

English Language Paper 1

Key Skills for Question 5 Creative Writing

Student Name:

Overview

This pack is designed to develop further English Language creative writing skills for Paper 1 Question 5 (Section B).

Practice, practice, practice is the key to polishing up your writing skills!

This pack builds on the creative writing work you have already completed in Year 10.

- Remember the work on describing places and people from the Autumn? We learnt about *'show not tell'* using a picture stimulus.
- How about the narrative assessment from February? We learnt about *'5 minute snapshots'*, what to include in a narrative plot and consciously crafting sentences.
- The assessment itself was a picture stimulus of the figure of a woman looking out onto a lake with mountains in the background. You had the choice EITHER to write a narrative inspired by that image OR to write a narrative about an aspiration.

We'll start by refreshing what you already know about crafting great creative writing then move onto reviewing the different elements required for descriptive and narrative writing. We're going to focus on getting to grips with - and planning for - specific tasks. All the way through you'll have opportunities to craft your own writing and also to self-assess against success criteria.

Although there are spaces in the booklet for your responses use extra sheets when you need to.

LET'S GET STARTED!

LESSON ONE

ACTIVITY 1: recap quiz 5 minutes

So, what do you already know about creative writing and how it fits into GCSE English Language? Let's take the test and find out. Check your answers with the ANSWER SECTION at the back when you've completed this.

1]When describing a place which of these approaches should NOT form part of your writing?

- a. Description using the 5 senses
- b. Variety of sentence lengths
- c. Making a counter-argument
- d. Zoom in, zoom out

2]When planning narrative writing you should always plan to end on a cliffhanger TRUE/FALSE

3]When you are choosing vocabulary you need to make sure that you are being_____

- a. dramatic
- b. over-ambitious
- c. precise
- d. simple

4]Descriptive writing describes a series of events.

TRUE/FALSE

5]Which literary technique shows human emotions being reflected in the natural world (eg in the weather 'It was a dreary night' : showing that the narrator is depressed)

- a. empathy
- b. metaphor
- c. pathetic fallacy
- d. personification

Check your answers in the ANSWER SECTION.

How did you get on? Hopefully, you'll have realised that you've got plenty of creative writing knowledge and skills to build on. You'll have lots of opportunity to practise planning written responses and to craft your writing in this unit.

So, what does great descriptive and narrative writing look like? Let's start with some success criteria for our work in this unit.

ACTIVITY 2: learning about the mark scheme 10 minutes

Study the table below carefully. It's a quick reminder of the GCSE mark scheme. If you have your English Language 1 pink exercise book at home it is worth copying this table into it. We'll be referring to these criteria throughout this unit of work.

Creative Writing Success Criteria		
Organisation	Language selection	Technical control
Engage your reader Link and develop ideas to sustain the reader's interest Structure for effect (consider your beginning, middle and ending)	Make precise and effective choices of language devices and vocabulary Sustain a style of writing	Use a range of sentence structures with accurate punctuation: Full stops, question and exclamation marks Commas, dashes, semicolons, colons

KEY

Effect, effective – to make the impact you want; to get a reaction from your reader

Precise – exact and carefully chosen

Language devices – techniques used by writers to create a special effect eg metaphor Sustain – keep a style or tone of writing going

KEY LEARNING

- Creative writing is part of GCSE English Language Paper 1.
- Question 5 (in Section B) is the creative writing task.
- You can choose to do EITHER a descriptive writing task OR a narrative writing task.
- Sometimes a picture stimulus is included.
- You should spend about 45 minutes on this task.
- Aim to write about 2 sides of A4 (3 sides in the exam answer booklet).
- 40 marks are available for this section: 24 for content and organisation, 16 for technical accuracy.

We're going to start with planning and drafting a descriptive writing task

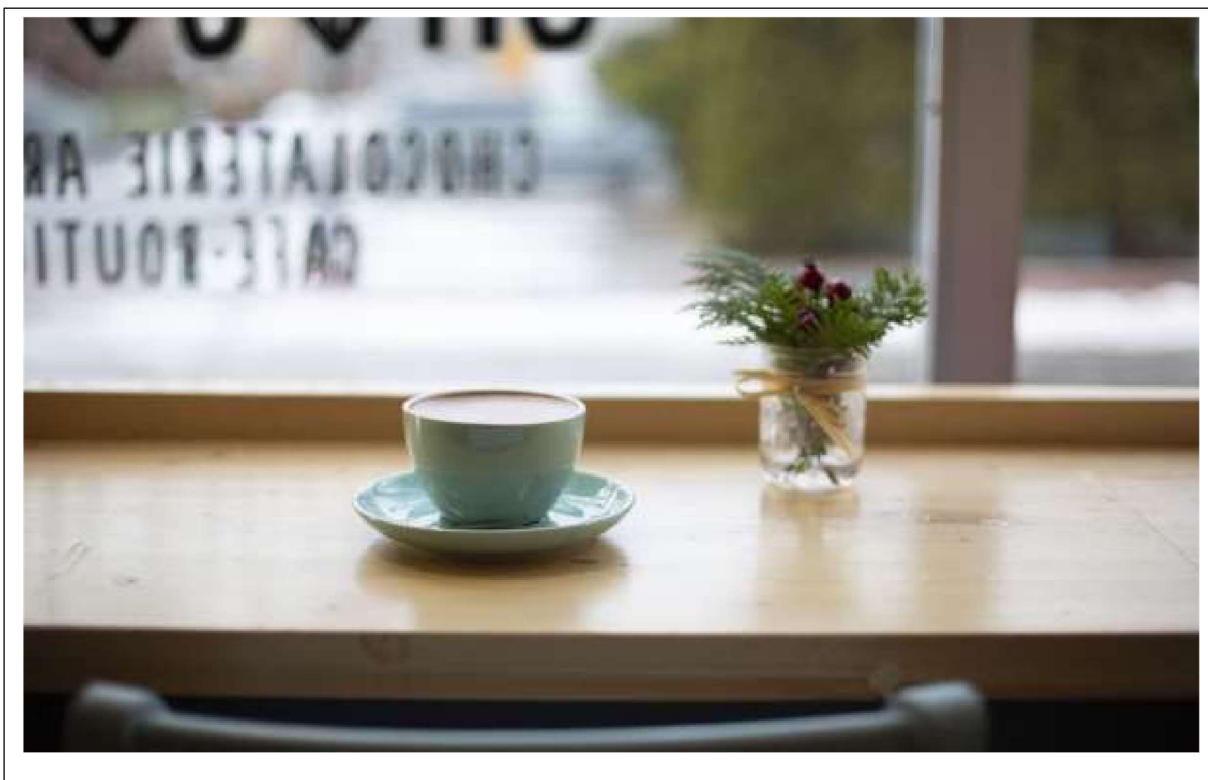
KEY LEARNING

Descriptive writing: what is it?

- A description paints a picture in the reader's mind of a place, a person or an experience.
- Usually it focuses on a moment in time; it can also create a contrast between two points in time.

The biggest mistake that students make in this section of the exam is NOT PLANNING! Although you get no marks for the plan itself you are unlikely to produce a structured, linked, sustained and effective description without putting the hard thinking graft into the content of your writing BEFORE you start to write.

We're going to remind ourselves of some approaches to planning that we can take. We're going to start by focusing on the image and task below:



TASK: Write a description of a café or restaurant in a town as suggested by this picture.

EXAM TIP: the pictures are a STIMULUS for a task – to give you ideas and get you thinking. The task is NOT to describe accurately what is in the picture but to USE the picture as a springboard into a great piece of description. Remember that!

Let's make a start on coming up with ideas about this picture, using an approach to generate some vocabulary/ideas.

ACTIVITY 3: ideas/vocabulary generator 15 minutes

Below, you will find two tables. Read the first – which gives you directions – then, responding to the directions, complete the second table yourself.

Place	Precise vocabulary needed to tell your reader where/what the place is
Sights	What can be seen inside the place ...and outside the window?
Sounds	What are the sounds that can be heard? Jarring or pleasant?
Smells/taste	What can be smelt/tasted? Delicious or disgusting?
Touch/sensations	Perishingly cold? Uncomfortably stuffy?
Atmosphere	Precise words needed that show how the place might make a person feel emotionally ... lonely, delightful, thankful, anxious

Complete this table with some ideas/vocabulary of your own. The first row has been completed for you.

Place	Café, coffee shop, town centre, precinct, high street, shopping centre
Sights	
Sounds	
Smells/taste	
Touch/sensations	
Atmosphere	

Hopefully, you've come up with two to three ideas for each section.

If you found this activity challenging, take a look at the completed example in the ANSWER SECTION.

Remember, there is no right or wrong response here. But you cannot write well unless you can come up with some ideas of your own. In the exam you don't have to draw a table. But you DO need to be SO USED to planning descriptive tasks that you can easily generate and jot down ideas of your own as a springboard for your writing.

HELPFUL HINTS

Remember, at the initial ideas stage you are simply identifying possible foci. You can always change your mind! These aren't yet fully formed ideas or sentences ready to drop into your writing – they're phrases, single words, fragments.

BEFORE you start to write you WILL need to make a decision about the atmosphere you are creating. Perhaps you'll create a contrast between inside the café and outside? Decide how you want to make your reader feel – that is the key to creating an atmosphere. But we're still planning – you don't have to make your mind up just yet.

This leads us on nicely to the next activity.

ACTIVITY 4: ideas/vocabulary generator practice 30 minutes

We WILL be returning to our café description in lesson 2.

Finally in this lesson, we're going to practise our planning skills for a picture stimulus, using the table we've already looked at.

Complete tasks A, B and C on each of the next three pages based on the three pictures. Spend around 10 minutes on each task.

LESSON ONE CONTINUES ON THE NEXT PAGE – TURN OVER.

Task A. Record in the table below ideas/vocabulary for a description of a train platform using the picture.



Place	Tube train, underground, trains arriving and leaving, platform, passengers, movement, kiosks, waiting room
Sights	
Sounds	
Smells/taste	
Touch/sensations	
Atmosphere	

Task B. Record in the table below ideas/vocabulary for a description of a coastline suggested by the picture.



Place	Rocky foreshore, road passing through, row of cottages, water's edge
Sights	
Sounds	
Smells/taste	
Touch/sensations	
Atmosphere	

Task C. Record in the table below ideas/vocabulary for a description of a wood suggested by the picture.



Place	Wide pathway, canopy of trees, a clearing in the distance, grassy edge, sunlight
Sights	
Sounds	
Smells/taste	
Touch/sensations	
Atmosphere	

And that's the end of LESSON ONE – well done!

LESSON TWO

In LESSON ONE we focused on generating initial ideas and vocabulary/phrases for describing a place. We're going to look at another planning approach this lesson - BOX PLANNING – and how to get our ideas into a sequence as part of our planning.

Let's start with a quick quiz.

ACTIVITY 5: quiz 5 minutes

Complete the quiz below.

1.Descriptions are not really sequenced. There's no development - just keep focusing on describing.

TRUE/FALSE

2.Saying 'a lot about a little' means write as much as you can in your answer; just keep adding in ideas as you think of them.

TRUE/FALSE

3.Box planning is most likely about filling your description with random descriptive detail.

TRUE/FALSE

4.Just writing up your initial ideas/vocabulary generator table will be enough to produce a good piece of writing.

TRUE/FALSE

5.The biggest issue with descriptive writing is that students panic and end up writing a narrative – a story.

TRUE/FALSE

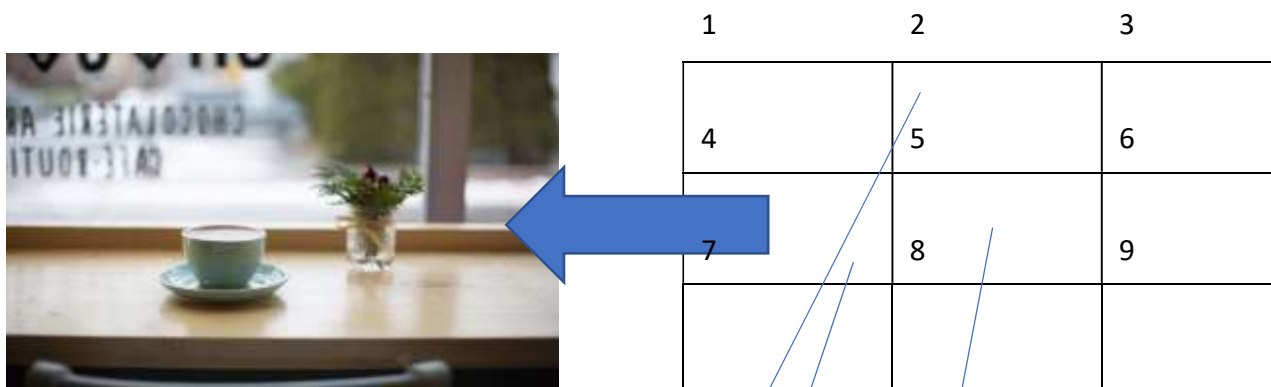
All done? Check your answers in the ANSWER SECTION at the back before moving on.

How did you do in the quiz? The first four false statements were all about challenging any misconceptions you may have had about planning for descriptive writing. The fifth statement is more complicated...

ACTIVITY 6: using BOX PLANNING to add descriptive detail 10 minutes

Before we consider statement 5 from the quiz let's review box planning. This is a possible approach if you found coming up with initial ideas challenging. It can help you add more specific ideas into the initial ideas/vocabulary generator table.

Let's look again at our picture stimulus.



Divide the picture up into nine boxes, like the grid on the right.

Choose 3 to 5 of the boxes to look at in turn. Go back to the table in ACTIVITY 3 page 5. What extra detail can you add to your initial ideas/vocabulary/phrases generator table from your observations using the BOX PLANNING method? You can see how I used this method when completing my initial ideas/vocabulary generator table from the ANSWER section.

Place	Café, signage, coffee shop, town centre, precinct, high street, shopping centre
Sights	Inside the café: crowded or empty tables, pretty posies of flowers, gleaming coffee cups; coffee spilling over into saucers
Sounds	Outside: blurry scenes beyond a steamed-up window ; sunshine spilling onto pristine pavements Inside: clink of coffee cups; ringing of tinny bell as door opens and closes on customers; quiet conversations OR a cacophony of voices;
Smells/taste	Outside: the hum/purring of car engines; clop-clop of footsteps Aroma of fresh coffee stale taste of forgotten fancy cakes
Touch/sensations	left on display too long Scent from the posy of flowers, a reminder of an early Summer stroll Sensation of cold air blasting in through the constantly opening and closing door Tired pastry crust that needs chewing a hundred times prior to swallowing
Atmosphere	Chipped, melamine counter-top wiped smooth and clean a million times before Cosy, comforting
	Lonely, solitary Peaceful oasis Squalid, care-worn

ACTIVITY 7: practising and adapting the BOX PLANNING method 35 minutes

A) Return to the tables you completed for ACTIVITY 4 on pages 7,8 and 9. Add more detail to each of your tables using the BOX PLANNING method. Record what you are adding in a different colour pen.

B) Still not getting along with the initial ideas/vocabulary/phrases generator table? Use a blank grid to come up with your initial ideas. We're going to do this with the three stimulus pictures you worked on in ACTIVITY 4. Some of the spaces have been filled for you to get you started. Fill in another 3-5 boxes for each picture.



1	2.	3
4	5. the blurred visages of pale, drawn faces stared out	6
7	8	9. the platform stretched out



1	2. the vast pale sky expanded above	3
4	5	6
7.the interior of the sleek car quaked with the latest radio hits	8	9



1	2. pale and golden, shafts of sunlight pierced the gloom	3
4	5	6
7	8	9. the tang of petrichor rose from the damp soil

ACTIVITY 8: planning plenary quiz 10 minutes

Complete the quiz below.

1. Petrichor is a noun meaning the smell of:

- ashes after a fire has burnt out
- mouldy food left in a fridge
- freshly cut grass
- soil when it is wet

2. Initial planning involves generating ideas, vocabulary and descriptive detail in response to a task or stimulus.

TRUE/FALSE

3. The initial ideas/vocabulary/phrases generator table encourages you to plan using the 5 senses to explore a scene.

TRUE/FALSE

4. Part of BOX PLANNING is to have to plan to describe what is in every single box. TRUE/FALSE

5. A description of a place needs to include details that cover a period of time, for example, a week.

TRUE/FALSE

Now check your answers in the ANSWER SECTION.

That's the end of LESSON TWO – well done for all your hard work!

LESSON THREE

In LESSONS ONE and TWO you learnt about how to generate initial ideas for a descriptive creative writing task. You completed initial planning for one task and practised this skill for other example tasks.

In LESSON 3 you will be learning about and practicing PLANNING FOR STRUCTURE.

ACTIVITY 9: reviewing learning about descriptive writing structure 10 minutes

Let's go back to our SUCCESS CRITERIA:

Creative Writing Success Criteria		
Organisation	Language selection	Technical control
Engage your reader <u>Link and develop ideas to sustain the reader's interest Structure for effect (consider your beginning, middle and ending)</u>	Make precise and effective choices of language devices and vocabulary Sustain a style of writing	Use a range of sentence structures with accurate punctuation: Full stops, question and exclamation marks Commas, dashes, semicolons, colons

The two points in bold and underlined are about the organisation of your writing. You've already learnt that a descriptive piece usually deals with a moment in time – or perhaps two contrasting moments (eg night and day, a busy town centre, an empty town centre). Narratives are often straightforward to structure in that events happen chronologically (but narratives can be interrupted by flashbacks etc...). YOUR DESCRIPTIVE WRITING STILL NEEDS TO BE SEQUENCED FOR EFFECT. Remember - the same criteria are used for both descriptive and narrative writing.

KEY LEARNING

If you choose the descriptive writing task in the exam you must, must, must avoid just falling in to telling a story. The focus must be the description.

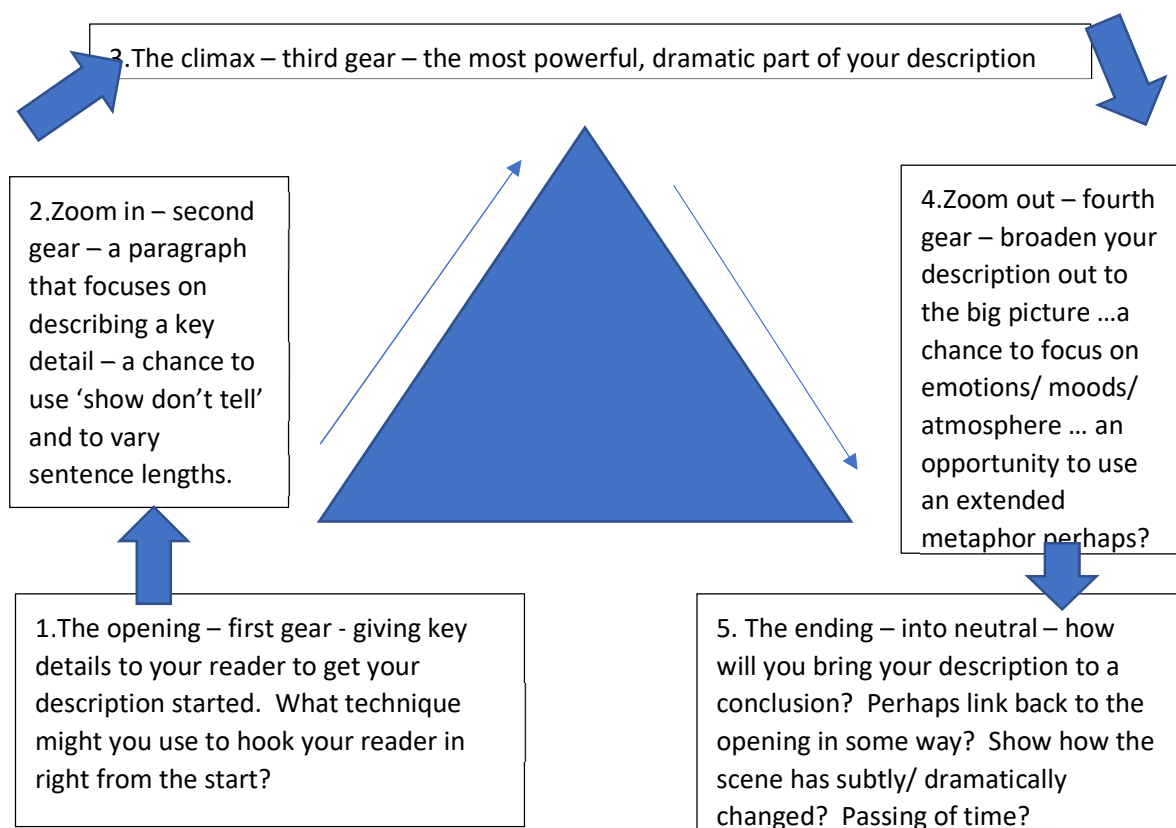
However, there should still be a sense of development – of sequencing, movement and transition – in your writing. It can't just be random descriptive detail in paragraphs.

Think of it like moving through the gears in a car. You might start off in first gear, accelerate into second, get that sense of speed and power when you reach third then

settle into cruising in fourth before decelerating down to neutral at the end.

Got it?

We can adapt the narrative pyramid you've probably seen during key stage 3 to help us visualise the structure of descriptive writing:



There needs to be a sense of development, of movement, in your description. Otherwise, why should your reader keep reading?

Handily, those 5 steps can easily be thought of as the planning for five paragraphs of writing.

Five paragraphs is about 2 sides of A4 for most of us, probably going onto a third page in the exam answer booklet as the space to write in that is quite limited. This is what we are aiming for.

KEY LEARNING

Plan for a structured 5 paragraph description:

1. Opening
2. Zoom in
3. Climax
4. Zoom out
5. Ending

ACTIVITY 10: sequencing five elements of your description 20 minutes

You are going to move on from your initial planning now. Remember, this is the task:



TASK: Write a description of a café or restaurant in a town as suggested by this picture.

Remember, we're still planning – not drafting.

Complete the five paragraph sequenced plan below as far as you can. Look in the ANSWER SECTION for an example of this planning. Don't worry too much about paragraph 4. *Zoom out* – more about that later.

Paragraph	Ideas	Precise vocab/devices
1. Opening		
2. Zoom in		
3. Climax		
4. Zoom out		
5. Ending		

You should now know WHAT you are going to write about - the CONTENT. You've already decided on an order – the ORGANISATION.

That means when you are writing you can focus on precise and effective language choices.

Let's review our success criteria once more:

Creative Writing Success Criteria		
Organisation	Language selection	Technical control
Engage your reader Link and develop ideas to sustain the reader's interest Structure for effect (consider your beginning, middle and ending)	<i>Make precise and effective choices of language devices and vocabulary</i> <i>Sustain a style of writing</i>	Use a range of sentence structures with accurate punctuation: Full stops, question and exclamation marks Commas, dashes, semicolons, colons

.Students sometimes struggle with how to get started. This is sorted out through regular practice. You can learn a lot through noting the techniques other writers use. Consider the examples below.

The **cheery café trumpeted** its
'Welcome! Come on in!' sign to

all the workers hurrying to and fro in the street.
 Welcome! Come on in! sign to all the workers hurrying to and fro in the street.
 OR
 The tiny café **huddled** despondent among the huge city buildings.
 The tiny café 'huddled' despondent among the huge city buildings.
 Washed out under the **overcast** sky, it **hunched** in on itself, **fighting** against the drizzle.
 washed out under the overcast sky, it hunched in on itself, fighting against the drizzle.
 OR
Clean, cosy and bright, the café 'OPEN' sign gleamed in the window, catching the attention of harried and harassed passers-by.
 OR
Catching the attention of harried and harassed passers-by.

Adjective and verb chosen to personify the café; 'trumpeted' also makes it sound loud but joyful – this is echoed in the use of exclamations. A contrast is made between the 'workers' –and the enticements of the café. Use of present participle 'hurrying' gives a sense of movement and busyness: the people are perhaps like anonymous worker ants rather than individual people.

Again, personification is used – to create a very different mood though! The verbs 'hunched' and 'huddled' both stress the apparently uncomfortable situation of the café exterior. Pathetic fallacy is used to intensify the depressed feeling of the exterior scene.

Sentence front-loaded with simple but alliterative triplet of adjectives. Present participle verb 'catching' used to give an immediacy to the scene.

ACTIVITY 11: reflections on language selection 10 minute

What other language devices can you identify from the example openings?

In the box below note down all the creative language devices you can think of that you could choose to make use of in your opening

1.	2.	3.
4.	5.	6.
7.	8.	9.

Check out the model table in the ANSWER SECTION once you've completed this. Don't worry if your table is different – these are examples of devices you can choose to use. It's guidance rather than instruction.

LESSON FOUR

In LESSONS ONE to THREE you learnt about planning strategies for the descriptive writing task and developed your precise and effective language choices when drafting the opening to your description.

LESSON FOUR gives you opportunities to draft further parts of your description. As with the previous lessons you will be focusing on SLOW WRITING. A sure way to throw away marks in the exam is to write at a furious pace, just to get the task 'done'. Too often, students rush through the writing task without thinking about their language choices.

These lessons are designed to get you into the habit of producing QUALITY writing as a matter of habit.

ACTIVITY 13: PARAGRAPH 1 OPENING self-evaluation 10 minutes

Read back through your story opening. In the spaces below write out two strengths from your opening – What Went Well – and an area in need of improvement – Even Better If.

–

WWW1: _____

–

–

–

WWW2: _____

–

–

–

EBI: _____

–

–

Now look back at your planning for PARAGRAPH 2 ZOOM IN.

- What perspective are you writing from? If you have started with third person narrator in the opening – which works well for descriptive writing – you will need to keep it going.
- How will you link from your opening paragraph to this second paragraph?
- Which descriptive detail are you going to home in on? The flowers?
- How will you use that descriptive detail to ‘show not tell’ your reader something about the mood/atmosphere within the café?
- How will you link forward/ transition to your third paragraph – the heart of your description, the accelerating third gear?

Gosh, there’s such a lot to think about whilst you are writing. It’s lucky you’ve completed all that planning first so that you can really focus on your language choices!

ACTIVITY 14 learning about sustaining a style of writing 10 minutes

You are going to consider some models of descriptive detail appropriate for PARAGRAPH 2 ZOOM IN as a springboard for your own writing.

A reminder first of what you need to focus on when drafting:

Creative Writing Success Criteria		
Organisation	Language selection	Technical control
Engage your reader Link and develop ideas to sustain the reader’s interest Structure for effect (consider your beginning, middle and ending)	<i>Make precise and effective choices of language devices and vocabulary</i> <i>Sustain a style of writing</i>	Use a range of sentence structures with accurate punctuation: Full stops, question and exclamation marks Commas, dashes, semicolons, colons

In LESSON THREE you identified language devices you could use in your writing. Hopefully, you used some of these and also precise vocabulary choices in your PARAGRAPH 1 OPENING. In PARAGRAPH 2 ZOOM IN you will need to continue to ***make precise and effective choices of language devices and vocabulary***.

But what is meant by ***sustain a style of writing?***

This is about the mood/atmosphere of your description.

What mood are you going to create? Will it be upbeat, exciting, reassuring, glamorous, down-to-earth? Or will it be gloomy, anxious, angry or sad?

- Are you going to make the interior of the café seem cosy and inviting?
- Or are you going to make it seem depressing and grubby?
- Perhaps you will make a contrast between what it's like outside and what it's like inside?

Whichever choices you are making as a writer, the MOOD needs to be reflected in the descriptive detail you create. You will need to KEEP THE MOOD GOING across PARAGRAPH 2 ZOOM IN and PARAGRAPH 3 CLIMAX in order to keep your reader with you – to sustain the reader's interest.

Look at the model descriptive details that follow.

- a. Label each one with the MOOD being created.
- b. Identify and note down the DEVICES being used.
- c. Underline PRECISE USE OF VOCABULARY.

Example C] has been labelled for you as a guide.

A] Bedraggled flowers squinted out of
a chipped vase, their buds drooping
down to the smeared melamine table top.

OR

B] Like gaudily dressed dancers at an
exotic festival, crimson, cerise and
azure blue flowers burst from a tiny

porcelain jug, making a splash of
colour on the sparkling bench.

OR

C] Diminutive, delicate and
pale, a few flowers peeped
shyly from a miniature
vase, the only decoration
allowed on a
counter-top swept clean of all
crumbs.

Mood:

Devices:

Mood:

Devices:

Mood: neutral – unsure - observational – hesitant. Attention is being drawn to the functional cleanliness of the café and the decorative nature of the flowers.

Devices: sentence front-loaded with alliterative triplet of adjectives; personification; alliteration.

Of course, the examples above are just tasters of the descriptive detail needed for PARAGRAPH 2 ZOOM IN. You will need to produce a paragraph of this kind of descriptive detail to create the mood that you want.

ACTIVITY 15 draft your PARAGRAPH 2 ZOOM IN in the space below 10 minutes

<hr style="width: 80%; margin-left: auto; margin-right: auto;"/>
<hr style="width: 80%; margin-left: auto; margin-right: auto;"/>

Read your paragraph out to yourself or to a member of your household when you've finished.

- a. Does it create the atmosphere inside the café by focusing on one or two specific details?
- b. Does it 'show not tell'?
- c. What devices have you used?
- d. What examples of precise vocabulary choices are there?

ACTIVITY 16 annotate what you have written in GREEN PEN for each of the above elements 5 minutes.

ACTIVITY 17 preparing to draft PARAGRAPH 3 CLIMAX 10 minutes

Before you move onto drafting PARAGRAPH 3 CLIMAX let us consider one further element of our success criteria.

Creative Writing Success Criteria		
Organisation	Language selection	Technical control
Engage your reader Link and develop ideas to sustain the reader's interest Structure for effect (consider your beginning, middle and ending)	Make precise and effective choices of language devices and vocabulary Sustain a style of writing	<i>Use a range of sentence structures with accurate punctuation: full stops, question and exclamation marks; Commas, dashes, semicolons, colons, ellipsis</i>

So far you have focused on organisation and language selection. As you move onto PARAGRAPH 3 CLIMAX it's time to give thought to the sentence structures you are choosing. It is important that through the whole description you use a variety of sentence structures, requiring different kinds of accurately used punctuation.

WHY?

Well, this is key to keeping reader engagement. It shows that YOU are in control of YOUR description. Careful choice of sentence structure also helps you link your ideas and move from one part of your description to the next. Basically, it allows your reader to follow your thought process.

Read through what you have written so far.

Use the checklist below to recap what you have – and have not – used so far.

feature	☑	feature	☑	feature	☑
<i>Full stop (.)</i>		<i>Semi-colon (;)</i>		<i>Sentence beginning with an adverb ('softly...')</i>	
<i>Pair of commas (,)</i>		<i>Dash (-)</i>		<i>Sentence beginning with an adjectival triplet ('diminutive, delicate and pale...')</i>	
<i>Colon (:)</i>		<i>One word sentence</i>		<i>Ellipsis (...)</i>	

How will you progress from PARAGRAPH 2 ZOOM IN to PARAGRAPH 3 CLIMAX?

Remember, this third paragraph should be the most important part – the heart – of your description. It needs to build on what you've already written – but also show progression, a sense of change perhaps, a new element coming in.

For me, the point of going into a café is to have a much-needed cuppa. The picture shows a coffee cup. So, being served that drink is going to be the substance of my third paragraph. It's going to allow me to introduce some sense of movement after a pretty static second paragraph whilst still giving plenty of scope for descriptive detail.

Of course, I need to maintain this as a third person descriptive narrative. And also to use the past tense. I need to build on the mood I've already been creating. But the third paragraph gives an opportunity to shake up that mood a bit – perhaps introduce a change, describe a bit of action ...in a descriptive way of course! And without falling into telling a story.

This paragraph is your most challenging yet.

See my model below. Have I succeeded in the objectives I set myself?

The sharp ringing of a bell The use of present participles such as drew the waiter smartly to the 'ringing', 'holding' and 'breaking' all give a sense of immediacy, of serving hatch. With deft movement after the 'static' second movements the waiter danced his paragraph. way around the tightly-packed tables, holding aloft the steaming 'Sharp' acts to snap the reader to

Now read through all three paragraphs you have written so far.

Use the checklist below once more. This time HIGHLIGHT features you have not yet used. Two paragraphs to go! Make a note to see if you can use the features at some point.

feature	<input checked="" type="checkbox"/>	feature	<input checked="" type="checkbox"/>	feature	<input checked="" type="checkbox"/>
<i>Full stop (.)</i>		<i>Semi-colon (;)</i>		<i>Sentence beginning with an adverb ('softly...')</i>	
<i>Pair of commas (,)</i>		<i>Dash (-)</i>		<i>Sentence beginning with an adjectival triplet ('diminutive, delicate and pale...')</i>	
<i>Colon (:)</i>		<i>One word sentence</i>		<i>Ellipsis (...)</i>	

WELL DONE! You have completed LESSON 4.

LESSON 5

There remain just two paragraphs to write on our walk-through of descriptive writing. In this lesson you are going to learn about the tricky fourth paragraph and how to craft an effective ending for your description.

ACTIVITY 19 learning about ZOOM OUT technique **10 minutes**

PARAGRAPH 4 ZOOM OUT may well be the paragraph you have got least planned for so far.

How can we fix this before we begin our drafting?

What should PARAGRAPH FOUR ZOOM OUT focus on?

KEY LEARNING

Paragraph four is at a transitional point in your description: you are moving away from the climax and towards the ending.

How can this paragraph travel that distance for you?

1. Avoid just continuing to zoom in on specific descriptive details. You did that in paragraph two.
2. Do make an opportunity to connect to your reader.
3. Give a deeper meaning to your writing so that it becomes not just a description of a place but connects to or comments on the some of the big questions in life:
 - What does it mean to be a human being?
 - What are the common problems we all face?
 - What matters most to people?
 - What experiences can we all understand and share?

Paragraph four can often strike a more reflective tone – the climax of the description has been passed and you are encouraging your reader to think beyond the small details to the bigger picture – and why it matters. This can involve a shift of focus or perspective and will almost certainly broaden out the description in some way.

That is quite a lot of key learning. In the space below record what you take to be the three key points from it that you find most useful in understanding what you need to do to ZOOM OUT.

1. _____

2. _____

3. _____

Read through the models below – all possible ways of tackling a ZOOM OUT paragraph.

Looking out through the window, countless people scurried about in the busy streets

outside. Inside, the café offered a refuge, an escape from the grind and cares of everyday existence; outside, the harsh city made its demands of each and every worker.

OR

Back behind his counter the waiter quickly checked over the occupants of each table.

Every table was taken, every customer had been served. There were low hums of conversation and leisurely readings of newspapers throughout the snug and congenial

café. This, the waiter, thought, was what he looked forward to every day: friendship, unity and tranquility. A moment of calm satisfaction.

OR

A cold blast of air stormed into the cosy café as the door opened to admit a new customer as one other got up to go. In and out, out and in; the regular routine of life in the café continued as it did every day. The tide of customers would ebb and flow, ceaseless and

unchanging.

Hopefully, you can see how each model in some opens up the description, moving away from the observation of small details to considering a bigger picture than just this moment in time.

Look afresh at your plan for PARAGRAPH 4 ZOOM OUT. Add in new ideas if you need to.

ACTIVITY 20 draft your PARAGRAPH 4 ZOOM OUT below 10 minutes

ACTIVITY 21 preparing to write PARAGRAPH 5 ENDING 10 minutes

It is time for a final reminder of our success criteria

Creative Writing Success Criteria		
Organisation	Language selection	Technical control

Engage your reader Link and develop ideas to sustain the reader's interest Structure for effect (consider your beginning, middle and ending)	Make precise and effective choices of language devices and vocabulary Sustain a style of writing	Use a range of sentence structures with accurate punctuation: full stops, question and exclamation marks; Commas, dashes, semicolons, colons, ellipsis
--	--	--

You have just one final chance to meet these now: to make your ending count.

PARAGRAPH 5 ENDING is where you decelerate your description, going down the gears and finally into neutral. Just like driving a car, it is too jarring for your passenger/reader if you just slam the breaks on and come to a sudden end with no warning. On the other hand, you do need to show decisively that the description is at an end.

Consider the models below. These are not finished final paragraphs. They are just the final sentences.

- ...the empty café sighed and fell into a deep sleep, its toils completed until the next day.
- ...the emptied coffee cup rattled in the sink as another customer entered and sat down at the counter, waiting to be served.
- ...outside, the rain continued to fall whilst life carried on in the cosy café.
- ...locking the door behind him, the waiter sighed and stretched: another busy working day was ending.
- ...outside the sun slowly set and nightfall settled on the sleepy town.

How do you intend to finish your description?

- Are you going to link back in some way to your opening?
- Are you going to signal a time change or some other kind of change to close the description down?
- Are you going to use a language device to close the description?

Explain what you plan to write about in the box below, including any devices or features you plan to use.

Have one final read through to check spelling, easily confused words, capital letters and apostrophes. One approach for this is to read what you have written backwards – starting with the very last word and ending back at the beginning. Doing this stops you getting wrapped up in the meaning and can help to spot spelling errors you might otherwise miss.

Record how many corrections you made whilst proof-reading in the box below.

And that IS it! You really have completed your descriptive writing walk-through now.

ACTIVITY 24 PLENARY QUIZ 5 minutes

Complete this quiz to check your learning

1. What is the function of descriptive writing?
 - a. to follow a narrative structure
 - b. to give your opinion
 - c. to paint a picture in the reader's mind
 - d. to go into lots of detail about one scene.

2. Which word is NOT a synonym of 'congenial'?
 - a. friendly
 - b. warm
 - c. congealed
 - d. cosy

3. Which of the following does NOT usually feature in descriptive writing?
 - a. dialogue
 - b. the 'show not tell' approach to description
 - c. focusing in on describing particular details
 - d. zooming out to widen the perspective

4. Which of the following might NOT be found in a ZOOM OUT paragraph?
 - a. a description of a small item like a cup
 - b. a link to a deeper meaning
 - c. a broadening of perspective
 - d. a link to the bigger picture

5. Semi-colons and colons should not be used in creative writing TRUE/FALSE

Check your responses in the ANSWERS SECTION

LESSON 6**ACTIVITY 25 TIMED DESCRIPTIVE WRITING PRACTICE 45 minutes**

You have practiced the stages of producing a short piece of descriptive writing. In this lesson you are going to put all those stages together to produce one, cohesive piece of description based on the picture stimulus below.



TASK Using the picture above as a stimulus describe a classroom.

Use the table below to note down your initial ideas/phrases/vocabulary 5 MINUTES

Place	modern
Sights	Magnolia-coloured walls, neutral
Sounds	Commanding voice, chattering of students, click of keyboards
Smells/taste	Fresh, clean air
Touch/sensations	
Atmosphere	

ACTIVITY 26 SELF-EVALUATION 15 minutes

1. Read out your description to yourself.
2. With a green pen, give yourself a tick every time you have met some aspect of the success criteria.
3. Write in at least 5 annotations in green, identifying where you have used precise vocabulary, a language device or accurately used punctuation.

The SUCCESS CRITERIA table is here – by now you should be quite familiar with this!

Creative Writing Success Criteria		
Organisation	Language selection	Technical control
Engage your reader Link and develop ideas to sustain the reader's interest Structure for effect (consider your beginning, middle and ending)	Make precise and effective choices of language devices and vocabulary Sustain a style of writing	Use a range of sentence structures with accurate punctuation: full stops, question and exclamation marks; Commas, dashes, semicolons, colons, ellipsis

In the spaces below write out two strengths from your description – What Went Well – and an area in need of improvement – Even Better If.

WWW1: _____

WWW2: _____

EBI: _____

EXTENSION ACTIVITIES

Extend your work on the picture stimuli from pages 7, 8 and 9. Practice making 5 paragraph plans for each of them and then spend about 40 minutes for each one, drafting out your description. Use your own lined paper.

LESSON SEVEN

You have spent LESSONS ONE to SIX refining your ability to write a description creatively. For LESSONS SEVEN to NINE you will be focusing on NARRATIVE WRITING.

Remember, the SUCCESS CRITERIA is exactly the same for both descriptive and narrative writing. In fact, there is a lot of crossover in how to approach each kind of writing. But there are also some key differences.

ACTIVITY 27 NARRATIVE WRITING PRIOR LEARNING QUIZ 5 minutes

Complete the quiz below to review what you know about narrative writing.

1. Which definition best matches a narrative story?
 - a. a letter
 - b. a clear line of argument
 - c. a series of events
 - d. instructs you what to do with your life

2. Which of the following is NOT a feature of narrative writing?
 - a. engaging series of events
 - b. well-described setting
 - c. focus on one moment in time
 - d. believable characterisation

3. Which of the following is a first person narrative?
 - a. a narrative told from the perspective of an omniscient narrator who is not one of the characters
 - b. a narrative told from the point of view of multiple characters
 - c. a narrative told from one character's perspective by an external narrator
 - d. a narrative where one of the characters is also the narrator

4. Which language device would you NOT expect to find in a narrative creative writing?
 - a. metaphor
 - b. use of statistics
 - c. personification
 - d. pathetic fallacy

5. In the exam the descriptive task is always based on a picture image whereas the narrative task is always a written instruction.
TRUE/FALSE

Check your answers in the ANSWER SECTION.

ACTIVITY 28 UNDERSTANDING NARRATIVE WRITING 10 minutes

Completing the quiz should have expelled one common misconception about the exam: that the picture stimulus is always linked to the descriptive writing task.

This is a mistaken belief.

The picture CAN be linked to the narrative writing task.

Remember, the picture is only ever a stimulus – a way of getting your imagination going.

You do not need to know very much about the picture at all to tackle this task.

It is a springboard.

KEY LEARNING

Here are three questions to unlock the basic knowledge about narrative writing.

1. NARRATIVE WRITING- what is it?

1. Has an engaging series of events
2. Has a well-crafted beginning and ending
3. Features a well-described setting
4. Has believable characterisation
5. There is usually a point to the story which makes the reader care about it

2. What are the main TYPES of narrative writing?

- a. A linear or chronological narrative presents events in the order in which they happen.
- b. A non-linear or fractured narrative jumps around the timeline with multiple flashbacks or leaps forward.
- c. A circular narrative ends where it began – although the main character may have a different perspective on their situation.
- d. A parallel narrative has more than one story being developed.

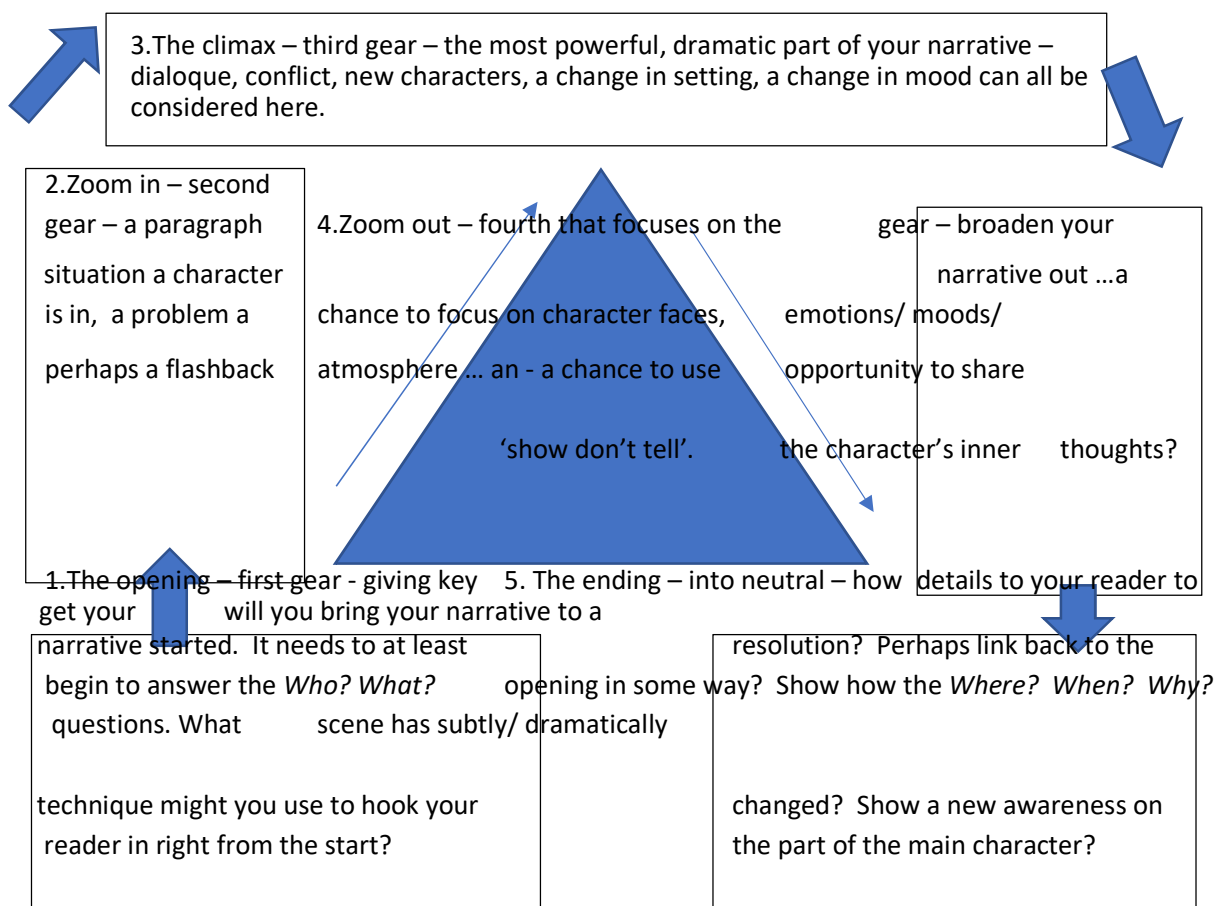
3. What are the different NARRATIVE PERSPECTIVES – who is narrating the story?

- i. First person – the main character is telling the story
- ii. Third person limited– the narrator is outside the story but is telling it from the point of view of one character
- iii. Third person multiple – the narrator is outside the story but is telling it from the point of view of multiple characters
- iv. Omniscient narrator – the narrator is outside the story and is in full control of everything that happens.

EXAM TIP: stick with a linear or chronological type of narrative unless you are a fairly confident writer. Choose either first person or third person limited to narrate the story.

ACTIVITY 29 INTRODUCING A NARRATIVE WRITING STRUCTURE 10 minutes

This is a structure you are likely to be familiar with from key stage 3 – and it certainly links up with your earlier work on structuring/planning descriptive writing.



There needs to be a sense of development, of movement, in your narrative.

HOWEVER in reality you should view yourself as writing PART of a story.

You only have 45 minutes. This shouldn't be too plot-driven. Try to cram too many events in – or unbelievable events – or retell your favourite film – and your reader will know it's fake. The best narrative writing is simple and something from your own experience, something that makes sense. Keep it simple, keep it focused, keep it believable.

UNSCRAMBLE the terms below to reveal the structure of narrative writing

KEY LEARNING

Plan for a structured 5 paragraph description:

1. NIPGONE – _____ -what is the situation/problem?
2. MOZO NI - _____
– create a sense of setting/character – flashback?
3. MICLXA - _____
– a moment of conflict, dialogue or change for the main character to face
4. OOMZ UTO - _____
– a shift in tension – a different perspective – a chance to reflect
5. GEDNIN - _____
– in what sense is the situation/problem resolved?

Once again, those 5 steps can easily be thought of as the planning for five paragraphs of writing.

Five paragraphs is about 2 sides of A4 for most of us, probably going onto a third page in the exam answer booklet as the space to write in that is quite limited. Just like with the descriptive writing, this is what we are aiming for.

It's time to take a look at the narrative task we're going to work on.

LESSON SEVEN continues on the next page.

ENGLISH LANGUAGE PAPER 1
QUESTION 5 CREATIVE WRITING
[45 minutes]
[40 marks]



TASK Write a story based on a celebration

This is a great task! Everybody has been part of a celebration at some point: a birthday, a religious event, a wedding, a party. It gives us a chance to take a positive or a negative view. There are all sorts of problems and challenges posed by celebrations and lots of opportunities for flashbacks, descriptive detail and dialogue.

You are onto a winner!

Remember, the key is to keep your plot simple and focus on using precise vocabulary and language devices.

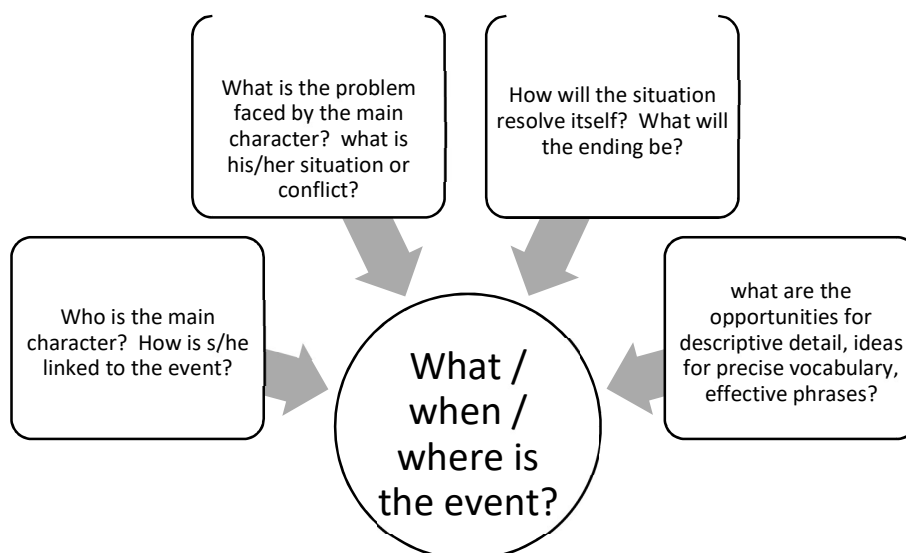
Remind yourself of the SUCCESS CRITERIA:

Creative Writing Success Criteria		
Organisation	Language selection	Technical control
Engage your reader Link and develop ideas to sustain the reader's interest Structure for effect (consider your beginning, middle and ending)	Make precise and effective choices of language devices and vocabulary Sustain a style of writing	Use a range of sentence structures with accurate punctuation: full stops, question and exclamation marks; Commas, dashes, semicolons, colons, ellipsis

You really need to work the plot out beforehand. If you do that well the ORGANISATION will take care of itself. That way, you can give most thought to LANGUAGE SELECTION and TECHNICAL CONTROL..

ACTIVITY 30 INITIAL PLANNING with the FIRST THOUGHTS MIND MAP 10 minutes

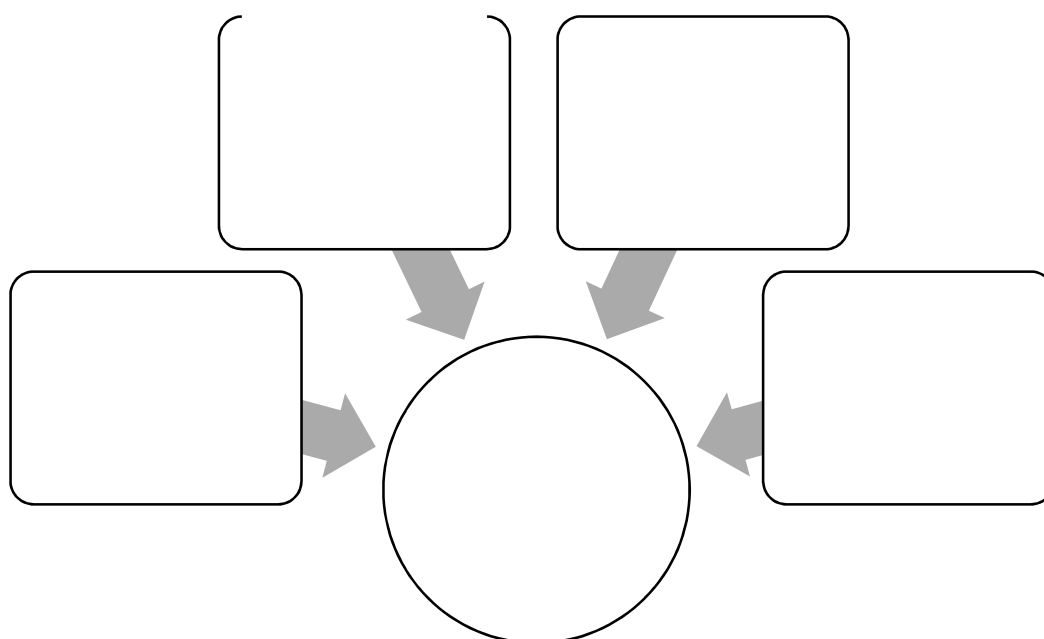
At this point a mind map or bullet points might be the most familiar approaches to getting your first thoughts about the task down– see the FIRST THOUGHTS MODEL below for some prompts.



Now, complete your own FIRST THOUGHTS MIND MAP.

Just let your thoughts flow freely at first – you can select your best ideas – and put aside the not-so-great ideas – a little later.

Add as many extra boxes as you need.



ACTIVITY 31 ORDERING YOUR IDEAS 15 minutes

Well done for completing the FIRST THOUGHTS MIND MAP. That's a great starting point for planning your narrative. But it is just that: a starting point. It is not an ordered plan. It will not of itself give you enough material for five paragraphs of writing.

Remember, working out an ordered plan in advance will leave you free to focus on your language selection when you are drafting. It will give you the imagination band-width you need to focus on using an effective range of language devices and making precise vocabulary choices.

Before you get to work on an ORDERED PLAN you do need to make decisions about the following questions.

- A. Which narrative voice are you going to use? First person? Third person limited?
- B. What is the problem the character faces or the situation they are in?
- C. How will that problem/situation get resolved?

Remember, really you are going to create PART of a story: don't try to pack too much in. Now we can move onto to ORDERING YOUR IDEAS – producing a detailed plan.

Narratives usually deal with a series of events whereas descriptions depict one moment in time. So, the sequencing of events in your ORDERED PLAN is particularly important.

See the MODEL PROMPT PLAN below for guidance as to what your plan should contain.

Paragraph	Ideas	Precise vocab/ phrases/devices
1.Opening	Introducing the main character/protagonist Dealing with the who/what/where/when aspects of your narrative enough so that your reader can follow the narrative. REMEMBER: 'show don't tell'	Hooking your reader in – how can you use language to begin creating a mood?
2.Zoom in	Introducing the problem/ situation/ dilemma/ conflict the protagonist is in – what needs resolving in the situation? Perhaps use a flashback?	Descriptive detail needed to paint a picture for the reader
3.Climax	Introduce a change that moves the story on –eg the party begins, a new character enters, something of significance happens. Opportunity for dialogue?	Use language that creates tension: short sentences, pathetic fallacy to intensify mood, carefully chosen dialogue
4.Zoom out	How will you reduce the tension? How will the situation your character is in resolve itself? Is this a chance to explore the inner thoughts and feelings of the protagonist? To take a different perspective? How are you preparing your reader for the ending?	A chance to develop longer sentences and use language devices such as metaphor to convey feelings to the reader.
5.Ending	How are you going to end your narrative? Return in some way to the beginning? How will things have changed from the beginning? What is the final mood you want to leave your reader with?	Precise vocabulary.

Use the table below to record your ideas for an ORDERED PLAN.

Paragraph	Ideas	Precise vocab/ phrases/ devices

1.Opening		
2.Zoom in		
3.Climax		
4.Zoom out		
5.Ending		

WELL DONE! That is an important task completed.

As you get nearer to the exam you will find that your planning process speeds up and does not need to be quite so detailed or time-consuming. At this stage, however, you DO NEED to produce a detailed plan. You are training your imagination to think in a certain way. Think of it as practising a sport. The match might only be 45 minutes but it's the training you do beforehand that means you are match-ready!

ALTERNATIVE OPENING 1

ALTERNATIVE OPENING 2

WELL DONE! That’s the end of LESSON 7. Take a well-deserved break.

LESSON 8

In LESSON 7 you refreshed your thinking about what is narrative writing and how to plan for a narrative writing task. You considered a picture stimulus, planned for it and have written your PARAGRAPH 1 OPENING.

In LESSON 8 you are going to move on from this to complete the narrative writing task.

Start by reminding yourself of the SUCCESS CRITERIA:

Creative Writing Success Criteria		
Organisation	Language selection	Technical control
Engage your reader Link and develop ideas to sustain the reader's interest Structure for effect (consider your beginning, middle and ending)	Make precise and effective choices of language devices and vocabulary Sustain a style of writing	Use a range of sentence structures with accurate punctuation: full stops, question and exclamation marks; Commas, dashes, semicolons, colons, ellipsis

ACTIVITY 33 **PARAGRAPH 1 OPENING SELF-EVALUATION** **10 minutes** Read

back through your story opening.

If you completed the EXTENSION TASK choose ONE of your three openings to focus on.

In the spaces below write out two strengths from your opening – What Went Well – and an area in need of improvement – Even Better If.

WWW1: _____

WWW2: _____

EBI: _____

Now look back at your planning for PARAGRAPH 2 ZOOM IN.

Whose perspective are you writing from? Whether it is first or third person you will need to keep it going.

How will you link from your opening paragraph to this second paragraph?

ACTIVITY 38: REVIEWING and PROOF-READING 5 minutes

Read through, edit and proof-read your writing. Look particularly at how you are linking from one paragraph to the next. Make corrections in green pen.

WELL DONE! You've completed your narrative writing task.

ACTIVITY 39 SELF-EVALUATION 15 minutes

4. Read out your narrative to yourself or to a member of your household.
5. With a green pen, give yourself a tick every time you have met some aspect of the success criteria.
6. Write in at least 5 annotations in green, identifying where you have used precise vocabulary, a language device or accurately used punctuation.

For one final time, the SUCCESS CRITERIA table is here to help your SELF-EVALUATION.

Creative Writing Success Criteria		
Organisation	Language selection	Technical control
Engage your reader Link and develop ideas to sustain the reader's interest Structure for effect (consider your beginning, middle and ending)	Make precise and effective choices of language devices and vocabulary Sustain a style of writing	Use a range of sentence structures with accurate punctuation: full stops, question and exclamation marks; Commas, dashes, semicolons, colons, ellipsis

In the spaces below write out two strengths from your narrative – What Went Well – and an area in need of improvement – Even Better If.

WWW1: _____

WWW2: _____

EBI: _____

LESSON NINE

You have now reviewed your CREATIVE WRITING skills and practised both DESCRIPTIVE and NARRATIVE WRITING.

The purpose of this final lesson is to REFLECT on and CONSOLIDATE what you have learnt – to remember the key points and to take these forward into future work on this topic.

ACTIVITY 40 PLENARY QUIZ 10 minutes

Read through this whole booklet again then complete the quiz below. Then CHECK how you did in the ANSWERS SECTION.

1. In creative writing which of the openings below does NOT use the 'show don't tell' method?
 - a. 'Liam was a shy fifteen year old boy joining a new school'.
 - b. "OK, Liam, it's time to get out now." Liam's mum coaxed the tense, silent form of eldest son sat next to her in the family car.'
 - c. 'His eyes taking an intense and sudden interest in the swept-clean paving slabs under his feet, the boy made his way to the student entrance, carefully avoiding contact with the masses of students loitering there.'
 - d. 'In the school yard students pristine in new uniforms milled about, greeting each other after the long Summer break. At the edge of the crowd stood Liam, blinking – his hesitant smile had as yet found no friendly response from his new classmates apart from the odd overt and curious stare.'

2. To engage the reader both descriptive AND narrative writing should have a sense of development or movement in their structure.
TRUE/FALSE

3. Only narrative writing needs planning out and linking from one paragraph to the next.
TRUE/FALSE

4. In 'media res' is when a narrative starts in the middle of an action or in the middle of a conversation.
TRUE/FALSE

5. Which of the following is NOT a recommended way to begin a narrative?
 - a. description of the setting.
 - b. introducing a character.
 - c. a flashback.
 - d. using an unusual sentence structure or intriguing detail.

6. In narrative structure what is the denouement another name for?

- a. the beginning
- b. the climax
- c. zooming in
- d. the ending

7. In narrative writing we start with a key event, a conflict or perhaps a situation. The aim of the narrative is to _____ the problem. Circle the missing word.

- a. avoid
- b. resolve
- c. block
- d. think about

8. Below are possible functions of an ending. Which is false?

- a. logical resolution provided
- b. provides a sense of justice
- c. initiates a moment of action
- d. culminates in a moment of change, physical or mental.

9. What is a 3rd person limited narrative?

- a. The narrator is outside of the narrative but writing from the perspective of one character.
- b. The narrator is outside of the narrative but writes from the perspective of more than one character.
- c. A character narrates the story.
- d. The narrator is outside of the story and is omniscient – writes knowing everything about the story.

10. Which of the following is NOT a structural feature used in narrative writing?

- a. linear
- b. perpendicular
- c. flashback
- d. chronological

ACTIVITY 41 CREATE 2 QUIZ QUESTIONS OF YOUR OWN 10 minutes

Create 2 further quiz questions of your own on this topic in the box below.

ACTIVITY 42 DESIGN YOUR OWN CREATIVE WRITING REVISION AID 40 minutes**WHAT IS A CRIB SHEET?**

- A CRIB SHEET is just one side of paper that attempts to present EVERYTHING a student needs to know on one particular topic.
- This means that all exercise books etc can be put to one side: for revision purposes a student can just refer to the CRIB SHEET to learn and recall what needs remembering.

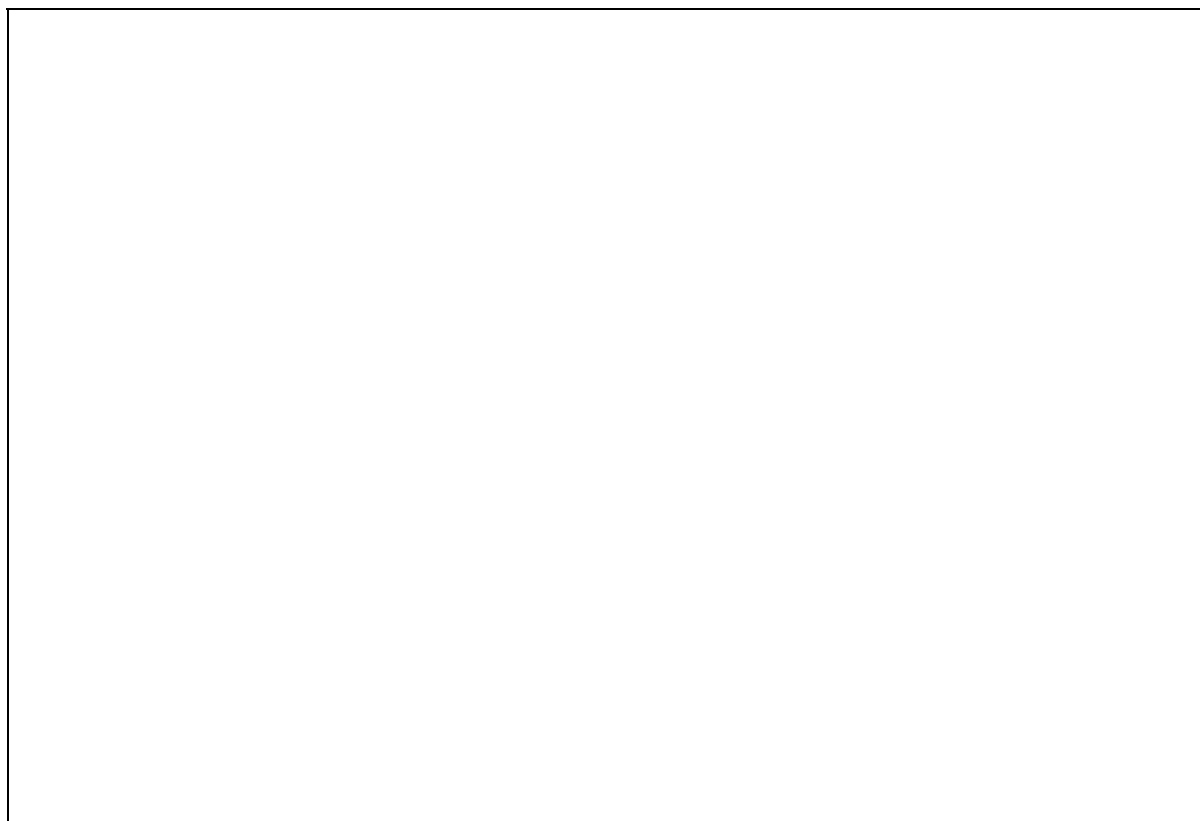


Information on a CRIB SHEET should be presented in such a way that it is easy to retrieve information: key words rather than wordy explanations should be the

ACTIVITY focus. EXTENSION ACTIVITIES

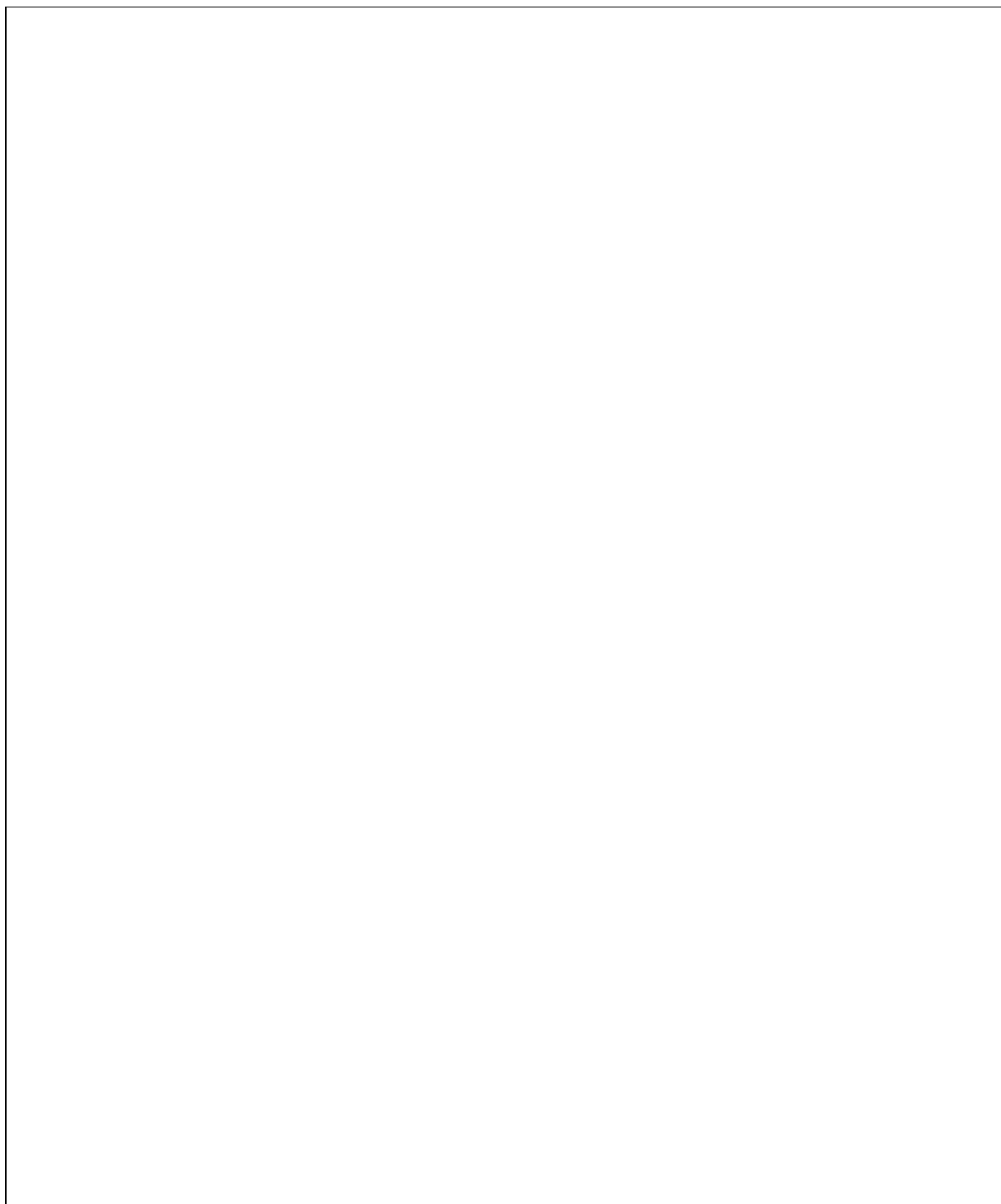
- Different sections, bullet points, different colour are just some of the techniques that can make CRIB SHEETS effective.
- Revision POSTCARDS or FLASHCARDS are a variation of the CRIB SHEET. A series of POSTCARDS can present standalone parts of a larger topic eg a separate postcard on each different LANGUAGE DEVICE to be used in creative writing.

- Spend time going back through this booklet.
- Pay particular attention to the KEY LEARNING boxes.
- As a starting point, use the box below to jot down key ideas you want to use in your own CREATIVE WRITING CRIBSHEET



Think about how you can PRESENT your key learning about creative writing in your own CREATIVE WRITING CRIBSHEET.

Design your CREATIVE WRITING CRIBSHEET in the space below.



EXTENSION ACTIVITY

Find your own picture stimuli for narrative writing.

For each picture you choose to write about select one of the following tasks:

1. A narrative about a conflict.
2. A narrative about moving home.
3. A narrative about school.
4. A narrative about a party.
5. A narrative about visiting a relative.

WELL DONE! You've now completed the CREATIVE WRITING REMOTE LEARNING FOR YEAR 10 PROJECT.

You can check quiz answers etc below.

ANSWER SECTION**ACTIVITY 1: 10 Minute Recap Quiz**

1] When describing a place which of these approaches should NOT form part of your writing?

c. Making a counter-argument

2] When planning narrative writing you should always plan to end on a cliffhanger

FALSE

3] When you are choosing vocabulary you need to make sure that you are being _____

c. precise

4] Descriptive writing describes a series of events.

FALSE

5] Which literary technique shows human emotions being reflected in the natural world? (eg in the weather 'It was a dreary night': showing that the narrator is depressed) c. pathetic fallacy

ACTIVITY 3: 15 minute ideas/vocabulary generator

Place	Café, coffee shop, town centre, precinct, high street, shopping centre
-------	--

Sights	Inside the café: crowded or empty tables, pretty posies of flowers, gleaming coffee cups; coffee spilling over into saucers Outside: blurry scenes beyond a steamed-up window; sunshine spilling onto pristine pavements
Sounds	Inside: clink of coffee cups; ringing of tinny bell as door opens and closes on customers; quiet conversations OR a cacophony of voices; Outside: the hum/purring of car engines; clop-clop of footsteps
Smells/taste	Aroma of fresh coffee stale taste of forgotten fancy cakes left on display too long Scent from the posy of flowers, a reminder of an early Summer stroll
Touch/sensations	Sensation of cold air blasting in through the constantly opening and closing door Tired pastry crust that needs chewing a hundred times prior to swallowing Chipped, melamine counter-top wiped smooth and clean a million times before
Atmosphere	Cosy, comforting Lonely, solitary Peaceful oasis Squalid, care-worn

ACTIVITY 5: 5 minute quiz

- 1.Descriptions are not really sequenced. There's no development - just keep focusing on describing. FALSE
- 2.Saying 'a lot about a little' means write as much as you can in your answer; just keep adding in ideas as you think of them.
FALSE
- 3.Box planning is most likely about filling your description with random descriptive detail.
FALSE
- 4.Just writing up your initial ideas/vocabulary generator table will be enough to produce a good piece of writing. FALSE
- 5.The biggest issue with descriptive writing is that students panic and end up writing a narrative – a story.
TRUE

ACTIVITY 8: 10 minutes planning plenary quiz

1. Petrichor is a noun meaning the smell of:

d. soil when it is wet

2. Initial planning involves generating ideas, vocabulary and descriptive detail in response to a task or stimulus.

TRUE

3. The initial ideas/vocabulary/phrases generator table encourages you to plan using the 5 senses to explore a scene.

TRUE

4. Part of BOX PLANNING is to have to plan to describe what is in every single box.

FALSE

5. A description of a place needs to include details that cover a period of time, for example, a week.

FALSE

ACTIVITY 10: 20 minutes sequencing five elements of your description Model

five paragraph sequenced plan.

Paragraph	Ideas	Precise vocab/devices
1. Opening	<i>Start on the outside – café signage drawing attention</i>	<i>Bustling, dusty Inviting, welcoming, charming</i>
2. Zoom in	<i>Focus on vase of flowers – link to freshness, countryside</i>	<i>Perfume, simplicity Vivid colours</i>
3. Climax	<i>Drinking coffee – enjoying a break</i>	<i>Relaxation, satisfaction, aroma, warmth, soothing</i>
4. Zoom out	<i>Looking through the window – contrast stillness and peace inside cafe to stress and strain of city life</i>	<i>Fraught, anxious tranquil</i>
5. Ending	<i>Door opening – leaving the café – renewed and ready to re-enter the busy world of work</i>	<i>Reluctance, resolved, closure</i>

ACTIVITY 11: 10 minute reflections on language selection

What other language devices can you identify from the example openings?

1. personification	2. pathetic fallacy	3. alliteration
--------------------	---------------------	-----------------

4.metaphor	5.simile	6.power of three
7.onomatopoeia	8.use of present participle	9.Repetition

NOTE: these are just 9 well-known examples. You may have different examples in your table. That's fine. What is more problematic is not having any devices to draw upon in your own creative writing.

ACTIVITY 24 5 minutes PLENARY QUIZ

- 1.What is the function of descriptive writing?
c.to paint a picture in the reader's mind
- 2.Which word is NOT a synonym of 'congenial'?
c.congealed
- 3.Which of the following does NOT usually feature in descriptive writing? a.
dialogue
4. Which of the following might NOT be found in a ZOOM OUT paragraph?
a.a description of a small item like a cup
- 5.Semi-colons and colons should not be use in creative writing FALSE

ACTIVITY 27 NARRATIVE WRITING PRIOR LEARNING QUIZ

- 1.Which definition best matches a narrative story?
c. a series of events
- 2.Which of the following is NOT a feature of narrative writing?
c. focus on one moment in time
3. Which of the following is a first person narrative?
d. a narrative where one of the characters is also the narrator
4. Which language device would you NOT expect to find in a narrative creative writing?
b. use of statistics
5. In the exam the descriptive task is always based on a picture image whereas the narrative task is always a written instruction.
FALSE

ACTIVITY 39 10 minutes PLENARY QUIZ

1. In creative writing which of the openings below does NOT use the 'show don't tell' method?
a. 'Liam was a shy fifteen year old boy joining a new school'.

2. To engage the reader both descriptive AND narrative writing should have a sense of development or movement in their structure.

TRUE

3. Only narrative writing needs planning out and linking from one paragraph to the next. FALSE

4. In 'media res' is when a narrative starts in the middle of an action or in the middle of a conversation.

TRUE

5. Which of the following is NOT a recommended way to begin a narrative? c. a flashback.

6. In narrative structure what is the denouement another name for?

d. the ending

7. In narrative writing we start with a key event, a conflict or perhaps a situation. The aim of the narrative is to _____ the problem. Circle the missing word. b. resolve

8. Below are possible functions of an ending. Which is false?

c. initiates a moment of action

9. What is a 3rd person limited narrative?

a. The narrator is outside of the narrative but writing from the perspective of one character.

10. Which of the following is NOT a structural feature used in narrative writing? b. perpendicular

END