

Ten Week Lesson Plan:

Week 1- The heroine/hero and villains:

This week will explore the importance of the heroine/hero, where they appear in literature and how they are formed/characterised. We will look at examples of popular heroines/heroes, and how authors have written about them historically, to now. We will then analyse villains, analysing how they are formed (with literary examples) and why they are important alongside heroes. We will then look at the conventional cycle/timeline of a hero and assess how this forms a novel's/play's structure. The homework will be asking students to describe their own hero, using traits/tropes from the lesson to form a convincing figure.

Week 2- Fantasy Fiction:

This week will cover the popular genre of fantasy, looking at its defining features, characters and components, as well as how widespread its use is throughout global history. We will look at the descriptive language of fantasy works, and how figurative language is important within the genre. We will also compare fantasy fiction to similar genres, such as science-fiction and Gothic-Horror, and we will explore how fantasy can be combined with these other genres. We will read a description of a fantasy world (Alice and Wonderland) and see how this follows the ideas we've discussed. The homework piece will be on writing an action scene from their own imagined fantasy world; the homework will include some description, but will focus mostly on the action.

Week 3-Journalistic writing:

This week will explore journalistic writing, looking at the linguistic and structural features of a formal news article in comparison to the conversational tone and techniques of an opinion piece. We will analyse an example of each, seeing what we think is effective/persuasive, and if the overall purpose of the written piece is achieved. We will also assess the value of each piece for the reader, which one students prefer and why, as well as assessing the difficulties of writing these pieces in comparison to descriptive work. The homework will allow students to choose between writing an invented news article, or an opinion piece.

Week 4- Alliteration, sibilance and assonance:

This week is the one of two 'technique weeks', where we focus on important literary techniques which feature in many types of writing. This lesson will go over alliteration, sibilance and assonance (a/s/a), and why we think these features are effective. We will look at each technique in turn, and how they are similar, but also very different. We will look at how these techniques are not only in poetry, but also plays, novels and adverts; this will be done with a range of literary examples. We will assess whether we think a/s/a is more suited to poetry, or prose, or both. Students will then practise using a/s/a within different genre, to see if they can adapt their language to suit either a comedic/scary or serious tone, whilst still using a/s/a. Homework will ask students to describe an animal of their choice, focusing on using a/s/a.

Week 5-Experimental poetry:

This week will focus on experimental poetry, where students will discuss the literary techniques used in all forms of poetry, as well as structural features. Then, students will share the traditional forms of poetry they know (haiku, sonnet, acrostic) and why we enjoy reading poetry in these set forms. We will then move onto the idea of poetry with no strict form or rhyme scheme, and how writers create these pieces of work. We will look at a few short, experimental pieces of poetry, analysing their form and structure especially. The homework will ask students to create their own short, experimental poems, particularly focusing on creating irregular stanzas and line breaks.

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Week 6-Detective Fiction:

This week, students will explore another genre, that of the detective and crime. We will analyse the main features and characteristics of the genre, and why we think readers enjoy crime in particular. We will focus on the creation of suspense too, looking at how authors achieve this through sentence structure and language. We will then look at a few examples from the Sherlock Holmes short stories, looking at the plot structure of a traditional crime story, the description of a crime scene, as well as the description of the traditional detective himself. We will have discussions on whether students enjoy this genre and if they like the detective main character. The homework task will ask students to create and describe their own crime scene

Week 7 -Literal versus figurative imagery:

This week is the second 'technique week', where we will analyse the effect of both literal and figurative imagery, as well as contrasting them against the other. We will make sure we understand the difference between the two, where we think they are most useful in different literatures/genres and why we use both, often in the same paragraph! Students will be presented with different scenarios and forms of writing, and will discuss what type of imagery may be most effective. Students will then make up their own examples during the lesson, sharing their ideas and getting feedback. The homework will ask students to describe themselves, using literal and figurative imagery.

Week 8-Fables:

This week will look into the fable, where we will begin by listing all of the fables we know. We will then discuss key features of a traditional fable, including its characters, plot structure, setting, language and the idea of the moral. We will also look at the history of the fable, in order to understand how old and enduring they are. We will then share and discuss common morals within fables. Students will also be asked to compare the fable to other forms of storytelling, and to analyse the similarities/differences. We will look into how the fable influences modern day storytelling, and why they are so valuable for a variety of writers, readers and genre. The homework will ask students to write their very own, short fable.

Week 9-Setting:

This week will explore the importance of setting in all genres of literature; students will start off by listing a variety of genre, then discussing the most popular settings traditionally used in each genre. We will then dig further into the value of a well-chosen, symbolic setting, looking at literary examples (*Harry Potter*, *Lord of the Rings*) and how the setting impacts the entire style, tone and mood of the novel. We will discuss how authors also choose to describe and develop their setting. We will look also at everyday settings, for example that of the kitchen or shed, and why they are still valuable and revealing locations. The homework task will ask students to create either a fantastical or everyday setting, thinking about how to make it reflective of the genre they are thinking of as they write it.

-Week 10- Everyday writing:

This week focuses on writing we see daily, mainly focusing on adverts, recipe and instructions. We will explore the linguistic and structural techniques of adverts and recipes/instructions, and how these techniques differ from fictional work. We will then look at examples and see if we can identify the techniques we've discussed, as well as whether the examples are effective at what they're trying to achieve. Students will then be asked to contemplate and discuss the style/form of everyday writing, and why the writing is often highly persuasive/informative. We will then discuss how everyday writing differs, but can also be similar to, fiction. The homework will ask students to write their own short blurb for a new product of their choice.