Creative Writing- Ten Week Lesson Plan:

Week 1- Science Fiction:

This week, we will be analysing and exploring the science fiction genre, where we will focus majorly on novels. We will firstly assess what factors, themes, characters and settings are important in science fiction, and we will also take some time to create and write our own short setting description. Then, we will analyse some excerpts from popular science fiction novels, for example H.G. Well’s *The Time Machine,* which is considered one of the earliest science fiction books. We will also discuss why we like/dislike the genre, how it is incorporated with other genre (such as historical fiction, adventure), and what we think the future of science-fiction books will look like. The homework will be to create our own science-fiction, alien protagonist, with a focus on including descriptive language.

Week 2- Speech Writing:

This week, we will look at how to use persuasive, as well as descriptive language in speech writing. We will firstly assess what makes an effectively written speech, as well as which techniques we should think about using. We will then talk about times we’ve had to give speeches, and how/why speeches can be difficult to perform. We will then look at extracts from famous speeches, such as Martin Luther King Jr’s ‘I have a Dream’ speech, and we will discuss what we think works effectively. We will then have discuss together how to write great speeches thorough different prompts/scenarios (for example, giving a speech at a new restaurant opening in town) and how we would craft it effectively. The homework will be to take one of the scenarios, and to write a short speech.

Week 3- Vocabulary (Technique Week 1):

This week, we will be exploring how to widen our vocabulary, why this is important, as well as when to consider using alternative words. We will firstly explore the idea of synonyms, and we will play a game where we come up with as many synonyms as possible for more mundane word decisions, such as ‘good’, ‘blue’, ‘bad’. We will then also explore the idea of a lexical field, and how this interconnects with symbolism. We will play a similar game, where I will show a word, such as ‘chocolate’, and ask students to think of as many related words as possible. We will then assess extracts from varying books and articles, deciding when and how to change vocabulary. The homework will be to describe a member of your family or close friend, using as exciting vocabulary as possible.

Week 4- Script Writing:

This week, we will be looking at script writing for TV and film- we will start the lesson by discussing what makes effective dialogue, as well as which techniques we use to make dialogue more exciting. I will then project different scenarios/prompts, for example a TV show of the horror genre, or a tragic film, and how they would think about shaping the script. We will then look at several scripts from films (The Harry Potter series) , and how we would change them. We will finish with a short writing task, where I will ask students to create a short piece of dialogue between Harry and Ron, or, two fictional characters from a book they are currently reading. The homework will be to write a mini script for the opening of a horror or adventure film.

Week 5- Poetry and Songs:

This week, we will be analysing how songs and poetry are similar, but different. We will start the lesson by discussing what we think makes an effective poem, and then an effective song. We will then analyse the techniques, which are frequently shared between the two. After discussing what the similarities and differences are between the two, we will analyse two poems and how we may have them into songs, and then, we will do the same but in reverse, discussing how two songs could be made into poems. (The poems chosen will be quite irregular in content/form, and fairly unusual, so that the songs and poems are not too similar- this will make the task a lot more inventive). We will then discuss why we think we don’t normally read song lyrics, and why they aren’t sometimes considered true poetry- we will read some extracts from articles debating this. For homework, students will write a PEE paragraph on why they think, or do not think, songs should be considered a true form of poetry.

Week 6- Tone (Technique Week 2):

This week, we will be thinking about how we create tone in our creative as well as persuasive writing. Tone can be formed in numerous ways, so we will be exploring the different techniques in which to craft tone, as well as why tone is important. We will analyse tone within novels and poetry, debating on where we think tone is more impactful here, or not. We will then spend some time writing, where there will be different prompts on screen where students will identify what tone they wish to create, and then have a go at writing several lines emanating this. The homework will be to create a powerful, persuasive tone as they write a short letter advocating for a specific cause.

Week 7- The Role of the Protagonist:

This week, we will be investigating the meaning and importance of protagonists, and why we need them in novels (or not!). We will explore and debate whether or not protagonists should, and can be any person, and where we can find inspirational examples. We will also debate how we would create our own protagonist, as well as if we ever read about evil, ‘villain’ protagonists. After reading through extracts on a wide variety of iconic protagonists (*Harry Potter and the Philosopher’s Stone, War Horse, the Lord of the Rings*), where we will also analyse the linguistic techniques used, we will take some time to explore the role of the minor characters, and how instrumental to the novel we think these characters are, with examples from the same novels discussed earlier. For homework, students will write a PEE paragraph on their favourite protagonist within children’s literature.

Week 8- Historical Fiction:

This week, we will be exploring the genre of historical fiction, and why exploring the past is still so popular in novels. We will begin investigating which components feature within a historical novel, and what our opinions are on authors who are sometimes not wholly accurate and manipulate the truth in their historical novels. We will read extracts from *The Dragonfly Pool, I, Coriander* and *Coram Boy*, analysing what the books do well to convey the historical context. We will then discuss which time period we find the most interesting to be fictionalised, as well as what we ultimately expect from the genre- fact, or mainly fiction? For homework, students will create a setting from a time period of their choosing, with a focus on paying attention to historical detail.

Week 9- What Makes a Classic?

This week, we will be exploring what defines a classic, firstly by looking at definitions and then forming our own idea. We will explore which components form a classic, as well as how a modern classic may be different from one a hundred years ago. We will analyse a few extracts from *Oliver Twist, The Wind in the Willows* and *The Little Prince*, and why these books are considered popular, mainstream children’s classics. Students will then look at books as prompts on screen (for example, *Marley and Me, Holes*) and debate whether or not these books should be considered classics. The homework will be to write a PEE paragraph on a book of the student’s choosing which they believe should be considered a classic.

Week 10- War Fiction:

This week, we will be exploring the genre of war fiction, firstly identifying what makes an effective war novel, as well as why war novels often present trickier themes. We will talk about why authors may choose to write war novels, and we will then analyse several extracts from *War Horse* and *Once*, where we will discuss what these novels do well when discussing difficult moral concepts. We will also spend time exploring the linguistic techniques used. Students will then debate whether an animal narrator works better within war, or a human, and, if they prefer historical fiction to war novels. The lesson will finish with students writing a PEE paragraph on one of these questions. The homework will be for students to invent their own war novel and to write a short summary of their book, paying attention to ways in which they can make it as gripping as possible.