

Descriptive Writing A05 and A06: Developing Description Teaching Ideas

Learning Objective:	To understand descriptive writing features and apply them in my work.	Resources
Success Criteria:	<ul style="list-style-type: none">To define descriptive writing techniques.To identify effective descriptive writing techniques in an example text.To apply descriptive techniques to my own work.	card sort starter activity descriptive writing example individual whiteboards highlighters
Context:	This is a lesson encouraging students to develop their descriptions by zooming into key areas of an image and describe using descriptive techniques.	

Starter

Students should be given the appropriate Card Sort Starter Activity depending on ability. This task will allow them to recap and define descriptive techniques by matching up technique and definition cards. These can then be stuck into books or referred to through the lesson as the success criteria for the activity.

Main Activities

Descriptive Details

Show the students the image of the beach with lots of sunbathers on it. Ask them to write their own descriptive sentence about the image using any of the techniques from the starter. These can then be shared as a class.

After this, share the appropriate Descriptive Writing Example with the class. The example is the same for all students, but lower ability students and middle ability students have phrases in bold to help them identify the relevant techniques from the starter.

Students should highlight and label any techniques they can spot being used in their example. Feedback should be taken and can be marked on the example on the board.

Divided Description

Show the slide on the board with the image sectioned into six different areas. Explain that the students will now develop the description by zooming into the section they will be given. There is an example to show the students so they can see the kind of description you would like. The task can be completed in pairs or groups.

Students should be given the section of the picture for them to describe in more detail. Encourage them to mind map or make notes about the image before they begin writing.

Word banks have been provided on the bottom of the Descriptive Writing Example sheets to scaffold and support their writing. They should try to use descriptive techniques from the starter in their work.



Plenary

Students should swap their work with someone near to them or next to them.

Using three different colours, they should identify where their peer has used the three descriptive techniques successfully in their work.

Students should consider this feedback immediately and whichever techniques have not been identified should be immediately added to their work.

Ask students to share the paragraphs that they have written. Other students should listen and make a note on their whiteboards of any of the techniques that they can spot being used.

