



Secondary

Tutor

English Language

Writing

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A Guide to this Workbook

- This workbook is not tied to a specific exam board, and focuses on the skills all pupils sitting any exam will need to improve their writing. Each chapter begins with a brief outline of how the content relates to the exam. A breakdown of the assessment objectives is also included.
- The workbook is divided into two sections, which are explained in more detail overleaf.
- Each chapter includes a warm up activity, either introducing or recapping a skill from previous chapters, some activities, a model answer and finally a practice question.
- Suggested timings are indicated at the top of each activity.
- Pupils will rate an example or model answer using a success criterion divided into bronze, silver or gold. You will then work together to rate their practice answer using the same success criteria.
- As there is a clear path from planning to crafting an ending, it is advisable the chapters are covered in the order they appear.
- Planning will be recapped throughout different parts of the workbook, as it is a key skill and will need to be mastered to allow pupils to work on practice answers.
- The exception to this is the VSPAG (vocabulary, spelling, punctuation and grammar) chapter. These skills are not taught discreetly, but the 11 short activities can be featured in other sessions. You can use these activities diagnostically. For example, if a pupil struggles with commas you may wish to use the comma activity at the end of a writing lesson. They could also be used as warm-ups or to break up parts of a session.

- In this tutor copy, answers and suggestions will appear where necessary. In most cases, these are exemplification or advisory, and other suitable responses should also be recognised.
- At the back of this book is a chart for pupils to record which skills they have covered. Use it to help them decide what to prioritise in terms of revision, and to identify the writing skills they need to focus on. You can add comments such as “well done”, “fantastic progress”, or “remember to...” if you wish.

The workbook is divided into two sections: fiction and non-fiction writing.

Section One focuses on producing imaginative and fiction texts

- In their exam, pupils will be asked to write an opening to a short story or a descriptive account of an event.
- Depending on the exam board, pupils may be given a choice of tasks. Effectively choosing which task to attempt is a useful strategy for less confident pupils.
- A common issue is pupils trying to cover too much plot - they can end up listing events rather than demonstrating the tight, controlled structure you would expect in a short story.
- Planning is vital, but often overlooked during the exam. Pupils may struggle with generating ideas. Where possible, you should always try to get them to generate their own ideas, so they can practice this skill rather than giving them suggestions of what to write about.
- Where pupils are asked to write about “a time when” something happened to them or they did something, they do not have to be completely truthful to real life. They would not benefit from spending a long time in the exam trying to think of a real-life example when they could embellish a story or imagine something suitable instead.
- We have tried to use quality texts as models to showcase excellently crafted writing to pupils. If you feel they would benefit from more exposure to fiction texts, why not share some openings of novels or short stories you like? There is a list of suggested authors to look at for this purpose at the back of this book.

Section Two focuses on producing transactional and non-fiction texts

- In their exam, pupils will be asked to produce at least one transactional or non-fiction text. A transactional text is a text created to achieve a purpose e.g. a request, to change something, reporting on something.
- Writing in the correct form and using the correct conventions is very important. Pupils may be asked to write a letter, a speech, an article etc. It is very important pupils write in the correct form. For example, pupils might choose to write a speech as a letter, which would be incorrect.
- Vocabulary is very important, due to the tone and level of formality it creates. Be mindful of pupils using overly familiar or informal words in a formal piece, and equally of using overly formal and academic language in writing where this is not appropriate.
- Planning and idea generation are important. The task may be linked to the earlier reading content thematically, which could help pupils get some general ideas.

Writing: Assessment Objectives and Exam Information

Pupils' answers in the exam will be assessed using the following criteria:

A05

- ✓ Communicate ideas effectively and imaginatively
- ✓ Organise and structure your ideas effectively
- ✓ Write in a way that is appropriate for the form, audience and purpose
- ✓ Produce clear and coherent pieces of writing
- ✓ Adapt your language to suit the form, audience and purpose
- ✓ Demonstrate you can use a range of linguistic devices effectively and purposefully
- ✓ Use structural features such as discourse markers and paragraphs to structure your writing

A06

- ✓ Use a variety of sentence structures effectively and construct sentences correctly
- ✓ Use a wide range of vocabulary correctly
- ✓ Use a range of punctuation accurately
- ✓ Demonstrate accurate spelling
- ✓ Write in a grammatically correct way, for example writing in the correct tense

The Exam

The structure of the exam will differ depending on which exam board is being used. Make sure you know which exam board your school uses and familiarise yourself with the structure using the tables below.

Edexcel

Paper	Fiction	Non-Fiction	Marks	AO5	AO6	Do I choose my question?
Component 1: Fiction and Imaginative Writing	Yes	N/A	40 1 task	Yes	Yes	Yes - from a choice of two
Component 2: Non-fiction and Transactional Writing	N/A	Yes	40 1 task	Yes	Yes	Yes - from a choice of two

AQA

Paper	Fiction	Non-Fiction	Marks	AO5	AO6	Do I choose my question?
Paper 1: Explorations in Creative Reading and Writing	Yes	N/A	40 1 task	Yes	Yes	Yes - from a choice of two descriptive or narrative tasks
Paper 2: Writers' Viewpoints and Perspectives	N/A	Yes	40 1 task	Yes	Yes	No - there is only one task option which will ask you to write to present a view point

Educas

Paper	Fiction	Non-Fiction	Marks	AO5	AO6	Do I choose my question?
Component 1: 20 th Century Literature Reading and Creative Prose Writing	Yes	N/A	40 1 task	Yes	Yes	Yes - from a choice of four task titles
19th and 21st Century Non-fiction Reading and Transactional/Persuasive Writing	N/A	Yes	2 x 20 mark tasks	Yes	Yes	No - there are two set questions (1 transactional and one persuasive). You must answer both

SECTION 1 - Producing Fiction and Imaginative Texts

Planning your Ideas

Exam board	Paper	What you need to show in your exam
AQA	Paper 1B	Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.
Edexcel	Component 1B	
Educas	Component 1B	

Warm up

3 minutes

Look at the questions below and decide which task you would choose from these exam questions. Discuss the reasons behind your choice with your tutor.

Write a short story titled "The Last Chance".

Write a short story titled "The Adventure".

Write the opening to a short story that begins "I could see the outline of a figure in the dark."

All are fine as long as the pupil has a rationale for their choice. For example, they could explain it captures their imagination, or that they feel can come up with a strong idea for the question.

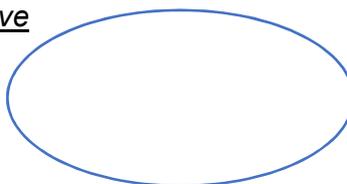
1) What do you think should be included in a good plan?

5 minutes

Text type, audience, purpose.

Basic structure

Tone you want the text to have



Skill focus: creating a plan

5 minutes

Sample question and plan:

Write the **opening part** of a **story** about a **holiday from hell**.

Now plan your answer using the following two different techniques, Plan A and Plan B.

Plan A

Bad holiday – things going wrong.
Camping with family.
Bad food? Describe.

Plan B

Text type: story opening. Audience: young people/general readers. Purpose: describe, entertain, engage (opening)

Setting for opening: arriving at a hotel in Spain, describe unfinished building work (crumbling bags of cement, sounds- drills, staff arguing, noisy guests' children shrieking etc.) Seeing a cockroach in reception- horrified, rude staff, use adjectives to describe difference between brochure and reality

Tone: shocked, disgusted, disappointed.

1) Write your own plan in the style of Plan B below.

Now rate your work with your tutor:

Bronze	Has a basic idea without any key details. Some consideration of purpose.	
Silver	Plans some details and main ideas relevant to the task. Considers the text type and purpose(s).	
Gold	Plans for the text type, audience and purposes. Plans in specific language features relevant to the task. Plans detailed ideas and possible descriptions including vocabulary.	

Skill focus: how to create a character

10 minutes

- 1) What is your character's name?

- 2) How old are they?
Where do they live?

- 3) Who are they close to?

- 4) What does their voice sound like?

5) What is their walk like? _____

6) When they get angry/sad, how do they behave? _____

7) Think of three more questions you might ask yourself about a character. a) _____
b) _____
c) _____

Skill focus: effect on the reader **5 minutes**

What language devices could you use to:

1) Build mystery or suspense

Using pronouns instead of nouns, foreshadowing and hinting, starting with a rhetorical question and any other appropriate responses.

2) Build tension

Short sentences, emotive language, one-word sentence, hyperbole, personification and any other appropriate responses

3) Help the reader visualise settings clearly

simile, metaphor, adverbs, adjectives, imagery, sensory imagery etc.

4) Now **create a plan** for the task you chose from the warm up activity on page 6.

Now rate your work with your tutor:

Bronze	Has a basic idea without any key details? Some consideration of purpose.	
Silver	Plans some details and main ideas relevant to the task. Considers the text type and purpose(s).	
Gold	Plans for the text type, audience and purposes. Plans in specific language features relevant to the task. Plans detailed ideas and possible descriptions including vocabulary.	

Bronze achieved!	Silver achieved!	Gold achieved!
Date:	Date:	Date:

Reflection discussion with your tutor

What advice would you give to another pupil about planning for creative tasks? Why do you think it is important to plan for your narrative or descriptive piece? What can happen if you don't have a proper plan?