

PERSUASIVE WRITING				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To use persuasive techniques.	In this first lesson the children will have the opportunity to identify, discuss and try out some persuasive techniques. During the input, they identify some persuasive techniques from slogans and use the context of discussing juvenile correction facilities like Camp Green Lake to apply the persuasive techniques in sentences.	<ul style="list-style-type: none"> <li>Can children describe techniques they can use to make their writing more persuasive?</li> <li>Are children able to write persuasive sentences for or against a statement or idea?</li> <li>Can children describe why a technique can help persuade an audience?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Slogan Cards 1A</li> <li>Worksheet 1A/1B/1C</li> <li>Persuasive Techniques Card 1A</li> <li>Information Sheet 1A</li> <li>Mind Map Sheets 1A (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To write a persuasive speech.	Children use their knowledge of persuasive techniques learnt in the previous lesson to write a persuasive speech. They identify the audience for their writing and attempt to convince them to close Camp Green Lake.	<ul style="list-style-type: none"> <li>Can children apply persuasive techniques to important points in their speeches?</li> <li>Are children able to use appropriate language and punctuation in their persuasive speeches?</li> <li>Can children perform their speech with appropriate tone and emphasis?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Word Bank 2A</li> <li>Worksheet 2A/2B</li> <li>Role Cards 2A (FSD? Activity only)</li> </ul>
<b>Lesson 3</b>	To plan a persuasive brochure for Camp Green Lake.	Children are challenged to discuss and analyse some examples of persuasive brochures in order to create a first draft of their own persuasive brochure. Using their previous knowledge of persuasive techniques, the children will use the provided templates to plan a brochure for Camp Green Lake.	<ul style="list-style-type: none"> <li>Can children identify some key features of a brochure?</li> <li>Are children able to recall and retrieve information from a narrative text?</li> <li>Are children able to organise and record information into a basic first draft or plan?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>(optional) A selection of real-life brochures</li> <li>Model Text 3A</li> <li>Worksheet 3A/3B</li> <li>Information Card 3A</li> <li>Copies of the book 'Holes' or access to chapters 4 &amp; 5 (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To create a persuasive brochure.	Children use their first drafts and notes from the previous lesson to create a persuasive brochure for Camp Green Lake. They must use what they've learnt about persuasive techniques to make their brochure effective.	<ul style="list-style-type: none"> <li>Are children able to name some persuasive techniques they can use in their writing?</li> <li>Can children effectively apply persuasive features to a new style of writing?</li> <li>Are children able to include features of a brochure in their final piece?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Writing Frame 4A</li> <li>Plain paper</li> <li>Word Bank 4A</li> <li>Persuasive Features Sheet 4A</li> <li>Challenge Card 4A (FSD? Activity only)</li> <li>Laptops/Computers (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To create a persuasive advert for Sploosh.	Children consolidate their knowledge of persuasive techniques in this final piece of persuasive writing as they create either a poster, or TV advert for Sploosh. The children will focus their discussions on their target audience and which persuasive techniques are most appropriate for this type of writing.	<ul style="list-style-type: none"> <li>Can children name some of the features of a printed advert?</li> <li>Can children create a persuasive advert for a product?</li> <li>Can children apply persuasive features to a new genre of writing?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Word Bank 5A</li> <li>Persuasive Features Sheet 5A</li> <li>Plain paper</li> <li>Checklist 5A</li> <li>Colouring pencils/pens</li> <li>Worksheet 5A (FSD? Activity only)</li> <li>Group Role Cards 5A (FSD? Activity only)</li> <li>Cameras to film (FSD? activity only)</li> </ul>

Reading - word reading
<ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</li> </ul>

Reading - comprehension	
<ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>recommending books that they have read to their peers, giving reasons for their choices</li> <li>identifying and discussing themes and conventions in and across a wide range of writing</li> <li>making comparisons within and across books</li> <li>learning a wider range of poetry by heart</li> <li>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>asking questions to improve their understanding</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied</li> <li>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>identifying how language, structure and presentation contribute to meaning</li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>distinguish between statements of fact and opinion</li> <li>retrieve, record and present information from non-fiction</li> <li>participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>provide reasoned justifications for their views.</li> </ul>

Writing - transcription HANDWRITING
<ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task.</li> </ul>

Writing - transcription SPELLING
<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>use a thesaurus</li> </ul>

Writing - composition
<ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> </ul>

Writing - spelling, punctuation and grammar
<ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in English Appendix 2 by:                             <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> </li> <li>indicate grammatical and other features by:                             <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> </ul> </li> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</li> </ul>

English Appendix 2	
<b>WORD</b> <ul style="list-style-type: none"> <li>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, -ate; -ise; -ify]</li> <li><b>Verb prefixes</b> [for example, dis-, de-, mis-, over- and re-]</li> </ul>	
<b>SENTENCE</b> <ul style="list-style-type: none"> <li><b>Relative clauses</b> beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>Indicating degrees of possibility using <b>adverbs</b> [for example, perhaps, surely] or <b>modal verbs</b> [for example, might, should, will, must]</li> </ul>	<b>TEXT</b> <ul style="list-style-type: none"> <li>Devices to build <b>cohesion</b> within a paragraph [for example, then, after that, this, firstly]</li> <li>Linking ideas across paragraphs using <b>adverbials</b> of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</li> </ul>
<b>PUNCTUATION</b> <ul style="list-style-type: none"> <li>Brackets, dashes or commas to indicate parenthesis</li> <li>Use of commas to clarify meaning or avoid ambiguity</li> </ul>	<b>TERMINOLOGY FOR PUPILS</b> modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity