 Vocabulary Slide

Word Wall.

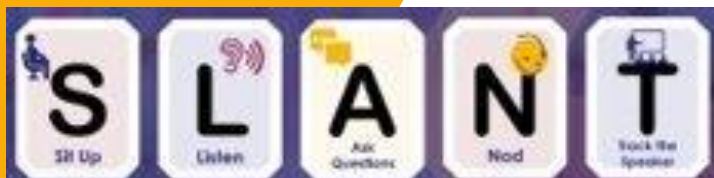
Word of the week

Fortuitous (verb)

Definition:

1. Happening by chance rather than intention.
2. Happening by a lucky chance; fortunate.

Word Consciousness



What? Using connectives and thinking about a problem from different viewpoints.

Why?

To add detail to your writing and to help your letter flow.



**Agree
Learning
Outcomes**

Aspire

Can you use topic sentences for each paragraph?

Challenge

Can you use linking phrases between your paragraphs?



ACTIVE LISTEN



1. The teacher shares a chunk of information, either verbally or using multi-media. Learners give their **full** attention.
2. The teacher stops and says “record it”.
3. Students work in isolation to record the key points.
4. Partners compare notes and add any missing points – giving lots of praise.
5. One pair is selected to feedback.
6. Teacher adds any missing points.
7. Everyone praises the pair's recap.



Connectives and key phrases are like signposts to the reader.

e.g. Words like 'Firstly' and 'In conclusion' tell us that something is starting or ending.

Also, phrases like 'I regret to inform you' or 'I have pleasure in letting you know' signify whether the content of the letter is going to be positive or negative.

Topic sentences help the reader know what a paragraph is going to be about.

e.g. The natural habitat of pandas is.....

You would know that this paragraph is going to be all about where pandas live.





Thinking about the letter you are writing to the Headteacher about the school dinners, what would your **topic sentences** be?

Look at your ideas from your plan and create a topic sentence for each of them.

Support:

1. Healthier options = The canteen at De Lacy should be offering healthier options for pupils to choose from.





Challenge

Can you use linking phrases between your paragraphs?

Write one detailed paragraph about one of your ideas.

Remember-

- Add detail focused around one idea
- Do not move on to your other planned ideas.
- Include multiple sentences.



T – Topic Sentence – what is the topic of this paragraph specifically?

A – Appeal to the head – give some information about your idea.

D – Development – Explain a little more or state why this point is important.

A – Appeal to the heart – How do people feel about this idea? Should the reader feel something? Happiness, guilt, sadness, motivation, pride?

D – Development – Explain more about the feelings around this topic- use empathy where necessary.

S – Suggestion or summary- Finally, what should happen next or what is your main point of this paragraph?





Challenge

Can you use linking phrases between your paragraphs?

Topic sentence = main idea of paragraph AND links to previous paragraph.
Connective comma point

Head: facts, statistics.

What is the result of the fact/statistic?
Why is it significant?

Heart: Make them feel something!
Emotive language, triple emphasis and repetition.

What is the result of the heart comment?
Can you make it personal?

Link it to the next paragraph OR suggestion.

First of all, I would like to explore the drinks available for students in the school canteen. Students can fill up their water bottles at the water fountains or else buy a small glass of diluted orange in a cup. However, there is a very limited choice of drinks due to the school's decision to reduce plastic waste. Personally, I often suffer from headaches due to dehydration, but I find it hard to drink plain water. I am surely not alone in this. Cold milk or orange and apple juice would be a much better alternative. They are easier to drink, and also have the benefit of numerous vitamins and minerals which will help our growing bodies. Perhaps the school would consider offering a wider range of drinks in jugs – which would not increase plastic use but would also offer students greater variety.





Challenge

Can you use linking phrases between your paragraphs?

Collaborative

Learning



PUPIL PIN



1. The teacher identifies the piece of work to be marked.
2. The piece of work being marked is passed to the left.
3. Write the letter 'P' and write a comment which praises the work – saying what its best feature is.
4. Pass the work to the person on the left.
5. Write the letter 'I' and write one improvement that could be made to the work.
6. Pass the work to the left.
7. Write the letter 'N' and write down what the creator of the work needs to do next.



Delta Academies Trust - Cc



Lesson 6

Boy, Letter Writing and Enrichment

Year 7 Spring Term

WHERE HAVE YOU BEEN?

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- Support your impression of the headmaster using quotations

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Feelings- Explain Dahl's feelings about the bicycle, the sweet shop and the mouse plot.

Mr Coombes- Comment on evidence which creates an impression of Mr Coombes

Informal letter- write to a family member in role as Dahl

Matron-Use C/E to explain how the matron is presented.

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Hardcastle- Explore how language affects create an impression of Captain Hardcastle.

Car accident- Select information from the extract and explain how Dahl foreshadows the accident.

Tension and drama-tracking changing levels of tension and drama

Debate- Would you have liked to go to boarding school?

Transactional Writing- Write a letter explaining why all children should have a pet

Enrichment Unit-The environment

BIG QUESTION:
What qualities allow people to survive in difficult circumstances?

Key Themes



Half Term 1



Half Term 2

NEXT STOP!

Next, you will be challenging yourself further with an archaic (old!) text which is also a play. The new format and the differences in style, as well as the different context the story is set in, will challenge you to apply your reading and writing skills in new ways.

Why are we learning this?

- To consider how personal experiences shape us as people
- To consider what qualities and traits we develop throughout our lives and how we can use them.

Analyse tone, writer's use of language for effect and understand contextual information. Track and understand a non-fiction text and consider how a personal self reflection can be open to bias. Select evidence that supports understanding of the events, opinions and feelings of the writer. Summarise and paraphrase to show understanding. Plan ideas carefully, and write with accuracy and fluency.

**You Know
The Drill**Date:

Complete formal letter

Can you remember the TADADS structure?

- T
- A
- D
- A
- D
- S



Make a note in your books of any words and definitions that you didn't already know.

WB 21/03/2022 Vocabulary Slide

Word Wall.

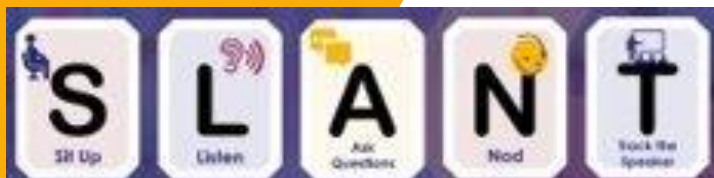
Word of the week

Fortuitous (verb)

Definition:

1. Happening by chance rather than intention.
2. Happening by a lucky chance; fortunate.

Word Consciousness



What? Using a range of ways to get your point across to the reader.



**Agree
Learning
Outcomes**

Why?

To show that you describe things in detail and that you can use a range of sentence structures and vocabulary.

Aspire

Can you see things from different points of view?

Challenge

Can you add detail to develop your paragraphs?





Challenge

Can you add detail to develop your paragraphs?

Example of a Developed Paragraphs:

The queues are too long at lunch time. Students hate waiting for ages to get their dinner. Some students are not good at queueing and try to push in front of others who have been patiently waiting. The teachers on lunch duty get annoyed telling students to stop pushing and shoving each other. Also, the staff in the canteen get stressed out having to serve everyone quickly and it's hard for them to keep the area clean and tidy because it is so busy. Some people say that we should have longer for lunch however this would mean that school would have to finish later which students would not like. It would be better if there were more staff serving the food to reduce the queuing time. This would give students more time to eat their dinner and their behaviour would be better.

**Where can you see the examples of
TADADS in the paragraph?**





Write a letter to the head teacher to give your opinion about the school dinners.

Remind yourself of your task.

Your purpose, audience and format should affect how you write.

Stick to your plan and develop each idea separately in paragraphs.

Step 1: PAF plan	
Purpose To inform and give your views.	Audience The school Principal.
Format A formal letter.	<ul style="list-style-type: none">• The price of the products sold• The quality of the food• The customer service• The space in the seating area.





Challenge

Can you use linking phrases between your paragraphs?

Complete your remaining paragraphs.

Remember-

- Add detail focused around one idea
- Do not move on to your other planned ideas.
- Include multiple sentences.

Finish your developed paragraphs – using the TADADS paragraph.

T – Topic Sentence – what is the topic of this paragraph specifically?

A – Appeal to the head – give some information about your idea.

D – Development – Explain a little more or state why this point is important.

A – Appeal to the heart – How do people feel about this idea? Should the reader feel something? Happiness, guilt, sadness, motivation, pride?

D – Development – Explain more about the feelings around this topic- use empathy where necessary.

S – Suggestion or summary- Finally, what should happen next or what is your main point of this paragraph?



**Challenge**

Can you use linking phrases between your paragraphs?

Now complete your conclusion and sign off your letter.
You conclusion should summarise your overall message and suggest next steps.

In conclusion, I believe the students of De Lacy Academy deserve a fantastic lunchtime service and should be included in any discussions about changes that are to be made. Although there have been many improvements made already, I hope you will consider my suggestions for ways the cafeteria could be improved further.

Yours sincerely,

Derek Madeup



SHOW THE LEADER



1. One person is chosen as the leader.
2. Everyone works alone to complete a question – and shows a thumbs-up when finished.
3. The leader says “show them” and leads the checking of everyone's answers.
4. If correct, the team celebrate; if not, the team tutor each other, then celebrate.
5. Praise everyone! Then the next person becomes the leader.



Show the Leader

Read someone else's letter.

Use the Success Criteria to check:

- *Does it have a formal tone?*
- *Does it have an introduction?*
- *Are the paragraphs focused on one idea each?*
- *Are the paragraphs developed?*
- *Have they written a conclusion?*
- *Have they formatted the letter correctly with addresses?*



Lesson 7

Boy, Letter Writing and Enrichment

Year 7 Spring Term

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Transactional Writing- Write a letter explaining why all children should have a pet

Enrichment Unit-The environment

BIG QUESTION:
What qualities allow people to survive in difficult circumstances?

Key Themes



Half Term 1



Half Term 2

NEXT STOP!

Next, you will be challenging yourself further with an archaic (old!) text which is also a play. The new format and the differences in style, as well as the different context the story is set in, will challenge you to apply your reading and writing skills in new ways.

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**Challenge**

Can I retrieve accurate information from the text?

Date:**Title: Common Assessment Reading Preparation**

What is the structure of a formal letter?



**You Know
The Drill**



What?

Look at the practice reading questions.



**Agree
Learning
Outcomes**

Why?

In preparation for the common assessment.

Aspire

**Can I apply my
knowledge of the writer's
intentions?**

Challenge

**Can I retrieve accurate
information from the text?**





Common Assessment

- The Common Assessment is designed to track your progress over the last term
- You will be assessed on reading and writing
- The Common Assessment lasts 1 hour (30 minutes, 30 minutes writing)





Challenge

Can I retrieve accurate information from the text?

Section A is the reading section, it is worth 15 marks (50%)

Make sure you read all instructions carefully

Jackie Daydream Remembers

Shopping was very different in 1955. I loved going to Sainsbury's, but it wasn't a big supermarket with aisles and open shelves and trolleys. The Kingston Sainsbury's then had beautiful mosaic-tiled walls like an oriental boudoir and four large windows. You queued at the butter counter and watched some white-overalled wizard take the butter and pat it into place with wooden paddles. You couldn't afford very much butter so you always had margarine too. They were both so hard you had to butter the end of the loaf and then slice it. There wasn't any such thing as ready-sliced bread in packets then.

Then you queued at the cheese counter until another white-garbed lady sliced off the exact amount of cheese for you with a wire and ticked your ration book. You queued at the bacon counter and watched the bacon boy (who always wore a pencil behind his ear) use the scary bacon slicer, cutting your four rashers of best back bacon into wavy ribbons on greaseproof paper. You could queue for a whole hour in Sainsbury's and still come out with precious little in your string shopping bag.

Then we'd continue our adventure on to John Quality's on the corner by the market. It was another grocers with big sacks of sugar and nuts and dried fruit spread out on the floor, just the right height for me. I was always a very good girl, but Gwennie sometimes darted her hand into a sack and pulled out a dried plum, just like Little Jack Horner in the nursery rhyme book at home.

Then we'd trail the market, maybe queueing for plaice or cod or yellow smoked haddock from the fish stall on a Friday, spending a long time haggling with fruit and veg stall vendors. You could get bananas and oranges now the war was over, but everything was strictly seasonal and none of us had ever even heard of exotic things like kiwi fruit or avocado pears or butternut squash. Fruit meant apples and pears, veg meant cabbage and carrots and cauliflower. The frozen pea hadn't even been invented. We didn't have a fridge or freezer anyway.

Jackie Wilson



Section A: 15 marks

Answer all the following questions.

**The first question
will be a simple
information
Retrieval task.**

**Read the question
so you know what
you are looking for
and then go to the
extract to find the
answers**

**Copy the answers
out making sure
you know how
many marks are
available.**

A1. a. In what year is Jackie describing shopping? [1]

.....

b. Where did Jackie love going to shop? [1]

.....

c. How many large windows did the supermarket have? [1]

.....

2 minutes per mark





Challenge

Can I retrieve accurate information from the text?

Question 2 here asks about the impression you get from what the text says. This means what do you think of it. Use evidence to support what you say.

A2. The writer describes the supermarket as having “beautiful mosaic-tiled walls like an oriental boudoir”. What impression do you get of the supermarket from this description? [2]

Question 3 asks what happens that shows it was an enjoyable and memorable experience. You can also explain how language is chosen to make it seem fun.

A3. How does the writer show that the shopping trip was an enjoyable and memorable experience? [5]





Challenge

Can I retrieve accurate information from the text?

Question 4 asks you to evaluate a statement. You need to agree or disagree and then explain what the writer said to give you that opinion.

A4. “Supermarkets in 1955 were very different to how they are today.” To what extent do you agree?

You should comment on:

- What the writer says
- How the writer says it

To answer the question, make sure you choose evidence from the text to support EACH comment or idea.



**Challenge**

Can I retrieve accurate information from the text?

Always remember to check-

Have you:

- Read the wording of each question carefully?
- Checked the number of marks available for each question?
- Made clear comments in your answers?
- Supported comments with evidence from the text?
- Commented on how the writer created effects?
- Answered every question?



Lesson 8



Date:

Title: **Beautiful Work – A letter to the Newspaper**

Start thinking about how you will plan for this task:

Write a letter to the newspaper about the joy of owning a pet.**Purpose?****Audience?****Format?****Add four ideas to your plan!**

What? Taking advice on board to improve your work.

Why? To make progress and achieve your potential.



**Agree
Learning
Outcomes**

Aspire

Can you also methodically review your work, checking for errors and looking for ways to improve it?

Challenge

Can you respond to peer and teacher feedback?





Challenge

Can you respond to peer and teacher feedback?

Key guidance for this task:

- Stick to the topic of owning a pet.
- Be clear whether you are Pro or Con.
- Give detailed reasons to support your ideas.
- Remember the newspaper won't be able to 'do' anything but is a vehicle for raising the profile or just to air personal opinion.



**Challenge** Can you respond to peer and teacher feedback?

It's time to practise our writing skill in timed conditions, just like in the common assessment. You will have 30 minutes.

Write a detailed letter to the newspaper about owning a pet.





Use the Self-Assessment Checklist to check over your work:

- Have you set your letter out correctly?
- Have you used capital letters?
- Have you used a range of punctuation?
- Have you checked that your spelling is correct?
- Have you split your points into paragraphs?
- Have you used topic sentences?
- Have you appealed to the head and the heart?
- Have you incorporated a range of persuasive features?
- Have you included a final summary or suggestion for readers?
- Have you ended your letter correctly?



Lesson 9



Challenge

Can I answer every question on the reading paper and finish the writing task?

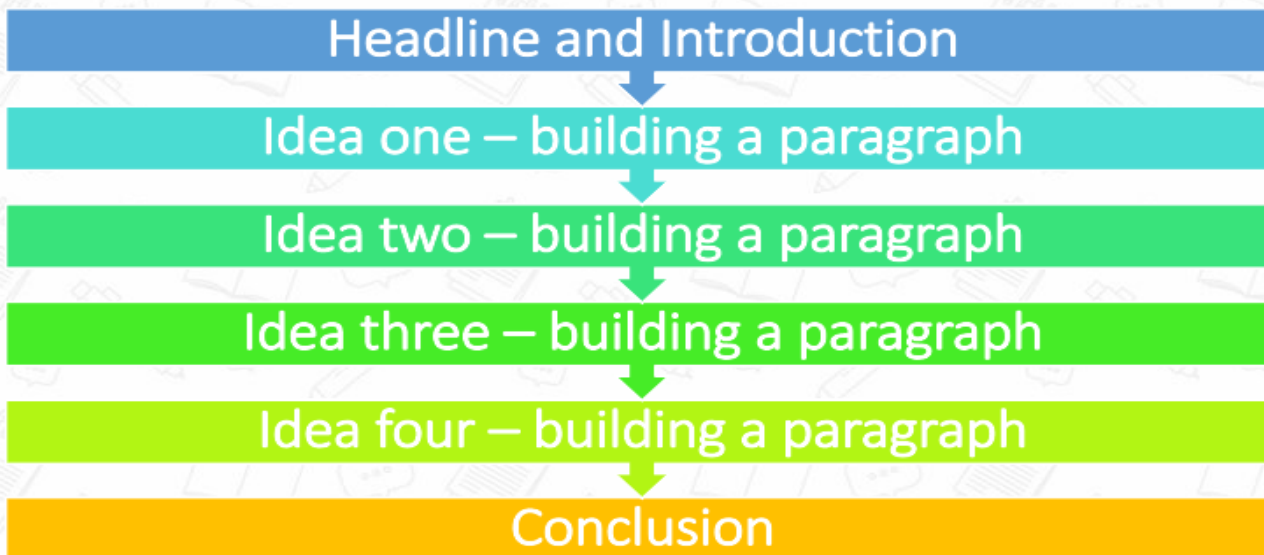
Section A Recall.

Find the **CORRECT TEXT**.

- A1 – Information retrieval – Scan the extract to find the evidence then embed it into 1 sentence X3 Marks.
- A2.
- A3.



Section B Recall.



What?

Look at the practice writing task.



**Agree
Learning
Outcomes**

Why?

In preparation for the common assessment.

Aspire

Can I develop my answers on the reading paper using C/E and use my writing skills to create an ambitious, structured and emotive response to section B?

Challenge

Can I answer every question on the reading paper and finish the writing task?





Common Assessment.

You have 1 hour to complete the common assessment.

Spend 30 minutes on section A – Reading

Read carefully the passage below. Then answer all the questions which follow it.

Spend ³⁰ minutes on section B – Writing

Use your knowledge and descriptive writing skills to complete the writing task. Make sure you leave time to proofread your writing as you will also be awarded marks for SPAG.

**Exam conditions – You will work on
Your exam independently and silently.**

