



IMAGINATIVE/PERSONAL UNITS


<i>Reference No.</i>	<i>Title of Unit</i>	<i>Strand/Task</i>
WN5D06	A Frightening Experience	Imaginative – Imagined Personal Response
WN5E04	The Bully	Imaginative – Imagined Personal Response
WN6E04	Loneliness	Imaginative – Poem
WN7D02	A Brave Dog	Imaginative – Story
WN7E01	After the Storm	Imaginative – Story
WN8D03	Introducing . . .	Personal – Account
WN8D04	Things That Go Bump in the Night	Imaginative – Story
WN9D01	For the Last Time	Personal – Account
WN9D02	Picked for the Team	Imaginative – Story
WN9D03	Hobbies and Pastimes	Personal – Account
WN0D01	It Wisnae Me!	Personal – Account
WN0D03	Letter to a Pen-pal	Personal – Letter


FUNCTIONAL UNITS

<i>Reference No.</i>	<i>Title of Unit</i>	<i>Strand/Task</i>
WI5D04	Stop Vandals	Functional – News Article
WI5E01	Beating Local Litter	Functional – News Article
WI5E05	Anti-Bullying Leaflet	Functional – Leaflet
WI6D07	Letter to Member of Parliament	Functional – Letter
WI7D03	Complaint to the Council	Functional – Letter
WI7D04	Looking After Your Pet	Functional – Instructions
WI8D01	Report On School Grounds	Functional – Report
WI9E01	A Residential Experience	Functional – Report
WI0D01	Moving From P7 to S1 – a Survival Guide	Functional – Leaflet
WI0E03	Leave my Programme Alone!	Functional – Letter

<b>WN5D06</b>	A FRIGHTENING EXPERIENCE	
POSSIBLE CONTEXTS	Adventure, Safety, Fear, Imagination.	
DESCRIPTION	<p>Strand: Imaginative - Imagined Personal Response to a Given Topic/Context.</p> <p>Pupils discuss any frightening experiences they might have had and how they felt at different times during these experiences. Pupils then plan and write an account about a frightening experience. (A similar unit based on the same context is available for Levels A-C.)</p>	
EQUIPMENT/ RESOURCES	<b>Each pupil:</b> pencil/pen, rubber, lined paper (optional).	

	<b>WN5E04</b>	THE BULLY
	POSSIBLE CONTEXTS	Bullying, Growing Up, School, Childhood.
	DESCRIPTION	<p>Strand: Imaginative - Imagined Personal Response to a Given Topic/Context.</p> <p>Pupils discuss bullying, why it happens, the effect it has, how it can be dealt with and what should be done to help the bully and the person being bullied. Pupils then plan and write an imaginative/personal story about a bully. (A similar unit based on the same context is available for Levels A-C.)</p>
	EQUIPMENT/ RESOURCES	<b>Each pupil:</b> pencil/pen, rubber, lined paper (optional).

<b>WN6E04</b>	LONELINESS	
POSSIBLE CONTEXTS	Friends, Personal and Social Development, Relationships.	
DESCRIPTION	<p>Strand: Imaginative - A Poem.</p> <p>Pupils discuss the idea of loneliness, relating it to relevant passages/poems. They consider the difference between being alone and being lonely. They then write a poem to convey their thoughts and feelings about 'loneliness'.</p>	
EQUIPMENT/ RESOURCES	<p><b>Each pupil:</b> pencil/pen, rubber, lined paper (optional).</p> <p><b>Teacher:</b> passages/poems about loneliness.</p>	


	<b>WN7D02</b>	A BRAVE DOG
	POSSIBLE CONTEXTS	Animals as Faithful Friends to Humans, Rescue.
	DESCRIPTION	<p>Strand: Imaginative - A Story.</p> <p>Pupils discuss the kinds of situations in which a dog might rescue or help to rescue someone. They then plan and write a story about a brave dog that helps in some way to rescue a person or people from a terrible danger. (A similar unit based on the same context is available for Levels A-C.)</p>
	EQUIPMENT/ RESOURCES	<b>Each pupil:</b> pencil/pen, rubber, lined paper (optional).




<b>WN7E01</b>	AFTER THE STORM	
POSSIBLE CONTEXTS	Sea, Seashore.	
DESCRIPTION	<p>Strand: Imaginative - A Story.</p> <p>Pupils are asked to imagine walking along a beach after a storm and to discuss what they might see. They then discuss the picture on the front cover of the booklet – what does the chest look like, how did it get there, what might be in it? The pupils plan and write a story about someone finding a chest as they walk along a beach after a storm, relating the story of the find and what it led to.</p>	
EQUIPMENT/ RESOURCES	<b>Each pupil:</b> pencil/pen, rubber, lined paper (optional).	

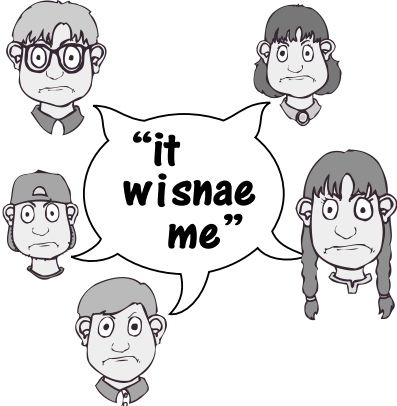
	<b>WN8D03</b>	INTRODUCING . . .
	POSSIBLE CONTEXTS	Family, Friendship, Personal Relationships.
	DESCRIPTION	<p>Strand: Personal - Account.</p> <p>Pupils discuss what makes a good friend. Pupils then plan and write an account of their best friend detailing his/her qualities and achievements. (A similar unit based on the same context is available at Levels A-C.)</p>
	EQUIPMENT/ RESOURCES	<b>Each pupil:</b> pencil/pen, rubber, lined paper (optional).

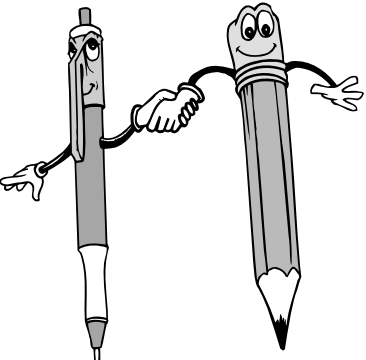
<b>WN8D04</b>	THINGS THAT GO BUMP IN THE NIGHT	
POSSIBLE CONTEXTS	Imaginative Writing/Features of Genre.	
DESCRIPTION	<p>Strand: Imaginative - A Story.</p> <p>Pupils 'brainstorm' to raise as many ideas as possible about ghosts. Pupils then plan and write a ghost story with which to entertain their peers.</p>	
EQUIPMENT/ RESOURCES	<b>Each pupil:</b> pencil/pen, rubber, lined paper (optional).	

	<b>WN9D01</b>	FOR THE LAST TIME
	POSSIBLE CONTEXTS	Feelings, Ourselves, Hobbies, Clubs, Holidays.
	DESCRIPTION	<p>Strand: Personal - Account.</p> <p>Pupils discuss how they felt about doing something for the last time. It could be something they enjoyed doing or something they disliked. Pupils then plan and write an account of doing something for the last time, making clear how they felt.</p>
	EQUIPMENT/ RESOURCES	<b>Each pupil:</b> pencil/pen, rubber, lined paper (optional).

<p><b>WN9D02</b></p>	<p>PICKED FOR THE TEAM</p>	
<p>POSSIBLE CONTEXTS</p>	<p>Feelings, Health and Fitness, Imaginative Writing.</p>	
<p>DESCRIPTION</p>	<p>Strand: Imaginative - A Story.  Pupils are asked to plan and write a story about a boy or girl whose dream comes true when he/she is 'picked for the team'. However, just before the competition, disaster strikes.</p>	
<p>EQUIPMENT/ RESOURCES</p>	<p><b>Each pupil:</b> pencil/pen, rubber, lined paper (optional).</p>	

		<p><b>WN9D03</b></p>	<p>HOBBIES AND PASTIMES</p>
		<p>POSSIBLE CONTEXTS</p>	<p>Feelings, Ourselves, Hobbies, Clubs.</p>
		<p>DESCRIPTION</p>	<p>Strand: Personal - Account.  Pupils discuss their hobbies and favourite pastimes. Pupils then plan and write a personal account of their hobby or favourite pastime, describing what it involves and what benefits it brings. (A similar unit based on the same context is available for Levels A-C.)</p>
		<p>EQUIPMENT/ RESOURCES</p>	<p><b>Each pupil:</b> pencil/pen, rubber, lined paper (optional).</p>

<p><b>WN0D01</b></p>	<p>IT WISNAE ME!</p>	
<p>POSSIBLE CONTEXTS</p>	<p>Moral Values, Citizenship, Autobiography.</p>	
<p>DESCRIPTION</p>	<p>Strand: Personal - Account.  Pupils discuss the feelings and emotions which can be evoked by being wrongly blamed. Pupils then plan and write a personal account of a time when they were accused of doing something they did not do. (This unit is available at Levels A-C.)</p>	
<p>EQUIPMENT/ RESOURCES</p>	<p><b>Each pupil:</b> pencil/pen, rubber, lined paper (optional).</p>	


	<p><b>WN0D03</b></p>	<p>LETTER TO A PEN-PAL</p>
	<p>POSSIBLE CONTEXTS</p>	<p>Autobiography, Friendship, European Study.</p>
	<p>DESCRIPTION</p>	<p>Strand: Personal - Letter.  Pupils discuss possible responses to a variety of given letters. Pupils select a pen-pal then plan and write a letter in response to the stimulus material from their chosen pen-pal.</p>
	<p>EQUIPMENT/ RESOURCES</p>	<p><b>Each pupil:</b> pencil/pen, rubber, stimulus material enclosed with pupil booklet, lined paper (optional).</p>


**LANGUAGE**


**WRITING**


**FUNCTIONAL**

**LEVELS D & E**

	<b>WI5D04</b>	STOP VANDALS
	POSSIBLE CONTEXTS	Newspaper Articles, Vandalism, Improving Local Environment.
	DESCRIPTION	Strand: Functional - News Article.  Pupils discuss acts of vandalism and their effects on individuals and the community at large. They then plan and write an article for a local newspaper describing the vandalism and its effect on the community. (A similar unit based on the same context is available for Levels A-C.)
	EQUIPMENT/ RESOURCES	<b>Each pupil:</b> pencil/pen, rubber, lined paper (optional).

<b>WI5E01</b>	BEATING LOCAL LITTER	
POSSIBLE CONTEXTS	Litter, Cleaning up the Local Beach, Cleaning up the Local Area.	
DESCRIPTION	Strand: Functional - News Article.  Pupils discuss litter in general and local litter in particular. They discuss the dangers of litter left in the local area. Pupils then plan and write a news article giving details of a proposed litter prevention campaign.	
EQUIPMENT/ RESOURCES	<b>Each pupil:</b> pencil/pen, rubber, lined paper (optional).	

	<b>WI5E05</b>	ANTI-BULLYING LEAFLET
	POSSIBLE CONTEXTS	Dangers of Bullying, How to Combat Bullying.
	DESCRIPTION	Strand: Functional - A Leaflet.  Pupils discuss the different forms of bullying, the consequences of bullying and what may be done in response to bullying. Pupils then plan and write a leaflet explaining the problems of bullying to new pupils and suggest what they should do if they are bullied or if they see someone being bullied. (A similar unit based on the same context is available for Levels A-C.)
EQUIPMENT/ RESOURCES	<b>Each pupil:</b> pencil/pen, rubber, lined paper (optional). <b>Teacher:</b> commercially produced materials and/or newspaper articles.	

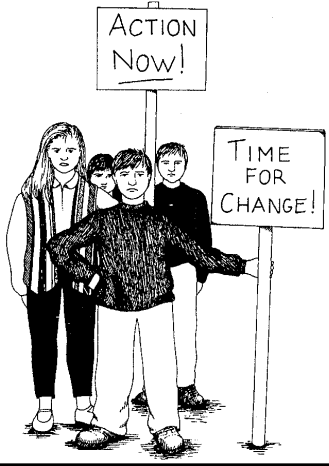
<b>WI6D07</b>	LETTER TO MEMBER OF PARLIAMENT	
POSSIBLE CONTEXTS	Local Environmental Issues, Improving the Local Environment, Environmental Campaigning.	
DESCRIPTION	Strand: Functional - Letter.  Pupils discuss environmental issues that are important locally and any that are currently in the news. As part of a local campaign to protect/save a particular local area eg woods, park, river, beach, they write to their local MP to ask for his/her support and advice to help their campaign.	
EQUIPMENT/ RESOURCES	<b>Each pupil:</b> pencil/pen, rubber, lined paper (optional). <b>Teacher:</b> name and address of local Member of Parliament.	

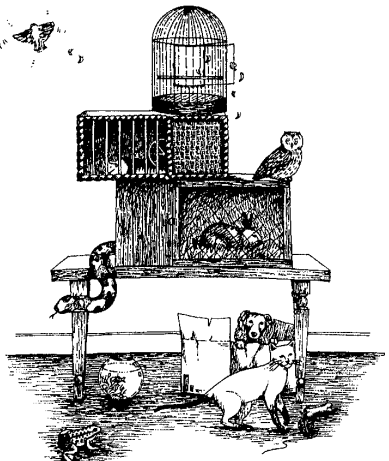
**LANGUAGE**


**WRITING**

**FUNCTIONAL**

**LEVELS D & E**

	<b>WI7D03</b>	COMPLAINT TO THE COUNCIL
	POSSIBLE CONTEXTS	Local Issues, Community, Improving Local Conditions.
	DESCRIPTION	<p>Strand: Functional - Letter.</p> <p>Pupils discuss local issues, how local situations might be improved and who might have the power to make changes. They then plan and write a letter to the local Council explaining a situation about which they have a problem and suggesting a solution.</p>
	EQUIPMENT/ RESOURCES	<p><b>Each pupil:</b> pencil/pen, rubber, lined paper (optional).</p> <p><b>Teacher:</b> name and address of local Council, local newspapers (optional).</p>

<b>WI7D04</b>	LOOKING AFTER YOUR PET	
POSSIBLE CONTEXTS	Animals, Pets.	
DESCRIPTION	<p>Strand: Functional - Instructions.</p> <p>Pupils discuss the idea of keeping pets and the responsibilities that this involves. They also talk about how having an unusual pet may involve particular problems. The pupils then write a set of instructions giving advice to a person who is thinking of buying a particular type of pet. It can be any type of pet, usual or unusual. (A similar unit based on the same context is available for Levels A-C.)</p>	
EQUIPMENT/ RESOURCES	<p><b>Each pupil:</b> pencil/pen, rubber, lined paper (optional).</p> <p><b>Teacher:</b> books/leaflets on looking after pets.</p>	


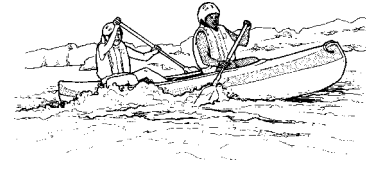
	<b>WI8D01</b>	REPORT ON SCHOOL GROUNDS
	POSSIBLE CONTEXTS	Our School, The Local Area, Improving The Environment.
	DESCRIPTION	<p>Strand: Functional - A Report.</p> <p>Pupils discuss the use of their school grounds and explore different ways in which change could be made. They then plan and write a report describing the school grounds and making proposals for change and improvement. (A similar unit based on the same context is available at Levels A-C.)</p>
	EQUIPMENT/ RESOURCES	<p><b>Each pupil:</b> pencil/pen, rubber, lined paper (optional).</p>


**LANGUAGE**


**WRITING**

**FUNCTIONAL**

**LEVELS D & E**

<b>WI9E01</b>	A RESIDENTIAL EXPERIENCE	 
<b>POSSIBLE CONTEXTS</b>	School, Community, Media, Health and Fitness, Report Writing.	
<b>DESCRIPTION</b>	<p>Strand: Functional - A Report.</p> <p>Pupils identify and discuss the residential experiences offered by their school. Pupils then plan and write a report for the school handbook.</p>	
<b>EQUIPMENT/ RESOURCES</b>	<b>Each pupil:</b> pencil/pen, rubber, ruler.	

	<b>WI0D01</b>	MOVING FROM P7 TO S1 – A SURVIVAL GUIDE
	<b>POSSIBLE CONTEXTS</b>	Personal and Social Development, Transition.
	<b>DESCRIPTION</b>	<p>Strand: Functional - Leaflet.</p> <p>Pupils discuss their own experience of transition from P7 to S1 and then plan and write a leaflet for P7 pupils.</p> <p>This unit is not suitable for primary school pupils. (This unit is also available at Levels A-C.)</p>
	<b>EQUIPMENT/ RESOURCES</b>	<p><b>Each pupil:</b> pencil/pen, rubber, lined paper (optional).</p> <p><b>Teacher:</b> selection of leaflets.</p>

<b>WI0E03</b>	LEAVE MY PROGRAMME ALONE!	
<b>POSSIBLE CONTEXTS</b>	Media Studies, Letter Writing.	
<b>DESCRIPTION</b>	<p>Strand: Functional - Letter.</p> <p>Pupils discuss favourite TV programmes and why they enjoy them. The teacher introduces the idea that programmes are to be dropped from the schedule. Pupils then plan and write a formal letter to persuade the Head of a television channel to have a change of mind.</p>	
<b>EQUIPMENT/ RESOURCES</b>	<b>Each pupil:</b> pencil/pen, rubber, lined paper (optional).	

**Background**

Before using the National Test to confirm attainment of Level F in Writing, the teacher will have evidence that the pupil:

- has covered the strands and targets at Level F
- is consistently producing work at Level F in class
- can complete the test with the degree of independence required.

**The Test**

The Writing test at Level F consists of one unit, **Writing about Texts**. Pupils are given a choice of writing about a novel/short story or a poem or a play they have read and enjoyed.

<i>Reference No.</i>	<i>Title of Unit</i>
WT8F01	Writing about Texts

Note: An additional booklet is provided for pupils, containing:

- the task
- simplified criteria for success
- space for making notes
- space for planning.