

Writing

LO: To draft and edit a letter to your new teacher.

YOUR TASK:

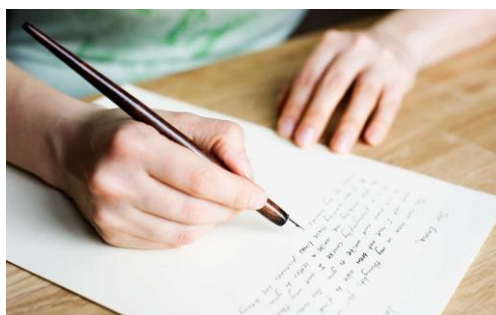
Your task is to write a **letter** with the purpose of introducing yourself to your new teachers in secondary school.

As your **future teachers**, no matter who they might be or whether you know who it is yet, they will be just as interested and excited to get to know you as we were.

I would **recommend** making some **notes**, before you begin writing, about all the different things about yourself you would like to talk about. For example; you may want to tell them about your previous schools, your hobbies and interests, your achievements, what you hope to achieve in the future, what you enjoy while at school and feel you are good at, the areas you would like to improve...

These notes will **help you to structure** your letter.

Think about the letters we have written throughout the year. Each time we have aimed to **capture** the reader's attention, **inform** them and **pose questions** to them. Those same skills can be applied to this letter.



Remember: Letters are usually formal pieces of writing, unless you know the recipient very well, so you should write in a **formal** but **friendly** tone. For many of you it could be your **first impression** on your new teacher.

Your letter should therefore be: informative, personal and polite.

Things you may want to consider:

- **A range of complex, compound and simple sentences** – this will allow you to explain the areas you would like to cover with detail and clarity.
- **Relative clauses:** beginning with a relative pronoun (*who, whom, which, whoever, whomever, where, whose, whichever, and that*). Just as we considered in our school reports; relative clauses are helpful devices we can use in order to add some context and detail to our explanations.
- **A range of punctuation** – in this piece of writing you could focus on dashes, semi-colons, colons and parenthesis (brackets). All of which allow you to insert additional phrases, clauses and information into sentences.
- In addition, think about creating the **correct tone** through a careful choice of **verbs** (actions), **adverbs** (how the actions are carried out) and **adjectives** (descriptive language).
- You may also consider a **variety** of ways in which to **begin your sentences and paragraphs**. You may begin with adverbial phrases, subordinate clauses, adverbs or conjunctions rather than words such as 'the', 'I' or 'then'.
- **Rhetorical questions and devices;** one of the purposes of this letter is to begin to get to know your new teachers. You should ask rhetorical questions.

Colon

1. Introduce a list.

There are three friends in the book: Harry, Ron and Hermione.

Remember to bring these items:

- a water pistol
- a unicycle
- a pogo stick
- roller skates.

A colon at the end of the introductory sentence.

Full stop at the end

Colon

2. Introduce examples or explanations.

It gives a little more information about what comes before it.

The bird eats lots of snacks: he needs lots of energy for flying.

Brackets

Separate additional detail or information

I spoke to Eliza (**her sister is a doctor**) about your strange symptoms.



I gave the bear a banana (**all I had left**).

Full stop on outside

The word of phrase inside the brackets, commas or dash is called a parenthesis.

Dash

Show a break in a sentence.
Separate two clauses.

The fire spread quickly and the trees were engulfed – I was scared.

Remember:

- It is stronger than a comma
- It is longer than a hyphen

Semi-colon

1. Introduce list (separating longer phrases in a list).

The children need to bring with them: a hot-water bottle if the weather is cold; a cup, a plate and a bowl; a knife, a fork and a spoon.

Links TWO main clauses

Semi-colon

2. Replace a full stop.

It links two complete sentences and turns them into one sentence. The two sentences are closely linked in meaning.

It shows a **LONGER** pause than a comma

The girl has never been so terrified; she backed away, but there was nowhere to hide.

The film was brilliant; I had a great time.

Adverbials

Two or more words that tell us more about a verb.

They can tell us: "how", "where" or "when."

I will sit silently. ----- I will sit **in silence**.

After dinner, we **went** to the party.

Before school time, we **said** goodbye to mum.

Before the performance, I **was** feeling nervous.

I will **do it in a minute**.

I **slept like a baby**.

We **met by the train station**.

He **stood and waited under the clock**.

The rabbit **hopped as fast as it could**.

She **danced all night long**.

He **ate his breakfast before the sun came up**.

Before the sun came up, he ate his breakfast.

All night long, she danced.

As fast as he could, the rabbit hopped.

Under the clock, he stood and waited.

By the train station, we met.

Suggested Structure and Planning Sheet

This is an idea to help guide you, **if you have other ideas please pursue them whilst remembering letters do have specific features.** This is not a strict number of paragraphs you may decide to pursue a different structure.

South Farnham School,
Menin Way,
Farnham,
Surrey,
GU9 8DY

Friday 15th May 2020

Dear _____,

Paragraph 1:

*This is where you should talk about your **purpose for writing and begin to introduce yourself.** It is an important paragraph as it will set the tone for the rest of the letter that follows.*

Paragraph 2:

*In this paragraph you may want to give a **short summary about yourself,** you should consider any **personal attributes or qualities** (such as your compassion for others). You may also want to tell them a small amount about your **previous school.***

Paragraph 3:

*Consider the things at **school** you enjoy and feel you are good at and also the areas which you find more of a challenge and would like to improve. You **should not mention every subject,** just the ones you deem important for yourself. You should also consider what you would like to **achieve in the future.***

Paragraph 4:

*Give them some details about your **different hobbies and interests** so that they can understand what kind of person you are in your life outside of school as well. This might include any sports you play, clubs you attend, things you enjoy doing such as baking or reading, or any achievements you have had outside of school. Expand on these a little to explain why you enjoy them; it **should not be a list.***

Paragraph 5:

*Think about the things you are **looking forward to, or have questions about,** when moving to secondary school. You may choose to include a rhetorical question asking for their opinion or advice to be shared.*

*Then **bring your letter to a close.** Often at this point people consider thanking them for the time they have taken to read the letter, or state that they are looking forward to meeting them.*

Yours sincerely (if you know them)/faithfully (if you do not know them),

Your Full Name