ST GEORGE'S
BRITISH INTERNATIONAL SCHOOL ROME

Year 10 Curriculum

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Unit 3: IGCSE English Language – Transactional Writing: Guides

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Curriculum Intent

The teaching of English centres around the concept of communication and raises fundamental questions such as 'How do writers 'speak' to readers through texts? To what extent is a text a vehicle for communicating a writer's message? Can we ever really be certain of an artist's intent? By studying the art of communication, we are exploring relationships between readers, writers and texts (IB guide)

Transactional writing features within the IGCSE English Language syllables whereby pupils will be expected to craft a written piece in examination conditions. In preparing pupils for this section of the examination, we are hoping to develop pupils transactional writing skills for a variety of purposes and audiences by encouraging clear, effective and imaginative communication. We are aiming to support pupils to be able to adapt the form of their writing, the tone and the register for a variety of purposes and audiences utilising a range of vocabulary, structural techniques, punctuation and grammar.

In this unit, we will focus specifically on the crafting of guides to inform, explain and advise.

Building upon KS3 Transactional Writing is taught within KS3 1. Y8 – persuasive speech 2. Y9 – review / opinion writing	Year 10 *Transactional Writing: A guide*	Preparing students for KS5 Students in KS5 will sit the Paper 1 exam in which they have to analyse a maximum of two transactional writing texts. In addition, the Learner Portfolio should provide opportunities for written work.

Curriculum-related expectations

Pupils can define PRESENTATIONAL, STRUCTURAL and LINGUISTIC features

- Guide
- Purpose
- Inform
- Explain
- Advise
- Box-out
- Bullet points
- Capitalisation
- Caption
- Cartoon
- Colour
- Diagram
- Font / font use
- Graphs
- Headings
- Images
- Italic
- Logo
- Photo

- Quotation boxes
- Sub-heading
- Sub-heading
- Adjectives
- Conditional
- Declarative sentence
- Fact
- Hyperbole
- Imperative
- Modal verbs
- Prepositions
- Proper noun
- Rhetorical question
- Second person
- Semantic field
- Statistics

- Simple sentence
- Compound sentence
- Complex sentence
- Appositive
- Listing
- Full stop
- Question mark
- Dash
- Repetition
- Contrast
- Shift
- Tricolon
- Ellipsis
- Periodic sentence
- Sequencing connective

Pupils know

- What a guide is
- The differences between inform, explain and advise
- A range of presentational devices
- A range of linguistic devices
- A range of structural devices

Pupils can

- Define what a guide is and the purpose of a guide
- Explain how presentational devices, linguistic devices and structural devices support the purpose of the text
- Utilise some of these features of guide writing in their own work

Overview of sequencing

Step 1	Step 2
What is a guide? What is the purpose of a guide?	How do writers use presentational devices to support the purpose of a text? How do writers use language devices to support the purpose of a text? How do writers use structural devices to support the purpose of a text?
Step 3	Step 4
Pupils construct their own guide, utilising what they have learnt in this unit.	Pupils respond to an IGCSE English Language exam Question 4.

Assessment

Assessment task: Transactional Writing task: An extract from a guide on a topic of their choosing

Assessment criterion:

AO4: *Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences*		AO5: *Writer clearly using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation*	
Level 5	- Communication is perceptive and subtle - Task is sharply focused on purpose and the expectations / requirements of the intended reader - Sophisticated use of form, tone and register	Level 5	- Manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion - Uses extensive vocabulary strategically; rare spelling errors do not detract from overall meaning - Punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects
Level 4	- Communicates successfully - A secure realisation of the writing task according to the writer's purpose and the expectations / requirements of the intended reader is shown - Effective use of form, tone and register	Level 4	- Manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text - Uses a wide, selective vocabulary with only occasional spelling errors - Positions a range of punctuation for clarity, managing sentence structures for deliberate effect
Level 3	- Communicates clearly - Shows a clear sense of purpose and understanding of the expectations / requirements of the intended reader - Appropriate use of form, tone and register	Level 3	- Develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make the meaning clear - Uses a varied vocabulary and spells words containing irregular patterns correctly - Uses accurate and varied punctuation, adapting sentence structures as appropriate
Level 2	- Communication in a broadly appropriate way - Shows some grasp of the purpose and of the expectations / requirements of the intended reader - Straightforward use of form, tone and register	Level 2	- Expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features - Writes with some correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants - Uses punctuation with some control, creating a range of sentence structures, including coordination and subordination

Question 4 – mark-scheme

Level 5 (11-12 marks)	Level 4 (8-10 marks)	Level 3 (5-7 marks)	Level 2 (3-4 marks)	Level 1 (1-2 marks)
Perceptive understanding and analysis of language and structure and how these are used by writers to achieve effects, including vocabulary, sentence structure and other language features.	Thorough understanding and exploration of language and structure and how these are used to achieve effects including use of vocabulary, sentence structure and other language features.	Clear understanding and explanation of language and structure and how these are used by writers to achieve effects, including use of vocabulary and sentence structures.	Some understanding of and comment on language and structure and how these are used by writers to achieve effects, including use of vocabulary.	Basic identification and little understanding of the language and / or structure used by writers to achieve effects.
The selection of references is discriminating and clarifies the points being made.	The selection of references is detailed, appropriate and fully supports the points being made.	The selection of references is appropriate and relevant to the points being made.	The selection of references is valid, but not developed.	The use of references is limited.

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Short-Term Plan

Big question	Do it now	New knowledge	Pen to paper	Reflection
L1: BQ1: What is transactional writing? BQ2: What is a simple sentence? BQ3: What is a guide? BQ4: What is writing to inform? BQ5: What is writing to explain? BQ6: What is writing to advise?	What is Transactional Writing? Why is it important? DIN: What is a simple sentence? Review prior learning. Pupils identify the subject and the verb from within a range of sentences.	What is a guide? What is the purpose of a guide? (Review writing to inform, explain and advise)	Organise pupils into pairs A, B and C. Provide each pair with a guide to explore. Pupils identify whether the texts inform, explain and advise, finding at least one piece of evidence to support their thinking. Feedback within a jigsaw group so that all pairs have notes on all guides. Feed into whole class discussion.	Pupils respond to key questions: What is transactional writing? What is a guide? What is writing to inform? What is writing to explain? What is writing to advise?
L2: BQ7: What is a compound sentence? BQ8: What are presentational devices? BQ9: How do their usage help a writer to communicate the purpose of their text?	Recap questions: 1. What is transactional writing? 2. What is the subject of a sentence? 3. What is a simple sentence? 4. What is a guide? 5. What is the purpose of a guide? DIN: What is a compound sentence? Review prior learning. Pupils identify the component parts of a compound sentence. Feedback.	Share with pupils a range of presentational devices making sure pupils are all clear on the different techniques and differences between each.	Pupils work in pairs to consider a range of presentational features and identify what purpose they seek to support and how they aid the writer in achieving their purpose.	Pupils reflect upon their learning through a question 4 style response. Collect responses in and mark.
L3: BQ10: What is a complex sentence? BQ11: What are some of the key conventions of guide writing – language?	Recap questions: 1. What is an independent clause? 2. What is a conjunction? 3. What is a compound sentence? 4. What is a presentational device? 5. Identify a minimum of 5 presentational devices we reviewed last lesson. DIN: What is a complex sentence? Review prior learning. Pupils work through a number of sentences and identify the independent and dependent clauses. Feedback	Introduce the focus on language for this lesson.	Pupils mix and match language devices with their definition. Feedback. Pupils work in groups of four to identify a range of language techniques within the three mentor guide texts. Feedback.	Pupils construct a minimum of a paragraph for a guide on St George's trying to incorporate a range of presentational and language features studied so far.

L4: BQ12: What is an appositive? BQ11: What are some of the key conventions of guide writing – structure?	Recap questions: 1. What is a dependent clause? 2. What is a complex sentence? 3. Identify five language techniques that could be used when writing a guide. 4. Identify a language technique you would use to inform your readers. 5. Identify a language technique you would use to advise your readers. DIN: What is an appositive? Pupils identify the appositive in a range of sentence. Feedback.	Introduce the focus for the lesson on structure. Recap structural elements studied so far and other core structural elements.	Pupils look at how a range of structural techniques have been used within the three mentor texts, identifying how they work to support the purpose of the text and add clarity so the writer can effectively convey his or her message.	Feedback pupils ideas and discuss the use of structural techniques.
L5: BQ10: What is a complex sentence? Writing task: A guide to….	Recap questions: 1. What is a guide? 2. What are the three purposes of a guide? 3. What is an appositive? 4. What does the term 'structural' refer to? 5. Identify at least three structural features we reviewed last lesson. Complex sentences with subordinating conjunctions	Review complex sentences and introduce the subordinating conjunction. Pupils deconstruct a range of complex sentences, identifying whether the complex sentence starts with independent or dependent and the subordinating conjunction. Feedback.	Set the writing task. Pupils construct their own guide to a topic of their choosing – either a place, or a hobby or a process. Pupils plan their response using the planning sheet.	Pupils check their ideas against the success criteria.
L6 and L7 Writing task: A guide to…	Pupils work on the construction of their own guide			
L8: Question 4 practice response	Pupils respond to a question 4 drawing upon their learning from this unit.			