

Year 9 Summer Transition Work

3 hours a week

The aim of this work is to continue to analyse how non-fiction texts are crafted and how to craft our own transactional texts. This element is a part of GCSE English Language. Each week includes a short video explanation of the content and skills as well as a series of tasks to complete. By the end of the 7 weeks, you will have revised the following components:

Topics to complete:

1. How to write for different audiences
2. How to write for different forms
3. How to effectively answer a transactional writing question
4. How to evaluate exiting non-fiction texts

Week one: Writing for different audiences	<ol style="list-style-type: none">1. Video: explaining how we write for different types of audiences and the difference between formal and informal writing.2. Tasks: Annotate an example letter for formal features, reword existing sentences to suit the right kind of audience and write your own letter of complaint.3. Assessment: submit the letter to your teacher.
Week two: Writing for different purposes	<ol style="list-style-type: none">1. Video: walking students through the different ways we might write to persuade, to entertain and to inform.2. Tasks: 3 tasks to complete.3. Assessment: One task to submit to your teacher.
Week three: Transactional writing	<ol style="list-style-type: none">1. Video: explaining how to answer a transactional writing question, including plan, content and length. Walk through an example answer to another question as guidance.2. Tasks: Students choose one of two questions. Plan first and then write a response for 45 minutes. It should be at least 2 sides handwritten, or 1000 words if typed.3. Assessment: Submit this task to your teacher.
Week four: Introducing evaluation	<ol style="list-style-type: none">1. Video: explaining what it means to 'evaluate' in English, with examples from different media.2. Tasks: 3 tasks designed to get students to begin their evaluating skills.3. Assessment: Submit one task to your teacher.

<p>Week five: Evaluating paragraphs</p>	<ol style="list-style-type: none"> 1. Video: explanation of how to format PEEJ paragraphs and good/bad examples. 2. Tasks: Improvement of existing PEEJ paragraphs, followed by students writing two of their own evaluative PEEJ paragraphs 3. Assessment: Submit your two evaluative paragraphs to your teacher.
<p>Week six: Evaluating practice</p>	<ol style="list-style-type: none"> 1. Video: explaining how to tackle an evaluation question in an exam. Walkthrough an example answer to another question. 2. Tasks: Answer the set question with a new text. Plan first and then write a response for 40 minutes. You should write 3-4 paragraphs. 3. Assessment: Submit this task to your teacher.
<p>Week seven: Persuasive writing</p>	<ol style="list-style-type: none"> 1. Video: What makes writing persuasive and how students can achieve this. Example writing that is considered persuasive and less effective examples. 2. Tasks: Students are to write persuasively about three different topics. Then choose from a selection of questions, which transactional writing task they would like to answer. This should be two sides of handwritten A4 or 1000 typed words. 3. Assessment: Students should submit their transactional writing task to their teacher.