

## Suggested lesson plan

### Paper 1 Question 5

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| <b>Learning objective:</b> <ul style="list-style-type: none"> <li>• Develop knowledge and understanding of narrative and creative writing.</li> <li>• Create an effective narrative/creative writing plan and response.</li> <li>• Analyse and evaluate a model narrative/creative writing text (optional).</li> </ul>   |   |
| <b>Starter</b>   | <b>Differentiation</b>  |
| <p>Picture of a busy train station (from P1Q5) shown via PPT (can also be printed off and given to students). Students to complete task:</p> <ul style="list-style-type: none"> <li>• Imagine you are one of the people in the image: what would you feel, hear, see, smell, taste?</li> </ul>   | <p>Teacher support and questioning.</p>   |
| <p>Extension activity: list adverbs and adjectives (or synonyms for those already used) to add detail – students can also use a thesaurus, or <a href="https://www.thesaurus.com">thesaurus.com</a>. Students to exchange answers in pairs followed by teacher led discussion and sharing of answers to group.</p>   | <p>Differentiated worksheet or complete independently in exercise books.</p>  |
| <b>Introduction to question and task</b>   | <b>Differentiation</b>  |
| <p>Share learning objective and brief recap of Paper 1 Question 5.</p> <p>Students to briefly discussion question (answers shared through teacher led discussion): what features should you include in an effective creative/ narrative writing answer?</p> <p>Introduce students to main task and read through example question and response (highlighting that this example is the expectation). Example received 15 marks for content and organisation (AO5) and 10 marks for SPaG (AO6) – teacher to choose whether to share this information with students.</p> | <p>Targeted teacher support and questioning.</p> <p>Differentiation through pairing/ prompts during discussion.</p> |

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| <p>Extension/alternative task if session is 3 hours long:</p> <ul style="list-style-type: none"> <li>• Students given brief recap of Q5 mark scheme.</li> <li>• Students given highlighters and to identify 1. range of punctuation; 2. range of sentence structure/length and 3. range of vocabulary in example.</li> <li>• Students to also give a level/mark and feedback (using the mark scheme): What is done well? What can improve?</li> </ul>   | <p>Stretch and challenge through student discussion of mark/level achieved by example response.</p>  |
| <p><b>Planning</b></p>  | <p><b>Differentiation</b></p>  |
| <p>Introduction to planning technique(s): zooming in (for description element of question) and ‘story mountain’ (for narrative element of question).</p> <p>‘Zooming in’ – identifying three areas of a picture to focus on and describe in significant detail. This planning type best supports descriptive writing. ‘Story mountain’ – the five key stages of any story. This supports narrative writing and supports students to structure their response.</p> <p><b>Teacher to cover one or both of these approaches, depending on lesson length. Students will then complete their own plan.</b></p> | <p>Teacher support and extension through questioning.</p> <p>Differentiation through planning sheet(s).</p> <p>Differentiation through student engagement with planning example.</p> |
| <p>Extension/alternative task if session is 3 hours long:</p> <ul style="list-style-type: none"> <li>• Cover both planning styles (for narrative and descriptive writing).</li> <li>• Create an additional model for each planning style with students completing a plan for both types of response.</li> </ul>   |  |

| Main task   | Differentiation  |
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| <p>Having completed a plan, teacher to briefly recap the example response and then complete another example using suggestions and ideas from students (and content from their plans). This can either be completed using a visualiser, on a whiteboard or by typing directly into the PPT slide. Teacher to highlight elements needed for an effective response.</p> <p>Students will then complete an example response for Paper 1 Question 5 using the differentiated prompt.</p>   | <p>Teacher support and extension through questioning.</p> <p>Three levels of differentiation through writing prompt (tick-list).</p>   |
| <p>Extension/alternative task if session is 3 hours long:</p> <ul style="list-style-type: none"> <li>• Students to identify additional vocabulary to support their response using thesaurus or <a href="https://www.thesaurus.com">thesaurus.com</a></li> <li>• Having finished their narrative/description, students will then complete the opening paragraph for the alternate task (a description if student has done a story, and vice versa).</li> <li>• Students to use the mark scheme used in previous activity, and add to their response to up-level.</li> </ul>                            | <p>Give selected students additional time, starter sentence, key vocabulary or access to a thesaurus.</p> <p>Create a distribute additional prompt/ knowledge organiser for students who require additional support.</p> |
| Plenary   | Differentiation  |
| <p>Students self or peer assess. For self-assessment, students to re-read their response and use suggested feedback on slides titled ‘What went well’ and ‘What can I improve?’ to identify three comments which relate to their work. Students should copy out comments underneath their own work.</p> <p>For peer-assessment, students should swap work with a peer, read through the response and copy three relevant feedback comments underneath the response (two comments for ‘What went well’ and one comment from ‘What can I improve?’).</p> <p>Final slide on ‘top tips’ to be shared.</p> | <p>Teacher support and extension through questioning.</p> <p>Teacher to support relevant students to identify strengths/areas for improvement in their responses.</p>  |

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| <p>Extension/alternative task if session is 3 hours long:</p> <ul style="list-style-type: none"><li>• Ask students to identify (via highlighting or underlining) <b>where</b> think they have been successful and <b>where</b> they need to improve according to their feedback – if they have stated they have used a range of vocabulary, ask them to highlight it.</li><li>• Ask students to copy out the top tip they will follow in future sessions.</li></ul> |  |
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