

## Transactional Writing Year 9

Week 1	What learning should I complete?
Lesson 1	<p><b>Activity One</b> Read the short extracts from pieces of non-fiction writing. For each, decide on the tone of voice created and pick out two features of the sentence that creates the tone you've chosen.</p> <p><b>Activity Two</b> For each tone, tick or cross whether you would use the words</p>
Lesson 2	<p><b>Activity Three</b> Use the table to make a list of things you think might improve or reduce your credibility</p>
Lesson 3	<p><b>Activity 4:</b> Read the excerpt from an open letter to Theresa May. It was written by an individual on their self-published blog. 1. How would you describe the general tone of voice they've created? 2. Highlight any points at which you feel their credibility has been reduced and annotate with why.</p>
Lesson 4	<p><b>Activity Five:</b> Writing in Different Tones Imagine you were going to write a letter to your parent or guardian suggesting they need to change their parenting style – either to become stricter or less strict.</p> <p>1. What tone of voice would you need to use if speaking to your parent or guardian?</p> <p>What kind of tone might a parent/guardian respond poorly to? Circle any features you are going to use to create the perfect tone, and cross out any you would avoid. Yours might be different to other students' views as you do not have the same parent/guardian!</p>
Week 2	Friendly or Formal?
Lesson 1	<p><b>Activity One - Contractions</b></p> <p>Contractions are a feature of a friendly voice, not a formal voice. Turn these contractions into their full, formal forms.</p>
Lesson 2	<p><b>Activity Two – Punctuation</b></p> <p>Complete the table to remind yourself of the purposes of each of these types of punctuation</p>
Lesson 3	<p><b>Activity Three – Friendly Punctuation</b> Imagine you're writing an email to a friend. Try to sound friendly in each sentence.</p>

Lesson 4	<b>Activity Four –</b> Look back at the example. Imagine you're Jeff and Joe is not your friend, but the head of a recruitment agency – how would you need to change this email to make it more formal? Annotate the example.
Week 3	
Lesson 1	<b>Activity Five – Should I use first person or third person?</b> Read each text and decide: a) first or third person? b) friendly or formal? c) what tone of voice you'll try to create
Lesson 2	<b>Adding Convincing Detail –</b> <b>Activity 1</b> – Look at this screenshot from 'About Guildford – Winter 2018.' Skim-read the article and highlight every single detail the writer has included to improve their credibility.
Lesson 3	<b>Activity 2</b> – Look back at one of the questions we considered earlier: Write the words of an advice leaflet for local parents who are trying to make their family healthier. <b>Make a list of details you know (or could make up!) and could include in your leaflet.</b>
Lesson 4	<b>Arguments and Counter-Arguments</b> <b>Activity 1:</b> Look at these two examples of an argument written in response to the task: Write the words of a speech to give to your teachers about ways the school behaviour system should be changed. <b>For what reasons is Example Two more credible?</b>
Week 4	
Lesson 1	<b>Activity Two – What references could I use to support my arguments?</b> Fill in the table to show yourself the variety of different references you know and could use to illustrate an argument. Sometimes these can be used to replace an anecdote, and references are often useful for helping an audience understand an idea they may not be familiar with.
Lesson 2	<b>Activity Three – Considering others' points of view</b> Read the statements and write down one view you have, and one view others might hold, for each.
Lesson 3	<b>Activity Four – Write a Developed Paragraph</b> One of your teachers recently said, "Books are no longer needed in the world because we have better ways of accessing stories." Write a paragraph arguing your view of this situation.
Lesson 4	<b>Adverbs and Adverbial phrases</b> <b>Activity 1:</b> Here is a list of adverbs or adverbial phrases you might like to include in your writing – can you think of any others?

Week 5	
Lesson 1	<p>Introductions</p> <p><b>Activity 1</b> – Read the introductions – how do they hook the reader in?</p>
Lesson 2	<p><b>Activity 2</b> - Based on our analysis of the introductions you've seen, make a list of what makes a successful or unsuccessful introduction</p>
Lesson 3	<p><b>Activity 3</b> – Using your list, write an introduction that hooks your reader for the task: Write the words of a speech encouraging your local MP to offer more job opportunities for young people</p>
Lesson 4	<p>Conclusions <b>Activity 1</b> – Read these conclusions. How does each motivate, inspire or sum up for the reader?</p> <p><b>Activity 2</b> – Based on our analysis of the conclusions you've seen, make a list of what makes a successful or unsuccessful conclusion</p> <p><b>Activity 3</b> – Using your list, write a conclusion that offers a summary and next steps for your audience for the question: Write the words of a speech encouraging your local MP to offer more job opportunities for young people</p>