Write a feature lead

Learning Notes

First, explain how two appearances of a recurring object change the reader's understanding.

Unit 2 / Preserve both online booking windows

Who?	When booking opens
Members	Seven days ahead
Visitors	Two days ahead

Your learning route

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Name _____ Class _____

Date _____

01 Interpreting an object whose meaning changes

Learning goal Explain how two appearances of a recurring object change the reader's understanding.

Key idea

Track what the object allows a character to do at each appearance. Compare the relationships or choices around it. Calling the object a symbol of hope earns little without showing how an action gives it that meaning.

Worked example

At the rehearsal I hid my cracked baton under my sleeve. At our final concert I handed it to the youngest player and told her how the crack came from my first dropped beat. How has its meaning changed?

1 **Pair the two gestures** Hide and hand over are the important verbs. The first gesture protects the player from embarrassment; the second lets someone else hear the story.
2 **Keep the physical detail fixed** The baton is still cracked. What changes is the owner's attitude to the mistake and its possible value to a younger player.

Worked answer Hiding it makes it a private sign of embarrassment. Giving it away with its story makes an early mistake something another player can learn from. The crack is unchanged; the owner's willingness to share it changes its value.

Common mistake "The crack has been repaired, so the player likes the baton again."

Check your thinking Nothing says the crack was repaired. Build the interpretation from the change in how the player handles it.

Unit 1 • Guided practice

On her first shift May kept the spotless apron folded in a bag, worried about spoiling it. Months later she patched its grease mark instead of asking for a new one. Explain the changed meaning.

Hint Keep a pair of verbs: what does the character do with the object at first and at the end?

02 Condensing contrasting conditions without changing them

Learning goal Combine two rules concisely while preserving who each one applies to.

Key idea

Build a two-row table of people and conditions. Share only information common to both rows. Keep date boundaries and words such as only, before and after attached to the right group. A shorter notice that widens an entitlement is inaccurate.

Worked example

Members may reserve online seven days ahead. Visitors may reserve online two days ahead. Write one sentence preserving both booking windows.

1 **Extract what the groups share** Both groups may reserve online. Express that condition once. Do not let online apply only to the nearer group.
2 **Keep the two windows attached** Write members beside seven days ahead and visitors beside two. Read the final sentence as each person and check exactly when that person can book.

Worked answer Online reservations open seven days ahead for members and two days ahead for visitors. Online is shared; the two different windows remain explicit.

Preserve both online booking windows

Who?	When booking opens
Members	Seven days ahead
Visitors	Two days ahead

Common mistake “Everyone can book online up to a week ahead.”

Check your thinking That grants visitors five extra days. Compression must retain the unequal booking windows.

Continue with this guided practice on p. 4

03 Editing a feature opening for a youth audience

Learning goal Use a concrete scene to lead into a wider issue without inventing evidence.

Key idea

Open inside one observed moment. Choose a detail that belongs to this story. Then move from the moment to the question the feature will explore. Avoid putting invented words into a real person's mouth or treating one example as a school-wide trend.

Worked example

Notes: One pupil waits by the locked art room, holding a wet clay pot; the room opens only during lessons. Write a youth feature opening about access to creative space.

1 **Use a detail the reader can see** A wet pot in a pupil's hands outside a locked door places the reader at the scene. Resist adding a confrontation or an invented quotation.

2 **Turn the scene towards the issue** The pot needs attention beyond lesson time, but access follows the timetable. Let that tension open the wider question about creative space.

Worked answer A wet clay pot sits in a pupil's hands outside a locked art room. Making something can take longer than a lesson. What happens when the space to finish it follows a stricter timetable than the work itself?

Common mistake "The school does not care about young artists."

Check your thinking A locked room shows an access limit. It cannot establish the school's motives. Use the concrete scene to invite investigation.

Continue with this guided practice on p. 5

Apply what you learned

Unit 1 • New context

A baker once turned a scorched recipe card face down. Years later she pinned it above the apprentice's oven with a note about her first batch. Trace the change in meaning.

Unit 2 • Guided practice

Pupils collect badges at lunch. Staff collect badges after school. Both collect them at reception. Combine.

Hint Check your new sentence against one example from each group.

Unit 2 • New context

Staff can collect parcels at reception until 6 pm. Guests can collect there until 4 pm. Combine both rules in one sentence.

Unit 3 • Guided practice

Notes: At lunch a single bench sits in the sun while pupils crowd under an awning. Open a feature about how pupils use school space.

Hint Picture a camera recording only the supplied notes. Is every factual detail in your opening available to that camera or in the notes?

Unit 3 • New context

Feature notes: a swimmer dries her goggles outside the pool; the practice slot ends when the school bus arrives. Write a two-sentence opening about after-school time.

Unit quiz

Instructions Work independently. Show your thinking, then hand your work to your teacher or parent.

Task 1

When the club closed, I fastened its key to my belt so nobody could call the room theirs. Years later I used it to open the door for a new group and left it in their hands. Interpret the key at both points.

Task 2

Adults may borrow four tools for a week. Student members may borrow two tools for a week. Combine the rules without extending either allowance.

Task 3

Notes: A new pupil copies three bus numbers onto a sleeve before leaving school. The feature explores finding routes in an unfamiliar city. Write the opening paragraph.

Check your practice

Unit 1 Interpreting an object whose meaning changes

Guided practice The clean apron first represents a standard she fears failing. Keeping and mending the used apron treats traces of actual work as valuable; belonging has replaced the need to appear perfect.

Application The card first hides a failure she finds embarrassing. Displaying it with advice turns that failure into experience another baker can use.

Unit 2 Condensing contrasting conditions without changing them

Guided practice At reception, pupils collect badges at lunch and staff after school. The shared place is stated once.

Application At reception, staff may collect parcels until 6 pm and guests until 4 pm.

Unit 3 Editing a feature opening for a youth audience

Guided practice At lunchtime the bench in the sun is free. Under the awning, pupils stand close together. A seat on a plan and a place someone can comfortably use may be two different things.

Application Wet goggles in hand, a swimmer reaches the pool just as practice ends. When the school bus and the training clock disagree, whose afternoon gets cut short?

Revisit a task Choose one task. Copy a clue or rewrite one part of your answer.