*Week 1- Writing for a Diary/Journal:*

-This week will focus on the personal nature of the diary, looking at how diary writers create their own world on paper, and how students think this can be most evocatively achieved. We will look at how diary writing is different from a third person narrative, why readers enjoy reading diaries and why the writers themselves decide to write one. We will be discussing the above after also having looked at diary extracts from Anne Frank, as well as Samuel Pepys’ extracts from the Plague years. This will lead to students writing their own short diary entry/(ies).

*Week 2- Onomatopoeia:*

-This week will be the first of the three ‘technique weeks’, where we will be discussing firstly what onomatopoeia is, examples of it, and how it can be effectively used. We will then identify the sounds within popular onomatopoeia examples (e.g. plosives, sibilance, guttural sounds) and discuss what makes them powerful in good pieces of writing. We will then choose, as a group, an imagined scene which is argued by a student to have substantial onomatopoeia- potential. Students will then each start writing short descriptions on the chosen scene.

*Week 3- The Fairy-Tale:*

-This week will explore the Fairy-Tale genre, starting with its conventional characteristics, structure, settings and character-types. Students will then be asked to imagine what a ‘modern fairy-tale’ would be like in the 21st century, and how it may be written differently when compared to the more traditional qualities previously discussed. Students will then be asked to plan their own fairy-tale summary, where they will be encouraged to use traditional, but also original ideas within their own renditions.

*Week 4- Similes, Metaphors and Personification:*

-This week will explore figurative imagery and how to identify, as well as use, similes, metaphors and personification. Students will then think about and discuss why we use these devices, rather than literal imagery, and in what literary forms these are most appropriate. Students will look at extracts from several novels ( *Marley and Me* and *Gobbolino the Witch’s Cat*), to see if they can improve them by making up and inserting their own examples of figurative imagery. Students can then choose to carry on the narrative thread from either the first or second extract, making sure to focus on using the three types of figurative techniques.

*Week 5: Writing a Book Review:*

-This week will explore how to write a book review- together, we will discuss how to structure a review, maintain a colloquial, but purposeful tone, as well as how to choose which persuasive, literary devices to use. Students will then look at an example of a recent book review and assess what they liked about it, but what could possibly be improved. The lesson will finish with everyone discussing which book they’d like to review and why, before starting to plan one.

*Week 6: The Haiku:*

-This week will explore the form of the simple haiku poem- students will discuss their ideas of what makes poetry different from the prose of novels, as well as discussing the poetic techniques that they are familiar with. Students will look at several different haiku examples, and understand how to write one, as well as developing opinions on the form. We will then plan and start writing our own haikus.

*Week 7: Persuasive Writing:*

-This week will explore how to write persuasively- we will talk about how we use persuasive language in day-to-day life, as well as identifying specific linguistic and structural devices. We will then look at how to form paragraphs persuasively looking at the ‘PEE’ (Point, Evidence, Explanation) structure, including looking at a few examples in the form of letters. We will then begin to write our own persuasive letters, using the scenario of a terrible restaurant experience.

*Week 8: ‘Essay Style’, Critical Writing:*

-This week will explore how to more formally employ prose, in the form of an analytical, essay-style approach to writing. This will draw on skills from the previous week, as students will be thinking about how to convincingly produce an argument from selected facts (using the PEE structure), and how to ensure that their writing establishes a coherent argument which answers the question. Students will look at the linguistic and structural techniques to adopt, as well as discussing different argument examples, e.g. ’Should Zoos be banned?’, ‘Is Summer better than Winter?’, and ‘Should we keep reading paper-based books?’ Students will choose one of the three questions to then start structuring and writing their own short, essay-style piece of writing.

*Week 9: Gothic/ Horror Writing:*

-This week will explore the gothic genre, where we will identify traditional characteristics, settings and plot devices in the genre, for example the use of ghosts, the location of Transylvania, and the importance of notably symbolic features, such as the night. We will think about why these are conventionally scary, and if these features are scary still in the 21st century. We will then have a look at several descriptive examples from popular novels, such as Dracula and Wuthering Heights, and how they are effective through language, as well as the content. Students will then plan and begin writing their own short descriptions of a gothic/horror setting.

*Week 10: Structure and Form:*

-This week explores how to more effectively structure sentences, apply punctuation, develop pace and connect sentences more effectively. We will explore how to improve our structure in short descriptive writing, as well as in a more formal writing of a letter, before having discussions on any suspected differences between applying structural decisions in fictional and non-fictional pieces of writing. Students will then choose to write a dramatic opening paragraph of a letter or novel, attempting to use structure to heighten the drama.