



PLAN A FORMAL LETTER-WRITING LESSON

Three choices for the start, middle and end.



THE IDEA

Offer different routes into the same writing goal.



IN THE CLASSROOM

Choose a starter, a main activity and a plenary.

Keep one clear writing focus throughout.

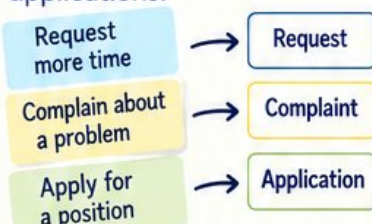


START OF THE LESSON

Activate thinking and establish a focus.

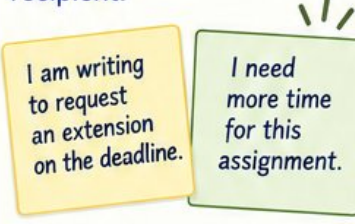
1 Purpose sort

Match letter situations to requests, complaints or applications.



2 Tone detective

Compare two phrases and discuss which suits the recipient.



3 Request rehearsal

Partners state their purpose clearly and respectfully.

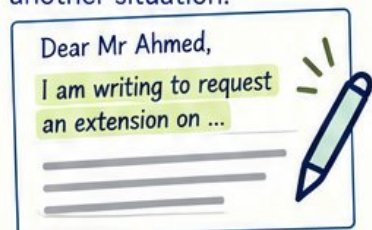


MIDDLE OF THE LESSON

Model the writing and build independence.

1 Model the opening

Co-write a direct purpose statement. Students try another situation.



2 Build the case

Pairs order reasons and supporting details, then draft.



3 Tone workshop

Students replace vague or aggressive wording with precise requests.

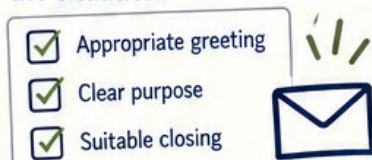


END OF THE LESSON

Check learning and plan the next step.

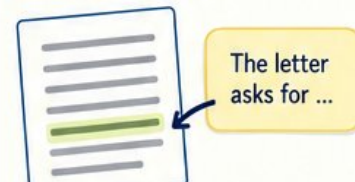
1 Recipient check

Students check greeting, purpose and closing against the situation.



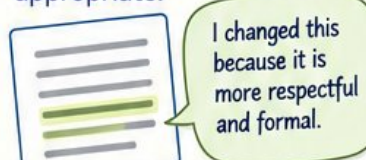
2 Request audit

Partners identify the action the letter asks for.



3 Tone exit

Students explain one revision that makes their letter more appropriate.



EAL UPGRADE

Rehearse aloud before writing. Offer a short phrase bank and reduce prompts gradually.



TRY IT TOMORROW

Choose one writing move. Use it in the starter, practise it in the main task and check it in the plenary.



TEACHER LANGUAGE

Why are you writing? What does the recipient need to know? What action are you requesting?