THE STRIVING

MUSLIM ACADEMY

Islamic and Academic Education

YEARS 7 TO 9 · ENGLISH · WRITING

Writing

Writing for a purpose and an audience, the devices worth borrowing, and the three jobs that happen after the first draft.

WHAT IS INSIDE

- Purpose, audience and the shape that follows
- Structure, and the devices worth borrowing
- Planning, drafting and proof-reading
- How each one is answered

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3 sets · a hint on every question

Written for a parent teaching at home. No training assumed, and nothing else to buy.

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Purpose, audience and the shape that follows

Quote from the extract wherever a question asks you to.



1. **A formal expository essay and a personal letter can carry the same information. Write down two things that must change between them.**
   Think about who is reading and what they are allowed to assume.

2. **Write the opening sentence of an argument that your reader already disagrees with.**
   An opening that states your conclusion loses a hostile reader immediately. Start from something they accept.

3. **Summarise a page of non-fiction in three sentences: one for what it claims, one for its best evidence, one for what it leaves out.**
   Summarising is deciding what to drop, not shortening every sentence.

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How each one is answered

Quotations can be marked exactly. For the writing tasks, mark against what the answer has to contain.



PURPOSE, AUDIENCE AND THE SHAPE THAT FOLLOWS

1. A formal expository essay and a personal letter can carry the same information. Write down two things that must change between them.

1. An essay addresses a reader it does not know, so it cannot assume shared knowledge and must define its terms.
2. A letter addresses one person, so it can.
3. Register changes too: an essay avoids the first person where a letter is built on it.

Answer: **What can be assumed about the reader, and the register**

2. Write the opening sentence of an argument that your reader already disagrees with.

1. Find a fact or value the reader already holds.
2. Open on that, then move towards your claim.
3. This is Antony's method in Julius Caesar, and it works for the same reason.

Answer: **the pupil's own sentence, which should open on common ground rather than on the claim**

3. Summarise a page of non-fiction in three sentences: one for what it claims, one for its best evidence, one for what it leaves out.

1. Find the claim, which is often not in the first paragraph.
2. Find the strongest piece of support for it.
3. Then name what a careful reader would still want to know.

Answer: **the pupil's own three sentences**

STRUCTURE, AND THE DEVICES WORTH BORROWING

1. Name the device Antony uses when he repeats honourable three times, and write one sentence of your own using it.

1. Repetition for effect is the device.
2. Repeating a word at the start of successive clauses is called anaphora.
3. Write a sentence where the repetition does the work.

Answer: **Repetition, and specifically anaphora when it opens successive clauses**

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How each one is answered, continued

STRUCTURE, AND THE DEVICES WORTH BORROWING, CONTINUED



2. Brutus uses three balanced clauses: tears for his love, joy for his fortune, honour for his valour. Write a sentence of three balanced clauses of your own.

1. Keep the same grammatical shape in each clause.
2. Change only the nouns, so the pattern is audible.
3. Three balanced clauses like this are called a tricolon.

Answer: **the pupil's own tricolon, with the three clauses the same shape**

3. Write a paragraph whose first sentence states the point and whose last sentence does not repeat it.

1. State the point first.
2. Spend the middle on evidence.
3. End on the consequence of the evidence, which is further on than the point.

Answer: **the pupil's own paragraph, with a last sentence that has moved past the first**

PLANNING, DRAFTING AND PROOF-READING

1. Write the plan for a 600 word essay as five sentences, one a paragraph, before writing any of it.

1. One sentence per paragraph, in the order they will come.
2. Read the five aloud as a sequence.
3. Fix the order here, where it costs five minutes.

Answer: **the pupil's own five sentence plan**

2. Take a paragraph you have written and cut it by a quarter without losing anything.

1. Count the words so you know the target.
2. Cut adverbs and phrases like in order to and the fact that.
3. Read it again: if nothing was lost, the quarter was never doing anything.

Answer: **the pupil's own shorter paragraph, a quarter lighter**

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SAMPLE PAGES

You have read a few pages. The pack is longer.

What you are holding is a short sample, taken from different parts of the pack so that you can see how a week is planned and what a child is actually asked to do, before you decide.

The complete pack, and the rest of the academic materials, are on our website: schemes of work for a parent teaching at home, and practice packs for the skills children get stuck on.

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Members of the homeschool community do not buy these. If you have joined the community, the pack for the term you are working on is given to you at no cost.

Our Islamic Education classes are free. These packs are part of what pays the teachers who teach them.