

Resource pack: **Lesson 1: What is Ekphrasis?**

These include:

1. **Worksheet 1A - Ekphrastic Response Starter Grid**
2. **Worksheet 1B - Poem and Image Comparison Sheet**
3. **Writing Scaffold - Ekphrastic Paragraph (Descriptive Response)**
4. **Challenge Extension Tasks**
5. **Support Notes for Teachers (with prompts)**

Name: _____

Date: _____

Worksheet 1A - Ekphrastic Response Starter Grid

Title: Observing and Describing - Responding to Bruegel's *Landscape with the Fall of Icarus*



Part A - Noticing the Image

Look closely at the image for 2 minutes without writing anything. Then complete the table. List 10 specific details.

[illegible]

Name: _____

Date: _____

Part B - Mood and Atmosphere

What do you feel from this image? Write 3 adjectives that describe the mood or tone of the painting:

1. _____
2. _____
3. _____

Explain your choices in one or two sentences:

What might this image sound like if you were there?

Part C: Modern Media

Why do social media platforms use alt text or image descriptions?

What is lost when a picture isn't described?

Name: _____

Date: _____

Worksheet 1B - Poem and Image Comparison Sheet

William Carlos Williams - 'Landscape with the Fall of Icarus'

According to Brueghel
when Icarus fell
it was spring

a farmer was ploughing
his field
the whole pageantry

of the year was
awake tingling
near

the edge of the sea
concerned
with itself

sweating in the sun
that melted
the wings' wax

unsignificantly
off the coast
there was

a splash quite unnoticed
this was
Icarus drowning

'Landscape with the Fall of Icarus', Pieter Bruegel (1560s?)



← 'Landscape with the Fall of Icarus', William Carlos Williams (1960)

Instructions:

With a partner, annotate the poem directly while looking at the image. Then respond to the questions below.

Use highlighters, underlining, and notes to show your thinking.

Part A - Collaborative Annotation

Use the painting and the poem side-by-side. Annotate your poem with notes on the following:

1. Which details from the painting are described in the poem?
Highlight or underline the lines that describe specific parts of the scene.
2. What's missing or ignored in the poem?
Circle parts of the painting that are not mentioned. Why do you think the poet left them out?
3. Which words or phrases create the mood?
Write 2–3 keywords in the margin. What feelings do they create?
4. Does the poem focus more on the setting or on the story of Icarus?
Add a note at the bottom of your poem: what do you think the poet wants us to notice?

Name: _____

Date: _____

Part B - Questions:

What is Ekphrasis?

Can you find an example of enjambment? What effect does it have on the tone or pace?

Does the poet's tone match the visual focus of the image? Explain why or why not.

Part C - Challenge Question

Why do you think the fall of Icarus is in the background, not the centre of the poem or painting? Write 2–3 sentences using evidence.

Extension Task

Using a different colour, add one note to the painting (on a sticky note or printed copy) showing how one line of the poem changes how you see that part of the image.

Part D - Voice from the Image

Task: Write a short paragraph from the point of view of a person or object in the painting, or describe a hidden part of the scene.

Sentence Starters and Prompts:

- 'Nobody noticed that...'
- 'From where I stood, the sky looked...'
- 'He had fallen silently, and only the sea...'
- 'I was working the fields, unaware that above me...'
- 'The sun shone, but something in the light felt wrong.'

Success Criteria:

- Begin with a strong image or sound
- Use at least one simile or metaphor
- Create a tone (e.g. calm, eerie, indifferent, tragic)
- Write 5–7 well-crafted sentences

Name: _____

Date: _____

[illegible]

Part E - Challenge Extension Tasks

1. Philosophical Question:

Why do you think the people in the painting don't notice Icarus falling?

[illegible]

2. Creative Reimagining:

Write a short text message, diary entry, or radio news bulletin reacting to the fall of Icarus, from someone in the painting or a modern onlooker.

[illegible]

Support Notes for Teachers

Suggested Prompts for Class Discussion:

- Q: *Why do you think Bruegel made Icarus so small in the painting?*
- Q: *How does Williams's poem shift our attention from the myth to the ordinary?*
- Q: *What might this say about how people respond to tragedy?*

Differentiation:

- Provide vocabulary word banks (e.g. plough, myth, indifferent, tragedy, submerged)
- Sentence stems for those struggling with interpretation
- Extension pupils can compare tone in myth vs. painting vs. poem

Resource Pack: **Lesson 2: Poetry and Mood.**

These include:

1. **Worksheet 2A - Figurative Language Recap and Quiz**
2. **Worksheet 2B - Group Annotation Guide for 'The Moon Under Water'**
3. **Writing Scaffold - Poetic Stanza Composition (standard)**
4. **Writing Scaffold - Poetic Stanza Composition (extension)***
5. **Writing Scaffold - Poetic Stanza Composition (inspiration)****
6. **Extension and Differentiation Tasks**
7. **Teacher Notes and Prompts**

* Extension task version

** Additional support task version

Name: _____

Date: _____

Worksheet 2A - Figurative Language Recap and Quiz

Part A - Match the Term to the Example

Figurative Term

1. Simile
2. Metaphor
3. Personification
4. Alliteration
5. Onomatopoeia

Example

- A. The sky wept for the city.
- B. Like fog wrapped in smoke, the silence lingered.
- C. The bench groaned beneath him.
- D. Bouncing buses bumped along broken roads.
- E. The kettle hissed as it boiled.

Part B - Create Your Own Examples

Write your own original example of:

- Simile:

- Personification:

- Alliteration:

Name: _____

Date: _____

Worksheet 2B - Group Annotation Guide for 'The Moon Under Water' by Ben Wilkinson



The Moon Under Water

after Humphrey Spender's *'Dominoes'*

Near as dammit to Orwell's ideal, this,
or at least his pub's essential qualities:
no radio or piano; the quiet bliss
of talk and its vital communality;
good honest beer; uncompromisingly
Victorian in its architecture;
tobacco smoke like a light fog on the sea.
These barmaids know each Bolton regular
by name. A southern foreigner, Spender
felt out of place in Worktown's dark-bricked streets
but found an everyday poetry here:
his photographs candid, unfussy, discreet.
Take this domino game between working men:
each making their move, until they start again.

— Ben Wilkinson

Instructions: Annotate your assigned stanza using the following steps:

1. Identify the Tone

Is it nostalgic, admiring, gloomy, cheerful, etc.? Circle one and justify:

☐ Calm ☐ Reflective ☐ Celebratory ☐ Other: _____

Explain why:

2. Key Language Choices

Highlight or underline:

- An image that appeals to the senses
- A striking word or phrase
- Any figurative language

3. Structure and Sound

Does the stanza use:

- Enjambment?
- Rhyme or half-rhyme?
- Repetition?
- A turning point in tone?

Group Reflection Questions:

- What mood does the stanza create?
- How does it reflect or contrast with the photograph?

Date: _____

Prompt: Write a short stanza (4-6 lines) in response to a black-and-white photograph provided by the teacher.

Sentence Starters / Inspiration Lines:

- 'In silence, the shadows settled like...'
- 'No one moved, though the clock kept ticking...'
- 'The streetlights whispered secrets to the fog...'
- 'Hands folded, faces still, everything paused.'

- Use at least two figurative devices (simile, metaphor, personification, etc.)
- Evoke a specific mood (choose: melancholy, warmth, loneliness, etc.)
- Include sensory detail
- Avoid over-explaining, let the image do the work

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Date: _____

Prompt: Write two short stanzas (4-6 lines) in response to a black-and-white photograph provided by the teacher.

Success Criteria:

- Use at least two figurative devices (simile, metaphor, personification, etc.)
- Evoke a specific mood (choose: melancholy, warmth, loneliness, etc.)
- Include sensory detail
- Avoid over-explaining, let the image do the work

[illegible]

Name: _____

Date: _____

Worksheet 2C Writing Scaffold (inspiration) - Poetic Stanza Response

Prompt: Write a short stanza (4-6 lines) in response to a black-and-white photograph provided by the teacher.

Suggested Focus: Create mood using imagery, sound, and detail.

Sentence Starters / Inspiration Lines:

- 'In silence, the shadows settled like...'
- 'No one moved, though the clock kept ticking...'
- 'The streetlights whispered secrets to the fog...'
- 'Hands folded, faces still, everything paused.'
- 'I see... / I hear... / The room breathes... / As if... / A silence like...'

Examples you can use:

- 'The light was as _____ as...'
- 'A noise like _____ echoed down the street...'

Hint: You might like to draw or map the photograph before writing

Success Criteria:

- Use at least two figurative devices (simile, metaphor, personification, etc.)
- Evoke a specific mood (choose: melancholy, warmth, loneliness, etc.)
- Include sensory detail
- Avoid over-explaining, let the image do the work

Mapping of ideas:

Name: _____

Date: _____

Extension and Differentiation Tasks

For Challenge:

- Write a second stanza from a different character's perspective
- Change the mood entirely (e.g. rewrite a quiet scene as tense or joyful)

For Support:

- Use a mood word bank (e.g. quiet, sombre, hopeful, eerie)
- Provide sentence frames:
 - 'The light was as _____ as...'
 - 'A noise like _____ echoed down the street...'
- Allow pupils to draw or map the photograph before writing

Teacher Notes and Prompts

Questions to Use During Discussion:

- What do you think the photographer was trying to capture or preserve?
- How does the poem respond to that feeling?
- Can silence be described with sound? How?

Curriculum Link Prompts:

- Which poetic devices are being used and how do they contribute to tone?
- How does structure (line breaks, stanza arrangement) shape the reader's experience?

Materials Needed:

- Copies of Wilkinson's poem
- Photographs for creative writing task (e.g. Spender's 'Dominoes' or others from the Worktown archive)
- Highlighters/annotation tools

Resource Pack: **Lesson 3: Prose Ekphrasis and Voice.**

These include:

1. **Worksheet 3A - Five-Senses Image Starter**
2. **Worksheet 3B - Extract Analysis: 'The Painful Choice'**
3. **Worksheet 3C - Writing Scaffold - Inner World Paragraph (standard)**
4. **Worksheet 3C - Writing Scaffold - Inner World Paragraph (extension)***
5. **Worksheet 3C - Writing Scaffold - Inner World Paragraph (inspiration)****
6. **Extension and Support Tasks**
7. **Teacher Guidance and Prompts**

* Extension task version

** Additional support task version

Name: _____

Date: _____

Worksheet 3A - Five-Senses Image Starter

Title: Sensory Impressions from the Image

Look carefully at the image provided by your teacher. Imagine stepping into it. Describe what you would experience using all five senses.

Sense Description (One full sentence)

Sight

Sound

Smell

Touch

Taste

Mood Prompt:

What emotion is suggested by this place or moment? Circle one:

☐ Unease ☐ Sadness ☐ Hope ☐ Conflict ☐ Loneliness ☐ Other: _____

Explain briefly why you chose this mood:

Name: _____

Date: _____

Worksheet 3B - Extract Analysis:

Instructions: Read the extract your teacher provides.
Use the questions below to help you analyse how the narrator's voice is created and how empathy is built.

Success Criteria for Analysis

- Identify tone and narrator perspective
- Highlight and discuss language that creates voice
- Recognise how text adds depth to the image

Part 1: Who is speaking?

1. Who is the narrator of this piece? (e.g. a soldier, a daughter, a shopkeeper...)

2. What do we learn about their situation or background?

Part 2: Emotion and empathy

3. What is the narrator feeling at this moment?

4. Find a quotation that shows this emotion:

“ _____ ”

5. How does this quote show the narrator's emotional state?

Part 3: Voice and tone

6. Highlight three phrases in the extract that help you 'hear' the narrator's voice.
What stands out? Word choice, sentence style, repetition?

Phrase 1: _____

Phrase 2: _____

Phrase 3: _____

7. What kind of tone is created by the voice?

☐ Angry ☐ Reflective ☐ Tired ☐ Hopeful ☐ Resigned ☐ Other: _____

Explain your choice:

Part 4: What the image didn't show

8. What does the narrator describe that we cannot see in the image?

9. Why do you think the writer added that detail?
(e.g. to add emotion, history, mystery...)

Think-Pair-Share

10. How would the voice change if a different person in the image were narrating?

Name: _____

Date: _____

Worksheet 3C Writing Scaffold - 150-200 Word Ekphrastic Prose Paragraph (extension)

Task:

Write a short prose piece based on the image.

Focus on voice, tone, and interior emotion.

Options:

A first-person monologue

A third-person reflection focusing on emotional state

Success Criteria:

- Clear and consistent voice
- Specific emotional tone
- Vivid sensory detail
- Focus on implied narrative, not over-explaining

Step-by-Step Guide:

1. **Opening Sentence** - Place the reader in the moment.

Example: 'She hadn't moved in ten minutes, and yet the sound of breathing filled the room.'

2. **Sensory Detail** - Describe something seen, heard, or felt.

Example: 'The cracked vinyl of the chair stuck to the backs of her legs.'

3. **Internal Thought or Emotion** - Let us hear the character's thoughts.

Example: 'What if he never came back?'

4. **Implied Backstory or Hint of Conflict** - Add tension or memory.

Example: 'This was the third time that week she'd sat in this chair, alone.'

5. **Closing Line with Emotional Impact** - Leave a lasting image or feeling.

Example: 'Outside, the bus rumbled past without stopping.'

Now:

- Rewrite your paragraph from a different perspective (e.g. another person in the scene or an object witnessing the event)
- Add an extended metaphor or recurring image

Name: _____

Date: _____

Worksheet 3C Writing Scaffold - 150-200 Word Ekphrastic Prose Paragraph (inspiration)

Task:

Write a short prose piece based on the image.

Focus on voice, tone, and interior emotion.

Options:

A letter or diary entry format

A first-person monologue

A third-person reflection focusing on emotional state

Success Criteria:

- Clear and consistent voice
- Specific emotional tone
- Vivid sensory detail
- Focus on implied narrative, not over-explaining

Step-by-Step Guide:

1. **Opening Sentence** - Place the reader in the moment.
Example: 'She hadn't moved in ten minutes, and yet the sound of breathing filled the room.'
2. **Sensory Detail** - Describe something seen, heard, or felt.
Example: 'The cracked vinyl of the chair stuck to the backs of her legs.'
3. **Internal Thought or Emotion** - Let us hear the character's thoughts.
Example: 'What if he never came back?'
4. **Implied Backstory or Hint of Conflict** - Add tension or memory.
Example: 'This was the third time that week she'd sat in this chair, alone.'
5. **Closing Line with Emotional Impact** - Leave a lasting image or feeling.
Example: 'Outside, the bus rumbled past without stopping.'

Example sentences you could start with:

- 'They sat as if...'
- 'A sound rose, low and...'
- 'No one noticed when...'

Planning table:

Who?	What is happening?	What emotion?	What detail shows this?

Name: _____

Date: _____

Extension and Support Tasks

Challenge:

- Rewrite your paragraph from a different perspective (e.g. another person in the scene or an object witnessing the event)
- Add an extended metaphor or recurring image

Support:

- Provide a sentence frame bank:
 - 'They sat as if...'
 - 'A sound rose, low and...'
 - 'No one noticed when...'
- Offer a simplified planning table:

Who? What is happening? What emotion? What detail shows this?

Teacher Guidance and Prompts

Suggested Class Prompts:

- 'What is this character hiding from others, or from themselves?'
- 'How do we know what someone is feeling if their face or words don't show it?'
- 'What happens when a narrator is unreliable or emotional?'

Curriculum Focus:

- KS3 Writing: Write imaginatively, selecting appropriate tone and register
- KS3 Reading: Make critical comparisons between image and text
- Spoken Language: Articulate and explain creative choices in writing

Materials Needed:

- Image for response (can vary, e.g. historical photo, street scene, portrait)
- Printed scaffolds and planning aids
- Highlighters and sentence frame cards

Resource Pack: **Lesson 4: Connecting Image and Identity**

Includes:

1. **Worksheet 4A - Image to Identity Planning Grid**
2. **Worksheet 4B Part A - Idea Development Grid**
3. **Worksheet 4B Part B - Peer Collaboration & Feedback Notes**
4. **Teacher Notes & Differentiation Strategies**

Name: _____

Date: _____

Worksheet 4A - Image to Identity Planning Grid

Instructions: Choose a personal or local image (photo, artwork, or significant place). Use the grid to explore its narrative potential. Be specific and creative.

Prompt:

Notes:

Who is in the image (real or imagined)?

What is happening or has just happened?

Where and when is it set?

Why is this moment important?

What emotion is strongest in this image? Why?

What genre or style suits this story? (e.g.
memory, mystery, diary, prose poem)

Write two emotions the image evokes, and one question it raises:

Now draft a working story title or one-sentence summary:

"This is a story about..."

Name: _____

Date: _____

Worksheet 4B - Part A: Idea Development Grid

Question	Response
Who is in the image?	
What just happened / will happen?	
Where is this set?	
What emotion runs through the piece?	
What unseen detail matters most?	
What form will you use (monologue, narrative, poem)?	
What is the “truth” behind the image?	

Worksheet 4B - Part B: Peer Collaboration & Feedback Notes

Instructions: Work in groups of 3-4. Each person presents their image and story idea for 2-3 minutes. The group then offers constructive feedback using the prompts below.

**Speaker
Name**

What interested you most?

**What could they add or explore
further?**

Reflection Box

Write down one idea or suggestion from your group that helped develop or change your story idea:

Teacher Notes and Support

Suggested Prompts for Group Discussion:

- ‘Does your image connect to a personal memory or an imagined one?’
- ‘What emotions or social themes does your story hint at?’
- ‘How does the setting reflect the character’s identity?’

Differentiation:

- Provide example images if pupils do not have one (e.g. images of local landmarks, parks, families)
- Sentence starters and scaffold can be adapted for different ability levels
- Encourage use of bilingual vocabulary or home cultures for EAL learners

Assessment Opportunities (Formative):

- Circulate during peer-sharing to assess idea development
- Use Peer Feedback Notes as evidence of planning engagement and group contribution
- Pupils submit their one-sentence summary to check clarity of concept

Resource Pack: **Lesson 5: Connecting Image and Identity**

Includes:

1. **Worksheet 5A - Writing Scaffold - From Image to Story Concept (standard)**
2. **Worksheet 5A - Writing Scaffold - From Image to Story Concept (extension*)**
3. **Worksheet 5A - Writing Scaffold - From Image to Story Concept (inspiration**)**
4. **Worksheet 5B - Powerful Openings & Figurative Detail**
5. **Worksheet 5C - Drafting Creative Response (standard)**
6. **Worksheet 5C - Drafting Creative Response (extension*)**
7. **Worksheet 5C - Drafting Creative Response (inspiration**)**

* Extension task version

** Additional support task version

Date: _____

Use this scaffold to begin turning your notes into a narrative concept.

What emotion or theme do I want the reader to feel? _____

What form have I chosen (prose, poem, monologue), and why? _____

- ‘If you look closely at the background, you’ll see what really matters...’
- ‘It wasn’t just a street corner; it was the place we...’
- ‘No one remembers that summer except me and the woman in the photo.’
- ‘The photo shows a smile, but I know what came after.’

- ‘Back then, I thought...’
- ‘I remember the smell of...’
- ‘It was the first time I understood...’
- ‘I still wonder if...’

- Include at least one sensory detail (sound, smell, taste, texture)
- Suggest a tension or memory that the image hides
- Use internal monologue if writing from a character's point of view

[illegible]

1. **Object Focus:** Choose one object in the image. Write its backstory.
2. **Change Perspective:** What would someone *outside* the frame say about this image?
3. **Alternate Reality:** What if this image were from a different time period?

Date: _____

What form have I chosen (prose, poem, monologue), and why? _____

- What truth about human experience does this single image help you reveal?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface.

Date: _____

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Date: _____

Part 1 - Model Examples

Opening A (direct, narrative-driven):

Opening B (image-driven, voice-led):

Task 1 - Annotate the Models

- Voice - Whose voice comes through? How can you tell?
- Mood - What feeling or atmosphere does it create?
- Figurative technique - Identify simile, personification, metaphor, or alliteration.
- Sentence length / punctuation - How does it shape the pace?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Date: _____

**Now begin your first draft.
Aim for 200–300 words.**

- Voice: Who is speaking? What perspective (I/he/she/they)?
- Mood: Which emotion runs through your piece?
- Image: Which detail from the picture anchors your writing?
- Arc: Where does the piece shift? (e.g. quiet → tense, past → present)

Opening idea: _____
Shift/climax: _____
Closing image: _____

- ☐ **Consistent perspective**
- ☐ **Figurative language (simile, metaphor, personification, alliteration)**
- ☐ **Strong mood/tone throughout**
- ☐ **Clear structure (opening → development → closing)**

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

- Clear voice or perspective is established.
- Imagery and figurative language bring the scene to life.
- Structure has a flow (opening → development → closing).
- Writing creates an emotional impact on the reader.

Date: _____

Use this sheet to guide your first draft. Aim for 200–300 words.

Beginning:

- ### Success Criteria:

- ### Middle (Shift):

- ### Climax (Turning Point):

- ### Ending (Closing Image):

- ## Sentence Starters

- *I remember the sound of...*
- *It was the first time I felt...*
- *Everyone else thought...but I knew...*

☐ Clear voice (first-person or third-person)

- ☐ One simile or metaphor
- ☐ At least one sense detail

[illegible]

Resource Pack: **Lesson 6 Editing and Refining**

Includes:

1. **Carousel Station Sheets:**
 1. **Station 1 Vocabulary precision**
 2. **Station 2 Figurative Language Check**
 3. **Station 3 Sentence Structure**
 4. **Station 4 Spelling & Punctuation**
 5. **Station 5 Structure & Flow**
2. **Worksheet 6A Pupil editing pack - Revision Record**
3. **Worksheet 6B Peer Feedback Form - Focussed Review**
4. **Worksheet 6C Redrafting for Impact**

Name: _____

Date: _____

Carousel Station Sheet: Station 1 Vocabulary Precision

Your Task:

1. Find 3 vague or overused words in your draft (e.g. *nice, big, sad, went*).
2. Replace each one with a stronger, more precise choice.
3. Use the vocabulary bank or a thesaurus if needed.

Example:

- *The food was nice* → *The food was rich and smoky, with a bitter aftertaste.*

Carousel Station Sheet: Station 2 Figurative Language Check

Your Task:

1. Underline at least 2 uses of imagery in your draft (simile, metaphor, personification, alliteration).
2. Decide: is it effective? Does it fit the mood?
3. Revise at least 1 example to make it sharper or clearer.

Example:

- Weak: *The tree was like a person.*
- Stronger: *The tree hunched like an old woman, her arms reaching into the storm.*

Carousel Station Sheet: Station 3 Sentence Structure

Your Task:

1. Find 3 sentences that all start the same way or are the same length.
2. Rewrite them to add variety (change opening words, use different punctuation, combine/shorten sentences).

Example:

- Repetitive: *She ran to the door. She ran into the hall. She ran outside.*
- Varied: *She sprinted to the door, burst into the hall, and crashed into the daylight.*

Carousel Station Sheet: Station 4 Spelling & Punctuation

Your Task:

1. Use the checklist to check for:
 - Capital letters for names and sentences
 - Homophones (*there/their/they're; your/you're*)
 - Full stops and commas in the right place
2. Correct at least 3 mistakes in your draft.

Example:

- Wrong: *your going to fast*

Name: _____

Date: _____

- Correct: *You're going too fast.*

Carousel Station Sheet: Station 5 Structure & Flow

Your Task:

1. Re-read your whole draft. Ask: Do I have a clear beginning, middle, and end?
2. Improve your flow by:
 - Adding a transition (Meanwhile, Later, At that moment...)
 - Cutting a repeated idea
 - Moving a sentence/paragraph for better order

Example:

- Before: *The storm came. Earlier, we had been walking home. The rain fell heavily.*
- After: *Earlier, we had been walking home. Then the storm came, rain hammering the street.*

Name: _____

Date: _____

Worksheet 6A Pupil editing pack - Revision Record

Take this sheet with you. At each station, record your edits.

Station 1 - Vocabulary Precision

Vague word → Stronger word:

1. _____ → _____
2. _____ → _____
3. _____ → _____

Station 2 - Figurative Language Check

Original image: _____

Revised image: _____

Original image: _____

Revised image: _____

Station 3 - Sentence Structure

Original: _____

Revised: _____

Original: _____

Revised: _____

Station 4 - Spelling & Punctuation

Corrections I made:

1. _____
2. _____
3. _____

Station 5 - Structure & Flow

What I changed (tick one or more):

- ☐ Added a transition
- ☐ Cut repetition
- ☐ Reordered a sentence/paragraph

Notes: _____

Circle the one change you're proudest of today.

Name: _____

Date: _____

Worksheet 6B Peer Feedback Form - Focussed Review

Writer's Name: _____

Reviewer's Name: _____

1. What works well?

(Choose one strong feature - e.g. image, emotion, structure, voice)

◆ _____

◆ _____

2. What could be clearer or stronger?

(Think about tone, sentence variety, or detail)

◆ _____

◆ _____

3. My question for the writer is...

(Examples: *What happens next? Why does the character react this way? Could you describe this moment in more detail?*)

◆ _____

4. Final feedback in one sentence:

◆ *I think your writing is...* _____

Resource Pack: **Lesson 7: Performance and Publication.**

These include:

- 1. Worksheet 7A - Performance Prep Checklist**
- 2. Worksheet 7B - Performance Prep & Mark-Up Sheet**
- 3. Worksheet 7C - Audience Feedback Grid**

Name: _____

Date: _____

Worksheet 7A - Performance Prep Checklist

While listening to your partner, tick or comment on each area:

Focus Area	Tick / Comment
Eye Contact - Do they look up at least once per line / idea?	
Voice Control - Is the volume strong and steady?	
Clarity - Can every word be heard and understood?	
Pace - Not too rushed, not too slow; pauses used effectively	
Expression - Do tone and emphasis match meaning?	
Body language - Do gestures or stance support the performance?	

Partner Feedback:

One thing that worked well: _____

One thing to improve: _____

Self-reflection:

How did it feel performing?

One goal for next time:

Name: _____

Date: _____

Worksheet 7B Performance Prep & Mark-Up Sheet

Step 1 - Choose Your Section

Pick **30-60 seconds** (around 6–10 lines) of your piece to perform.

Excerpt chosen: _____

Optional Performance Excerpt:

"I stood at the edge of the playground, the voices swirling like waves around me. For a moment, everything slowed, the laughter, the footsteps, even my own breath. Then I saw her face in the crowd, lit up with a smile that didn't quite reach her eyes. And in that instant, I knew: something had changed forever."

Step 2 - Mark Your Script

Use these symbols to prepare your delivery:

- / = short pause
- // = longer pause
- Underline = emphasis (stress this word/phrase)
- < = louder (increase volume)
- > = softer (decrease volume)
- ↑ = higher pitch / lighter tone
- ↓ = lower pitch / deeper tone
- 😊 / 😠 / 😢 etc. = emotional mood shift (use emoji symbols or words in margin: *angry, hopeful, sad*)

(Write your excerpt here and annotate):

Step 3 - Performance Focus Checklist

Before performing or recording, check:

- ☐ I know where to pause for effect
- ☐ I have at least one tone or mood shift
- ☐ I use voice or gesture to show emotion
- ☐ My performance is clear and confident

Optional Challenge:

- Add a symbolic gesture (e.g. holding/pointing to something)
- Experiment with dramatic silence or a change in pace

Name: _____

Date: _____

Worksheet 7C - Audience Feedback Grid:

For each performance jot down:

- One strength
- One suggestion
- The most impactful moment

Performer	Strength	Suggestion	Impactful Moment
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			
26			
27			
28			
29			
30			

Reflection:

What changes when your writing is heard instead of read?

What did you learn about your voice as a writer and speaker?

Resource Pack: Lesson 8: Reflecting on the Creative Process

These include:

- 1. Worksheet 8A - Commentary Planning Sheet**
- 2. Worksheet 8B - Summative Evaluative Commentary**

Name: _____

Date: _____

Worksheet 8A - Commentary Planning Sheet

Part A - Spotting Effective Commentary:

While listening to the exemplar, note examples of each feature:

Feature	Example	Why is it effective?
Tone		
Structure		
Clarity		
Terminology		
Insight		
Audience impact		
Figurative language / Imagery		

Part B - Planning Your Commentary

1. Your Image and Creative Idea

- What image did you use as your prompt?
- What was your initial creative idea or concept?

2. Key Writing Choices

- Language: What words, phrases, or figurative techniques did you use?
- Form & Structure: Why did you choose your format (poem, narrative, monologue) and structure?
- Tone: What mood or attitude were you aiming for?

3. Editing and Redrafting

- Which feedback (peer or teacher) influenced your changes?
- How did you improve your piece through redrafting?

4. Reflection on Strengths and Development Areas

- What are you most proud of in your final piece?
- What could you improve if you had more time?

Date: _____

Word Count Target: 300-400 words

- Opening / Introduction
 - My chosen image shows... and inspired my idea to...
 - Initially, I aimed to... because...
- Language & Form Choices
 - I used [technique/figurative language] to create... because...
 - I chose [form/structure] to highlight... and engage the audience by...
- Editing & Feedback Reflection
 - Based on feedback, I decided to...
 - I redrafted this section to improve... because...
- Strengths & Next Steps
 - One strength of my final piece is...
 - If I were to develop this further, I would...

- Clarity and structure of reflection
- Use of appropriate subject-specific language
- Insight into the writing process
- Accuracy in grammar, punctuation, and spelling

- ☐ Have I written 300-400 words?
- ☐ Does my commentary cover image, choices, editing, and reflection?
- ☐ Have I used subject-specific language (tone, structure, figurative language, audience)?
- ☐ Have I checked grammar, punctuation, and spelling?
- ☐ Is my commentary clear, structured, and insightful?

[illegible]

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]