**11+ Writing Lesson Plan 7**

**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:** Independent Schools Examinations Board 2008

Watch the BBC video outlining the events of V.E. day in 1945 to give the students some context for today’s lesson

Read the descriptions of the V.E. day parties 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?

Each student should write a sentence imagining they are present at the V.E. day celebrations. They should use literary techniques if possible, and then all sentences will be put together to create a group-written description of the day

Now read the prompt for the writing task, and ask the students to write down their ideas for historical events they would have liked to be present for. Present them with some options if they get stuck (i.e. Martin Luther King’s *I Have A Dream* speech, the building of the Pyramids, the Colosseum in Rome, the discovery of America by Columbus, the premier of Shakespeare’s first play etc.)

The students should note down three reasons why they have chosen this event- what is important about it to them?

Ask them to create a mind map full of ideas, words and images associated with the historical event they have chosen. Remind them to include some literary techniques on their mind map

They should create a character profile for their main character. What is their role in this historical event? What might be different about them from people in the modern day (i.e. dress, speech etc.)?

Now they should plan the who/what/where/when of their story with the story planning sheet.

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 write their historical story in full using the exam paper for reference. 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.

**11+ Writing Lesson Plan 8**

**Starter:** Play a literature-themed version of stop the bus, where they have to find one example each for six different categories that start with the same letter (i.e. they have to find a book character, literary technique, adverb, adjective, book title and author that all begin with the letter C). The first to think of all six shouts ‘stop the bus’ and the game starts again

**Past Paper:** Kings College Wimbledon 2017

Read the excerpt from *North Against the Sioux* by Kenneth Ulyatt., 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 prompt for the writing task, ask the students to suggest what genre this story could be, ask them how they came to that conclusion.

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 begin to plan the story, focusing on the conventions of adventure stories (vivid language, onomatopoeias, plot-driven)

Go over ‘show don’t tell’ and speak about writing techniques that indicate action and movement. Talk about writing using other people’s characters- what is different about it than using your own? What do they need to keep in mind when continuing this story?

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 complete their continuation of the story. 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.

**11+ Writing Lesson Plan 9**

**Starter:** Thinking about the idea of semantic fields, the students will be asked to separate out words according to which words as associated with the word ‘freedom’ and which are not, and prepare an argument for why they have made the choices they have in terms of word association

**Past Paper:** Eton Kings Scholarship 2017

Watch the clip from Martin Luther King’s *I Have a Dream* speech as a class, asking them to read along with the corresponding text printed in the exam paper

Give the students a few minutes to underline any words or phrases that are unfamiliar to them

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?

What was powerful about that speech? Have a class discussion of what it is about the *I Have a Dream* speech that has made it so immortal. Can they identify any persuasive techniques?

Now read the writing prompt. In what ways might speech writing be similar to the persuasive essays they wrote last week? In what ways might it be different?

Draw a mind-map filled with ideas from the students of different words, events, emotions, imagery that could be connected to the question, find synonyms for less exciting words

Talk about creating character profiles, what is important to know when writing about a made up political figure? What facts about them might be most important? Ask the students to begin creating their own character profile of their made-up presidents based off of these facts

Now talk about what might be in political speeches, what questions is it important to address? What language might you use? How do you make sure that the character of the president shines through?

Ask each student to start planning their speech, using a blank speech structure handed out to them, they should also plan some persuasive techniques and vivid language to be included in their speech, and ensure that each point on their character profile comes across in their writing

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 complete their presidential speech. 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.

**11+ Writing Lesson Plan 10**

**Starter:** Using words that are unfamiliar: 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

**Past Paper:** Westminster Challenge Paper 2019

Raise a discussion about the 19th century, in particular the Victorian era. Watch the Horrible Histories video on criminal life in the Victorian era. Be sure to emphasise the terrible conditions many lived in and the way the poor were treated, often having to turn to crime to have enough money for food etc.

Introduce the picture prompt to the class and brainstorm any words, events, imagery, scenery, emotions that they feel are connected to the picture

Now introduce the context to the picture prompts. Read the excerpt from *Great Expectations.* Inform the class that this is an excerpt detailing what happened to escaped convicts, and ask them to pay attention to the way in which Magwitch is described

Knowing this context, is there any words, imagery, phrases etc. that they would like to add to their plan? Ask them to add these other thoughts to their brainstorm

Introduce the idea of dialect, idiolect and colloquialism. Show the students the worksheet on Victorian slang and insults. Remind them that their main character, James, is a convict and therefore likely to be part of the Victorian Underworld and more likely to use slang. They should include Victorian dialect in their writing. Each student should practice some Victorian slang, making up a sentence with reference to the worksheet

Ask the students to write a piece of dialogue using slang between James and another character from their imagination. They should read these aloud to the class.

Using a story arc and a story planning worksheet, begin to plan the story. They should begin by stating the who/what/where/when of the story and then work outwards to start planning the plot. They should include in their plan three Victorian words they will use in their story.

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 write their story about the fate of James, using the picture prompt from the exam for reference. 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.