**February Writing Class**

*Lesson 1:* **Genre Writing**

This lesson focuses on how to use genre in creative writing and how to play around with the conventions and clichés of different genres (i.e. adventure, sci-fi, comedy, fairy-tale etc.) in order to make their creative writing come to life. This lesson will work around the prompt of exam questions based on writing from a title and will explore using genre to help speed-plan stories and play with the reader’s perceptions, considering an extract from the book *Frankenstein.* This purpose of this lesson is to help students understand how to build upon the fundamentals of narrative writing and expand beyond them, thinking about how an understanding of the way in which genre intersects with other writing devices such as structure, figurative language and tone can be extremely useful for helping to inspire original and interesting pieces of creative writing.

***Lesson 2:* Continuing a Story**

This lesson focuses on how to continue a story, thinking about how to use high-level vocabulary, ideas of perspective and narrative voice to mirror another author’s style of writing. It will use the prompt of an exam paper question which asks students to continue and re-imagine an extract of text from the perspective of another character. In this class, the students will be introduced to elements of story writing such as how to use powerful literary techniques, dynamic verbs and symbolism effectively, whilst also consolidating their knowledge of story arc structure and “show don’t tell”. They will be encouraged to consider the power of word choice, thinking about how to expand their vocabulary through the use of a thesaurus, and will also learn about how to combine the three main types of creative writing (narrative, descriptive and emotive) in order to paint a vivid image in the reader’s mind.

***Lesson 3:* Persuasive Essay Writing**

This lesson focuses on introducing the concept of persuasive essay writing, looking at persuasive techniques, essay structure and how to conduct a debate. This will introduce them to writing a three-point essay using Point, Evidence, Explain on the essay question of “should homework be banned?”, considering both sides of the argument through viewing source material on the subject. The students will be asked to come up with a compelling and persuasive arguments, using techniques such as anecdotes, statistics, expert opinions, rhetoric and humour to convince their reader. They will also learn about counterarguments and how to address them in order to make the strongest and most creative argument possible, whilst also cultivating an authoritative and original writing style.

***Lesson 4:* Creating a Balanced Argument**

This lesson focuses on teaching the students how to create a balanced argument through studying the conventions, style and language associated with article writing. This class will encourage students to weigh up two sides of an debate, using opinions and arguments from both sides in order to write informatively for their readers and will be presented with the dilemma over whether objectivity in writing is every possible. They will also participate in a debate in order to fully understand how to present two sides to every argument and the question they will be debating and then reporting on is “is it fair for some people to have more money than others?”. The students will have to use all their skills to grab the readers attention, come up with an eye-catching headline and present an informative and interesting article on the subject.

***Lesson 5:* Letter and Diary Writing**

This lesson focuses on letter and diary writing, looking at the rhetorical devices, audience awareness and correct register and tone necessary for writing both a convincing and persuasive letter or diary entry. For the letter writing part of this class, students will be encouraged to think about real world issues, weaving the things they are passionate about- from the environment to animal rights- into formal letters addressed to an imaginary president or politician. The students will campaign for an issue they believe in, using all the conventions of a formal letter combined with language intended to both persuade and evoke emotion and pathos from its reader. We will then consider the conventions of diary writing, applying everything we know about emotive language, literary techniques, descriptive writing and characterisation in our work. This lesson’s purpose is to consolidate the class’s knowledge of how to both present an argument in a powerful and logical way, and also of how to shift between the different forms of narrative, descriptive, emotive and persuasive writing with ease, mirroring what is required in an exam setting.