LANGUAGE DETECTIVES – notes for teachers

These are a series of discrete mini-investigations into different aspects of language, each designed to fit a 60 minute lesson and notionally allocated to year groups. Each lesson follows a pattern:

* **Introduce** ‘language detectives’ key question and the reading/writing context in which it is used e.g: ‘How can writers vary the length of sentences to create tension in fiction writing?’
* **Explore** the relevant linguistic features using authentic text models.
* **Imitate** the linguistic feature in a short oral or written task with a clear purpose and audience. Suggestions are made for consolidation and extension tasks.
* **Evaluate** effectiveness e.g. providing a model for discussion and comparison with students’ own writing; evaluating own writing in relation to the key question.

Slide notes outline how each lesson might be taught and provide discussion prompts.

The investigations are:

* Spelling Strategies – generic resource

**Y7:**

* How do writers use nouns to describe characters and settings in fiction?
* How do writers use noun phrases to sound like an expert on a topic?
* How can writers vary the length of sentences to create tension in fiction writing?
* How can we link and sequence ideas in non-fiction writing so the reader can follow them clearly?

**Y8:**

* How can I use conjunctions to write a strong, well-balanced argument?
* How do writers create effective descriptions using comparisons?
* How do writers deliberately shape sentences to create the effect they want?
* How do I know when to use commas?

**Y9:**

* How can writers withhold information about characters at the start of a story by using pronouns?
* How can we use punctuation to shape meaning in our writing?
* How can writers vary the length and structure of sentences to create specific effects?
* How do writers choose verbs for descriptive impact in fiction?