**11+ Writing Lesson Plan 1**

**Starter:** Talk about the idea of clichés and write down as many clichés as possible in terms of mystery or suspense stories (i.e. it was a dark and stormy night)

**Past Paper:** City of London Freeman School 2014

Read the excerpt from *A Study in Scarlet* aloud as a class, with the students underlining any words they are unsure of

Ask for what was underlined, write these words on board

Can they make an educated guess as to what these could mean? Can they think of any synonyms for these words?

Now read the prompts for the writing task, focusing on the first question as a class, and ask them to go back over the original text and underline any words or phrases that are connected to the question

Draw a mind-map filled with ideas from the students of different words, events, characters, scenery that could be connected to the question

Using a story arc (explain this to them first) begin to plan the story, focusing on the conventions of suspense and mystery implied by the question

Go over ‘show don’t tell’ and speak about writing techniques that build suspense (foreshadowing, flashback etc.)

Ask each student, using this collective plan, to write the first introductory paragraph of the story individually (15mins)

Ask one or two students if they are comfortable to share their work aloud, note the differences in the way they interpreted the plan into their own version of the story

Self-evaluation for students, what went well, what could be better

**Homework:** The students should now pick one of the questions on the exam paper to complete for homework (if they pick the one we studied in class then they must make a new plan for it and make sure the story is different). They should only spend about half an hour on this homework with 5 minutes planning time before, to help them get used to the exam timings. This homework is due on Thursday 2nd July at 6pm.

**11+ Writing Lesson Plan 2**

**Starter:** Using a stimulus of a picture of a deserted landscape, the students should write down as many words as possible that describe the scene. When 5 minutes has passed, tell them that this is a scene from a sci-fi story. Ask them to re-evaluate the words they have used to describe the scene, and ask for suggestions of different words they could use to describe the scene knowing what they know now.

**Past Paper:** Bancroft 2018

Read the poem *Plug In, Turn On, Look Out* aloud as a class, with the students underlining any words they are unsure of

Ask for what was underlined, write these words on board

Can they make an educated guess as to what these could mean? Can they think of any synonyms for these words?

Think about poetic conventions. What conventions does this poem use? Consider the rhyme scheme, metre, devices etc. used, how does this portray the subject and theme of the poem? Have a discussion with the class on this

Now read the prompt for the writing task, and ask them to go back over the original text and underline any words or phrases that are connected to the question- any emotive language etc.

Draw a mind-map filled with ideas from the students of how the machines might feel rebelling, try to branch out with synonyms for each emotion (introduce the wheel of emotional language)

Talk about what form the writing should take. Is it a diary, a letter, a speech? How does this change the nature of the writing?

Ask each student to plan and write their answer (15mins)

Ask one or two students if they are comfortable to share their work aloud, note the differences in the way they answered the question

Self-evaluation for students, what went well, what could be better

**Homework:** The students should write an imagined response to their previous piece of writing from a human, trying to persuade the machines to stop fighting against them. This should be in the form of a letter and should use persuasive techniques such as rhetorical questions, emotive language, repetition etc. to try and substantiate their argument. They should only spend about half an hour on this homework with 5 minutes planning time before, to help them get used to the exam timings. This homework is due on Thursday 9th July at 6pm.

**11+ Writing Lesson Plan 3**

**Starter:** Talk about idioms and ask the students to match the idioms up with their meaning, then play idiom bingo where they have to deduce the meaning of a different set of idioms

**Past Paper:** City of London School for Girls 2018

Read the reading passage aloud as a class, with the students underlining any words they are unsure of

Ask for what was underlined, write these words on board

Can they make an educated guess as to what these could mean? Can they think of any synonyms for these words?

Talk about the themes of this story and create a word picture (semantic field) as a class

Now read the prompt for the writing task, and discuss as a class the idea of narrative voice and how it affects a story. The students should write a short paragraph answering the question ‘how would this passage be different if it was in the third person as opposed to the first?’

Focus on the first part of the question- “Hannah is very different to Molly”. Mind map as a class any ideas as to how they are different using quotations to support their answers. The students should make a ‘contrast map’ where they contrast words used to describe Hannah’s emotions compared to Molly’s

Introduce the literary techniques worksheet and ask them to come up with one example of each literary technique which could be used to describe Hannah’s emotional state, or her environment.

Remind the students that, as this is a narrative piece of writing, it should include certain idioms and colloquialisms and not be written as formally as if it was third person narrative. Ask the students to highlight any idioms in the text, and then to think of one idiom of their own they might use in their writing

Now ask the students to begin to start planning their story. What things will stay the same when the perspective is shifted from one sister to the other (i.e. the storm in the story), what things will change (i.e. the room the main character is staying in)?

Ask the students to plan a beginning, middle and end to their story, reminding them to include both their idioms and their literary techniques in their plan

Ask one or two students if they are comfortable to share their work aloud, note the differences in the way they interpreted the plan into their own version of the story

Self-evaluation for students, what went well, what could be better

**Homework:** The students should now complete the question on the exam paper and write their narrative story in full. They should only spend about half an hour on this homework with 5 minutes planning time before, to help them get used to the exam timings. This homework is due on Thursday 16nd July at 6pm.

**11+ Writing Lesson Plan 4**

**Starter:** Complete the CGP grammar and spelling exercises, based on selecting the correct conjugations in the context of a piece of text and then identifying spelling errors (both exercises can be found in the 2015 11+ paper). Complete this as a class together, with students ‘buzzing’ in with the answers.

**Past Paper:** Independent Schools Examination Board 2009

Begin by reading the essay prompt, and ask students to brainstorm as a class responses to the question- what are their immediate thoughts?

Ask the students how they would go about structuring a question like this. Bring up a blank essay structure on the board (basic three point structure with intro and conclusion) and explain it to the students. Ask them to sort their brainstormed thoughts into this blank structure

Now remind the students that this essay can be written persuasively (go over how you can tell if a question is asking you to include persuasive writing in your answer). Ask for some persuasive techniques, when students give you their persuasive techniques ask for an example

Put a persuasive article up on the board, read through it as a class and then ask the students to highlight any persuasive techniques they can find

Ask them to come up with three different examples of persuasive techniques linked to the question on whether outdoor life is advantageous. Share these as a class

Go over topic sentences and plan some collectively as a class, ask the students to come up with their own topic sentences

Now, the students should begin to write their introduction to their answer. Briefly discuss strong openings before they start- i.e. how do you grab the reader’s attention?

Ask one or two students if they are comfortable to share their work aloud, note the differences in the way they interpreted the plan into their own version of the story

Self-evaluation for students, what went well, what could be better

**Homework:** The students should now complete their persuasive essay. They should only spend about half an hour on this homework with 5 minutes planning time before, to help them get used to the exam timings. This homework is due on Thursday 23rd July at 6pm.

**11+ Writing Lesson Plan 5**

**Starter:** Make the literary technique and the genre match. Students will be given a series of sets of literary techniques (i.e. metaphor) and genres (i.e. suspense), randomly generated, and will have to come up with a technique in that genre (i.e. a suspenseful metaphor).

**Past Paper:** Independent Schools Examination Board 2018

Tell the class that today they will be looking at writing from a title, using all the skills they have learned in the past five weeks to craft a story with very little prompting

Introduce the exam paper, focusing on question 4. Ask the students to ascribe a genre to each title of their choosing. Remind them of the genres covered in the previous lessons (suspense, sci-fi, adventure, historical etc.)

Give each student a story planning worksheet, ask them to pick one of the titles and make a plan in five minutes (the amount of time they would have in an exam). Discuss these plans as a class

Repeat the process with one of the other titles, but this time they are not allowed to use a story planning worksheet. After five minutes is up discuss how this was. Did they remember to include all the who/what/where/when details necessary?

Tell the students to pick their favourite title to write a full story on. They should create an additional plan for this where they state the genre, the conventions of the genre, the structure, the form the story will take and the literary techniques they will use

They should now write the beginning of their story, and take around ten minutes doing this. After the time has passed, they should fill out the rest of their story in story arc form (i.e. note down what the climax would be, the resolution etc.)

Ask students to write a blurb for their story. Introduce them to some examples of blurbs, and once they have written theirs they should share them with the class

Finally, the students should imagine their story had been published and design a front cover for their story. They should ask themselves the question- what do they want the reader to know about the book initially? What do they want to draw out of their writing? Is the genre obvious?

Ask one or two students if they are comfortable to share their work aloud, note the differences in the way they interpreted the plan into their own version of the story

Self-evaluation for students, what went well, what could be better

**Homework:** The students should conduct a mock exam, using the North London Independent Girls’ Schools’ Consortium Paper from 2016. They should complete both writing questions on the exam and should only spend forty minutes on this with an extra ten minutes reading time to read the writing piece one prompt is based on. They should treat it as a real mock and should also submit their writing plan. This homework is due on Thursday 30th July at 6pm.

**11+ Writing Lesson Plan 6**

**Starter:** Draw a 3x3 grid, fill it in with 1 vowel and 8 consonants (chosen by the students). They then have to individually come up with as many words as possible that can be made from the letters in the grid, before coming back together as a class and sharing all the anagrams made

**Past Paper:** North London Independent Girls’ Schools’ Consortium Paper 2016

Tell the class that today they will be going over the mock exam they completed for homework, ensure that everyone has their exam back

Go over the two questions slowly, starting with the writing plans submitted alongside the exam. Focus particularly on any errors in the structure, grammar, spelling- partly because they are more simple to iron out, partly because they will be more universal errors

Make a vocabulary bank with the best words used by each student in the exam, make sure to include at least one word per student. Share this with the class to demonstrate what a wide range of vocabulary was used in the answers to the exam and to motivate them to experiment more with their word choice and style

Re-plan question 1 as a class through correcting a teacher-made answer with mistakes in it. Focus on using interesting vocabulary, story structure and grammatical errors. Correct this as a class together

Re-plan question 2 as a class, carefully outlining the persuasive techniques and essay structure, again using a teacher-made answer which the class can correct together

The students should now pick one of the questions (the one they did least well on) to re-write with corrections. They should spend at least 15 minutes doing this and then send it to the teacher to be re-marked and posted online after the lesson

The students should evaluate their own work and write down three things they did well and three things they could have done better.

To finish the lesson off the students will be given a bank of five unfamiliar words along with their definitions (i.e. intrinsic, pittance, perturb) and asked to put them into a sentence based off of the information they have gleaned from the definition. This isn’t necessarily about getting it right every time but more about playing around with words they may not have heard of before and not being afraid to use new vocabulary.

**Homework:** Check for their re-marked exam answers on the website, other than that there is no homework for this week