

Spring | English | Language Paper 1: Writing

Week 1: Introduction to Question Five

- Question 5 is 40 marks in 40 minutes.
- There is a choice of two questions: answer one. Some questions will ask for a narrative and some for a description, but you might get two the same.
- It is important that you plan your answer so that you stay on track.
- Remember you are only writing an extract, not a full piece.

Week 2: Structuring a Response

- It is important to remember to paragraph your writing so that you guide the examiner fluently through your work, using discourse markers for structure.
- You could consider writing a narrative that has a flashback or a cyclical structure to show the examiner that you can vary your structure.

Week 3: Vocabulary and Figurative Language

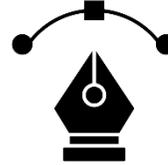
- Try to use some aspirational vocabulary in your response. However, do not overuse vocabulary and make sure you understand its meaning.
- Try to use some figurative language in your response. However, do not overuse figurative language. Make sure it suits your writing and is convincing.

Week 4: Sentence Forms

- You should try to use a wide variety of sentence forms in your writing.
- You should aim to use sentence forms for effect. For example, you might use short sentences to build tension or create shock. Or, you might use longer sentences to reflect something ongoing or to show a character is panicked.
- You might also look at varying your sentence openers so that they are not repetitive, although be careful not to lose the fluency of your writing.

Week 5: SPaG

- It is important to use basic punctuation accurately, but also to try and use a range of punctuation. Using punctuation for effect is also a good idea.
- Try to practice tricky spellings using the spelling strategies.
- Try to remain in the same tense (past/present) throughout your writing.
- Try to ensure you are grammatically correct. For example, avoid using 'gonna' or 'wanna'. Remember that 'we was' should be 'I was' or 'we were'.



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| Narrative | A written account of connected events; a story, or part of one. |
| Description | Detailed writing about people and objects that uses imagery to describe. |
| Paragraph | A section of writing. A new paragraph often occurs when the time, place, topic, or person changes. |
| Discourse markers | Words or expressions that link and organise sentences by making connections between sentences and wider paragraphs. |
| Independent clause | A full grammatical sentence that can stand alone as a complete thought. |
| Subordinate clause | Part of a sentence that cannot stand alone as it is not a complete thought. |
| Minor | An incomplete sentence (often missing a verb) that makes sense. |
| Simple | One independent clause with one verb. |
| Compound | Two independent clauses joined by a FANBOYS connective. |
| Complex | An independent and subordinate clause joined by a conjunction. You can join this with a compound sentence to make compound-complex |
| Semi-Colon | Joins two independent clauses together (which are about the same topic) instead of using a conjunction. |
| Colon | Colons follow independent clauses and can be used to introduce a list, a quote, an explanation or to draw attention to something. |
| Homophone | Two or more words having the same pronunciation but different meanings or spelling e.g. their/there/they're. |
| Homonym | Two or more words having the same spelling or pronunciation but different meanings e.g. 'bat' and 'bat'. |