

LI: I will use my senses to zoom in on details when writing a war setting.

Question	Answer
1. What is a 'describing word' called?	
2. What is a noun?	
3. What type of word is 'running'?	
4. What words does a writer use when writing in 1 st person?	
5. What years did WW1 take place?	
6. What years did WW2 take place?	

Academic Vocabulary

Senses

Zoom in

War

Conflict

Adjectives

LI: I will use my senses to zoom in on details when writing a war setting.

Question	Answer
1. What is a 'describing word' called?	Adjective
2. What is a noun?	Person, thing or place
3. What type of word is 'running'?	Verb
4. What words does a writer use when writing in 1 st person?	I, my, me
5. What years did WW1 take place?	1914-1918
6. What years did WW2 take place?	1939-1945

Academic Vocabulary

Senses

Zoom in

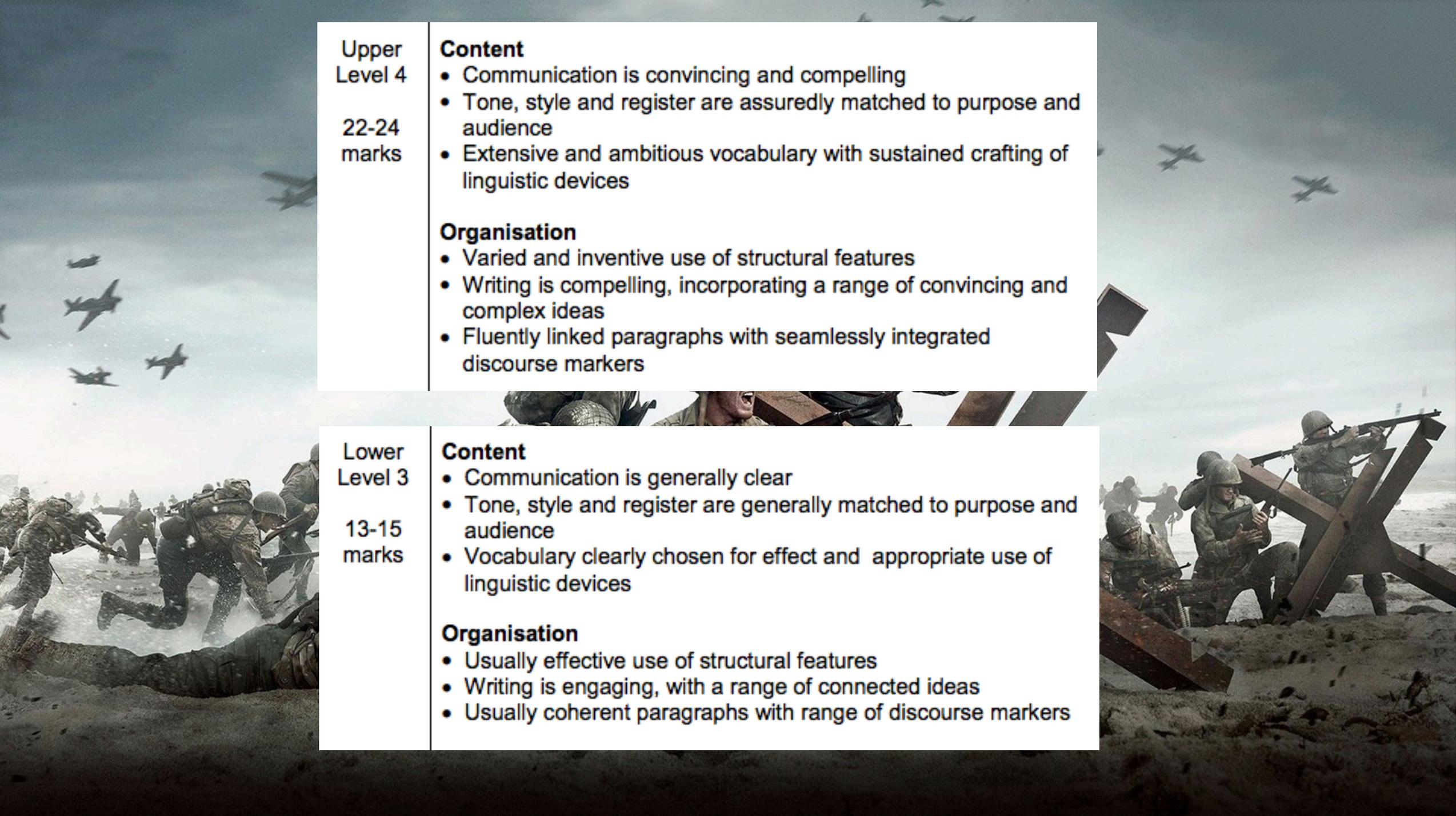
War

Conflict

Adjectives

Creative Writing - War

- This topic will focus on your creative writing.
- In the first English Language GCSE exam, this is worth 40 marks – that's half of the paper!
- These 40 marks are split into AO5 (24) and AO6 (16).
 - AO5 = Content, Structure and Ideas
 - AO6 = SPaG
- War writing is often some of the most detailed and tense writing out there – so we are going to have a go at it as well.



Upper
Level 4

22-24
marks

Content

- Communication is convincing and compelling
- Tone, style and register are assuredly matched to purpose and audience
- Extensive and ambitious vocabulary with sustained crafting of linguistic devices

Organisation

- Varied and inventive use of structural features
- Writing is compelling, incorporating a range of convincing and complex ideas
- Fluently linked paragraphs with seamlessly integrated discourse markers

Lower
Level 3

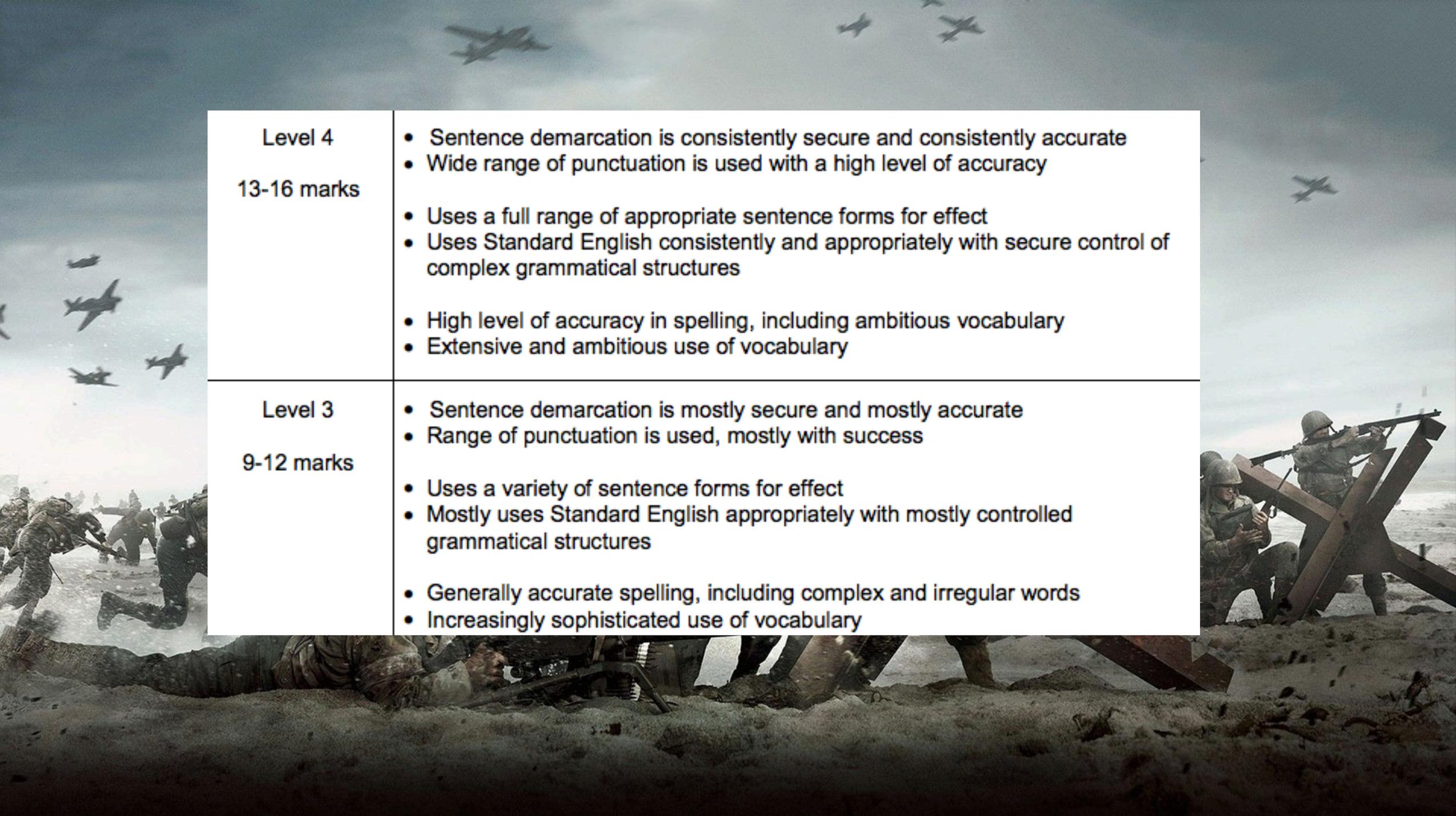
13-15
marks

Content

- Communication is generally clear
- Tone, style and register are generally matched to purpose and audience
- Vocabulary clearly chosen for effect and appropriate use of linguistic devices

Organisation

- Usually effective use of structural features
- Writing is engaging, with a range of connected ideas
- Usually coherent paragraphs with range of discourse markers



<p>Level 4</p> <p>13-16 marks</p>	<ul style="list-style-type: none">• Sentence demarcation is consistently secure and consistently accurate• Wide range of punctuation is used with a high level of accuracy • Uses a full range of appropriate sentence forms for effect• Uses Standard English consistently and appropriately with secure control of complex grammatical structures • High level of accuracy in spelling, including ambitious vocabulary• Extensive and ambitious use of vocabulary
<p>Level 3</p> <p>9-12 marks</p>	<ul style="list-style-type: none">• Sentence demarcation is mostly secure and mostly accurate• Range of punctuation is used, mostly with success • Uses a variety of sentence forms for effect• Mostly uses Standard English appropriately with mostly controlled grammatical structures • Generally accurate spelling, including complex and irregular words• Increasingly sophisticated use of vocabulary

Task 1: What is war?

- War means lots of things to lots of people. It makes people think of thousands of different things.
- Write down:
 - As many different things, ideas or words that 'war' makes you think of.
 - Any connotations you have for the word 'war'.

Connotations: the ideas or feelings that a word invokes in a reader.

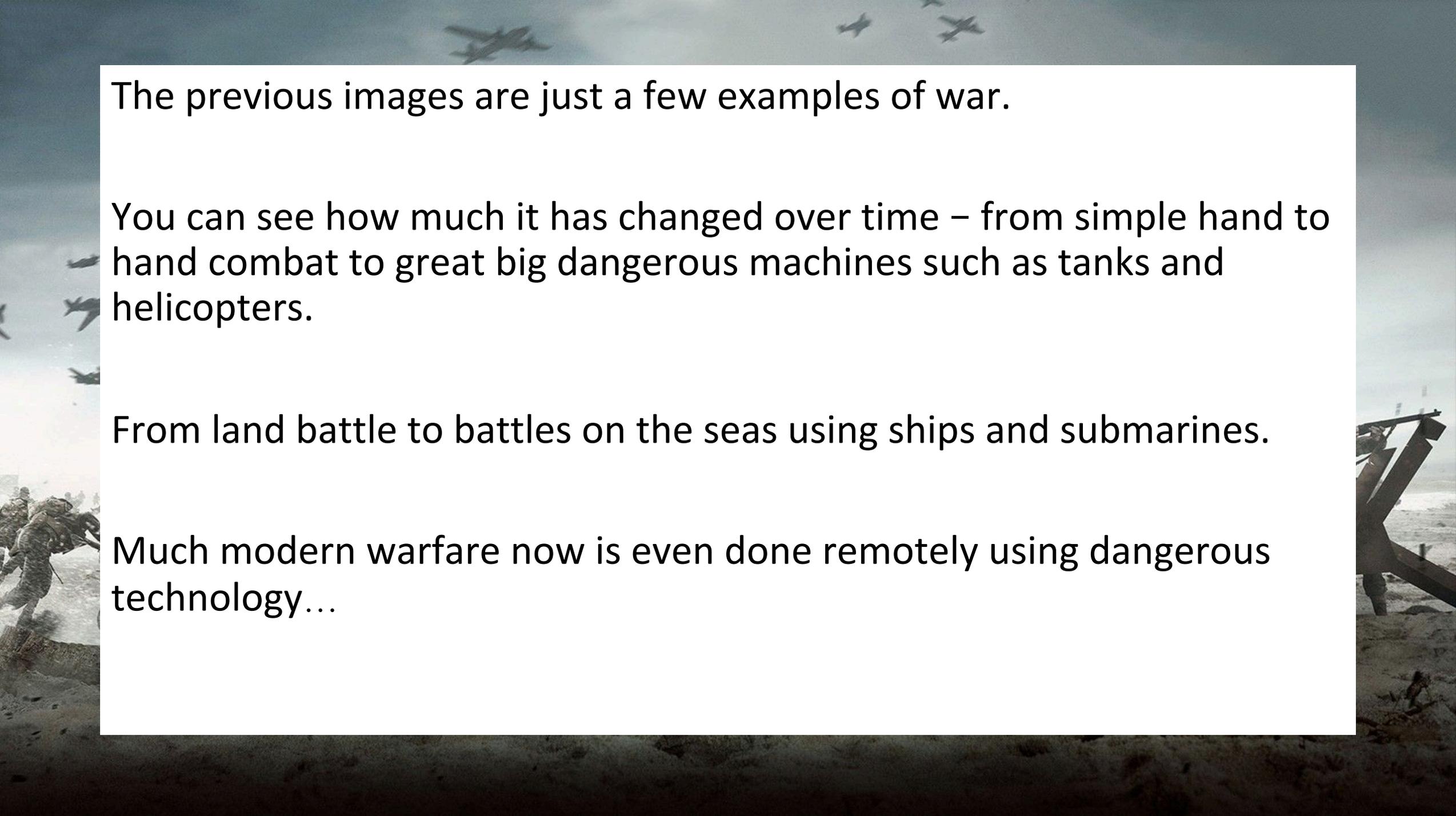
What did you come up with?

Here are some extra words (for ideas)

- Conflict
- Power
- Arms (weapons)
- Camouflage
- Trench
- Shrapnel
- Propaganda
- Soldier
- Remembrance

- Tanks
- Rifle
- Poppy
- Terrorism
- Justice/Peace
- Land mines
- Refugee
- Resistance





The previous images are just a few examples of war.

You can see how much it has changed over time – from simple hand to hand combat to great big dangerous machines such as tanks and helicopters.

From land battle to battles on the seas using ships and submarines.

Much modern warfare now is even done remotely using dangerous technology...

Creative Writing - War

- When writing about war, it is really important to create a **clear setting** and description of the location/setting so the reader will feel like they are there experiencing it themselves. This will add to the **tension** of the narrative.
- We can do this in two ways.
 - Using our 5 senses to maximise our description
 - Zooming in on small details of the setting

What are the 'Senses'?

Use each sense to add to the detail of your setting.

Ask yourself:

What can I see?

What can I hear?

What can I touch/feel?

What can I smell?

What can I taste?

These will add realistic details to your narrative and make your reader feel like they are in the war.

see



hear



touch



smell



taste



Task 2: Use your imagination.

What might the senses pick up in this situation?

Heavy nervous breathing
from the nervous
comrades all around.

Come up with
at least 10
things! Get
creative!



Hot sun beating down
on their heads making
warm sweat run down
their dry neck.

see



hear



touch



smell



taste



Zoom-in

To add detail to your writing, zoom in on specific features so the writer gets that clear picture in their mind.

Instead of just saying:

There is a pale rock...

He held a rifle...

Zoom in and give lots of details.



Zoom-in Model

From:

The soldiers sat next to a pale rock.

To:

The soldiers sat next to a pale rock. A thick layer of dust and sand had settled into the deep grooves of the rock. Upon closer inspection, a tiny brown and grey reptile sat on one of the grooves soaking up the sun, its head darting from left to right like a security camera. A long purple tongue poked out of its mouth as it tasted the air. It seemed to close its eyes and nostrils in disgust.



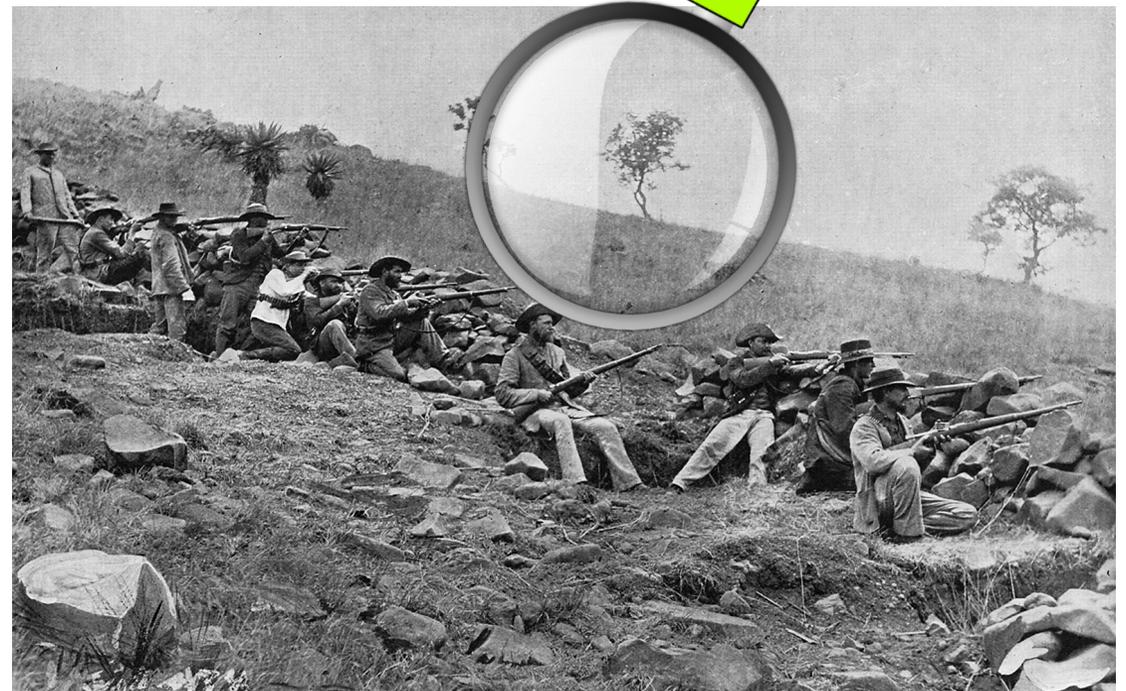
Task 3: Imagine you are one of the soldiers. Describe the setting in the picture

Success Criteria:

- Use all of your senses.
- Add details – adjectives and adverbs
- Zoom-in on at least 3 different things.

Minimum expectation:

- Two thirds of a page.



LI: I will use my senses to zoom in on details when writing a war setting.

Consolidation

Write down three things that you would zoom in on when describing this soldier.

Why have you selected them?



Academic Vocabulary

Senses

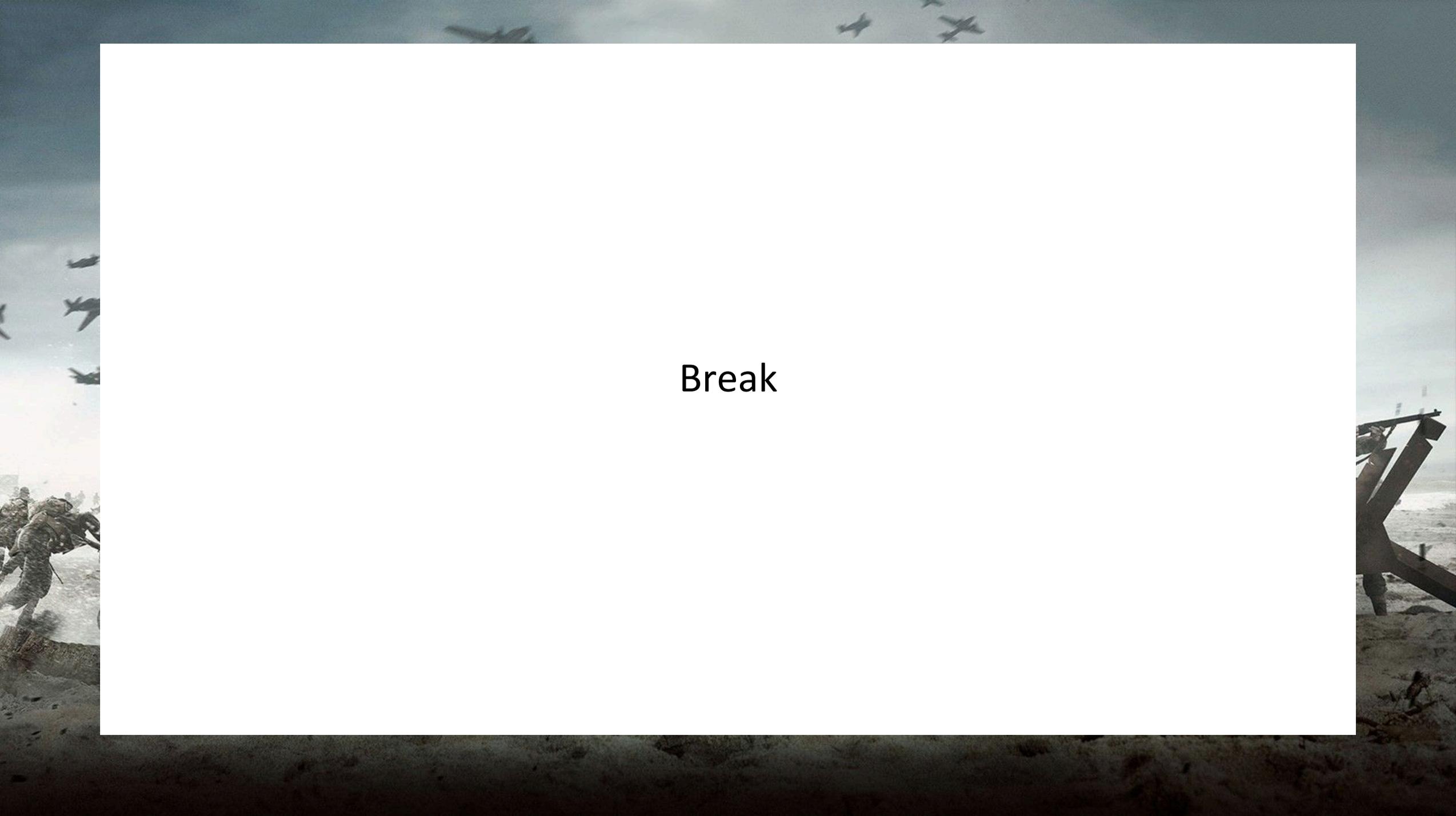
Zoom in

War

Conflict

Adjectives





Break

LI: I will structure my writing with emphatic paragraphs for tension and suspense.

Question	Answer
1. Name the 5 senses.	
2. What do we call it when focusing on the detail of something small and specific?	
3. What do soldiers where to try and hide themselves in war?	
4. What flower is used for Remembrance?	
5. What were the great big tunnels called in WW1 that soldiers waited in?	

Academic Vocabulary

Structure

Emphatic Paragraphs

Tension

Suspense

Trench

Bayonet

No Man's Land

LI: I will structure my writing with emphatic paragraphs for tension and suspense.

Question	Answer
1. Name the 5 senses.	Taste, touch, smell, sight, hearing
2. What do we call it when focusing on the detail of something small and specific?	Zooming in
3. What do soldiers where to try and hide themselves in war?	Camouflage
4. What flower is used for Remembrance?	Poppy
5. What were the great big tunnels called in WW1 that soldiers waited in?	Trenches

Academic Vocabulary

Structure

Emphatic Paragraphs

Tension

Suspense

Trench

Bayonet

No Man's Land

Prerequisite: Creative Writing - War

- We have learnt the importance of ensuring that your setting is incredibly clear when writing about war.
- We have looked at using the **senses** and **zooming in on details** to generate this effect.

Task 4: Emphatic Paragraphs

- Today, we will look at the effect of using our paragraphing for the deliberate build up of tension.

Read the story titled 'Captured' on the website.

Task – Write the questions and answer them in your books (10 mins)

1. What the story is about? (No more than a 3 line answer to show that you have understood).
2. What you notice about the paragraphs in the story?
3. What is the effect of the paragraphs? Why?

Emphatic Paragraphs

Definition:

- Emphatic paragraphs are short, one line paragraphs in a story that are used to build tension or change pace.
- Sometimes, they are even only one word!

An author uses them to make something crucial stand out. Maybe a count down, maybe a key piece of information, maybe a sudden change in mood, tone of pace – anything crucial or important that needs to stand out.

If it is on its own line, it will stand out as important.

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22-24
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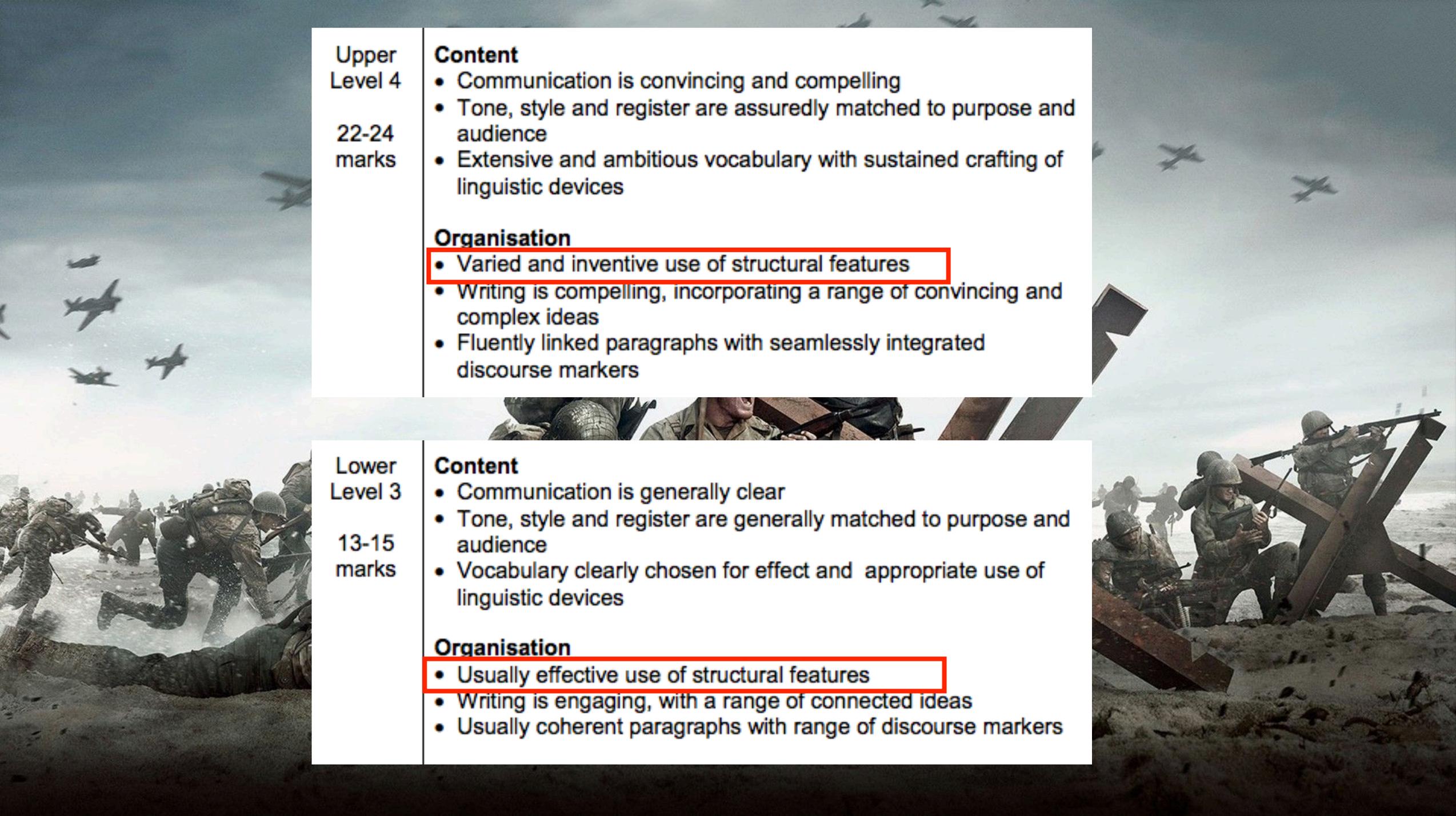
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Task 5: Going “Over the Top”

Trench Warfare

Many wars have been fought using trenches.

Soldiers would sit in their trenches until the time came to go ‘Over the Top’ and charge the enemy soldiers.

Watch this clip of soldiers waiting and then going “Over the Top”: <https://www.youtube.com/watch?v=g0V1yRrjMmM>

And watch this alternative: https://www.youtube.com/watch?v=0A136W6br_0

Academic
Vocabulary

Structure

Emphatic
Paragraphs

Tension

Suspense

Trench

Bayonet

No Man’s Land

Task 6: Describe waiting to go “over the top”

Success Criteria:

- Use at least one emphatic paragraph.
- Use the senses to add detail
- Zoom-in on at least 3 different things.

Minimum expectation:

- One side of A4.

see	
hear	
touch	
smell	
taste	



Possible Plan

Emphatic 1: “One minute, soldiers!” a low voice boomed.

Main 1: Describe the weather and the silence of the soldiers.

Emphatic 2: “Attach your bayonets!”

Main 2: Describe someone struggling to attach it.

Emphatic 3: Thud! Thud! We all faced forwards.

Main 3: Describe your setting of the trench.

Emphatic 4: PHWEEEEEEET! The whistle echoed through our ears.

Academic
Vocabulary

Structure

Emphatic
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Trench

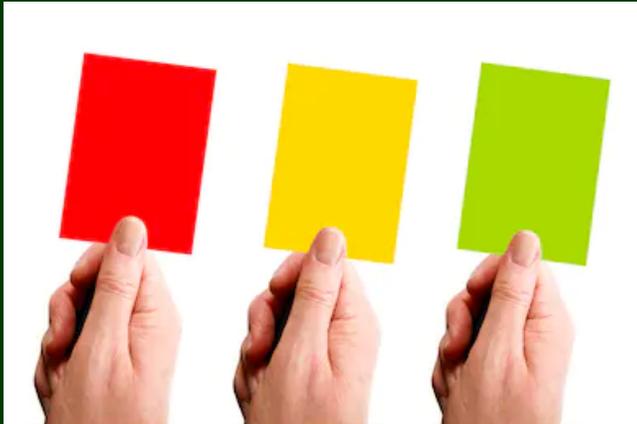
Bayonet

No Man’s Land

LI: I will structure my writing with emphatic paragraphs for tension and suspense.

Consolidation

How confident are you with your emphatic paragraphs today?



Academic
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