

Writing A Formal Letter L2 - Drafting Teaching Ideas

Lesson Objective: To write a formal letter using appropriate language, content and structure.

Success Criteria:

- To understand the structural conventions of formal letters.
- To understand the importance of spelling, punctuation and grammar when writing.
- To apply planning work to writing a formal letter.
- To assess my writing and identify areas for improvement.

Starter

Your Dream Job

To help students to recap on last lesson's work, ask them to write a job advertisement for their dream job. This could either be done in pairs or individually. Suggestions for students who may need support with generating ideas are available on the **L2 – Writing a Formal Letter – Drafting PowerPoint**.

It can be fun to share these advertisements, either in groups or as a class, once they have been written.

Main Activities

Your Task

To ensure students are familiar with the task from last lesson, it is helpful to remind them of the Purpose, Audience and Format. As well as being available on the **L2 – Writing A Formal Letter – Drafting PowerPoint**, this was also written in books last lesson.

Formal Letters: Layout

Before they start writing, it is useful to ask students what they recall about the layout of formal letters. Display the sample letter on the **L2 – Writing a Formal Letter – Drafting PowerPoint** and ask volunteers to talk through the layout. Annotations are available on the PowerPoint.

Spelling, Punctuation and Grammar

It can also be useful to remind students of the importance of spelling, punctuation and grammar in this task. Encouraging the use of dictionaries and thesauri at the planning stage can help with this.

Spot the Errors

Provide students with the **Formal Letters – Spot the Errors Activity Sheet**. Working in pairs, students should look for any errors of technical accuracy, layout and content. Mistakes should be highlighted and briefly annotated. Share findings as a class. What one piece of advice would students give to the writer of the letter?

It is helpful to return to the checklist written at the end of last lesson and add learning from this lesson before progressing to the next stage.

Write it!

Students now need individual time to write their letters. It's a good idea to remind them to use their original job advertisement from last lesson and checklist. Time allocated for this task will vary greatly, according to the students. For lower attaining pupils, it is advisable to break up the writing into ten minute chunks with mini plenaries, such as the one below, to check progress and maintain motivation.

Plenary

Be the Teacher!

Using their checklists, students should now attempt to mark their own work. Encourage positivity and careful checking.

Once marked, students should write down one thing they think they have done well, and one area in which they need to improve. With lower attaining students, it can be useful to model this on the board first.