

# The Great Kapok Tree : Persuasive Writing : English : Year 4

|                 | Learning Objective  | Overview   | Assessment Questions   | Resources  |
|-----------------|---|--|--|--|
| <b>Lesson 1</b> | To become familiar with the story of <i>The Great Kapok Tree</i>  | In this first lesson, children will read <i>The Great Kapok Tree</i> as a class, and become familiar with the story by discussing the setting, characters and events. In their independent activities, children will show their understanding of the text by answering a range of differentiated comprehension questions. In the alternative activity, children are challenged to retell the story as a role-play.                 | <ul style="list-style-type: none"> <li>• Can children retell the main events of the story?</li> <li>• Can children ask and answer questions about the story?</li> <li>• Can children suggest a reason for why the book was written?</li> </ul>   | <ul style="list-style-type: none"> <li>• Slides</li> <li>• <i>The Great Kapok Tree</i> by Lynne Cherry (not provided)</li> <li>• Worksheet 1A/1B/1C</li> <li>• Role-play Cards (FSD? activity only)</li> </ul>   |
| <b>Lesson 2</b> | To identify the features of persuasive writing                    | Children will first recap on the events in <i>The Great Kapok Tree</i> , and then look at the letter that the author wrote to the reader, discussing her reasons for doing so. As a class, children will then explore some of the features of persuasive writing, looking at and discussing examples. In their independent activities, they will read and sort different sentences according to the persuasive feature/s they use. | <ul style="list-style-type: none"> <li>• Can children explain the author's purpose in writing the book?</li> <li>• Can children identify some features of persuasive writing?</li> <li>• Can children explain why these features are effective?</li> </ul>   | <ul style="list-style-type: none"> <li>• Slides</li> <li>• <i>The Great Kapok Tree</i> by Lynne Cherry (not provided)</li> <li>• Worksheet 2A/2B</li> <li>• Feature Strips</li> <li>• Definition Cards</li> <li>• Feature Cards (FSD? activity only)</li> <li>• Worksheet 2D (FSD? activity only)</li> </ul> |
| <b>Lesson 3</b> | To gather information and ideas for a persuasive piece of writing | Children will first recap on the nine persuasive features of writing that they looked at in the previous lesson, completing an activity which asks them to think about the importance and effectiveness of each feature. They will then begin to note down ideas for each persuasive feature that they could use in their letter to the logging companies.   | <ul style="list-style-type: none"> <li>• Can children discuss the effectiveness of the different persuasive features?</li> <li>• Do children understand some of the effects of logging on the rainforest and the world?</li> <li>• Can children use these facts to generate their own notes for what to include in a persuasive piece of writing?</li> </ul> | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Persuasive Writing Feature Cards (Teaching Input)</li> <li>• Diamond Sheet (Teaching Input)</li> <li>• Ideas Sheet</li> <li>• Fact Sheet</li> <li>• Persuasive Features Help Sheet</li> <li>• Group Ideas Sheets (FSD? activity only)</li> </ul>  |
| <b>Lesson 4</b> | To know how to structure and draft a persuasive letter            | In this lesson, after recapping and discussing some of the issues that are caused by logging companies, children will then explore how to structure their letter, and what each section should include. In their independent activities, they will begin to draft their letter, using the information and ideas they gathered in the previous lesson.  | <ul style="list-style-type: none"> <li>• Do children know how they should structure their persuasive letter?</li> <li>• Can children draft a letter which in which they clearly express and evidence an argument?</li> <li>• Can children choose and use persuasive features effectively in their writing?</li> </ul>  | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Ideas Sheets from previous lesson</li> <li>• Fact Sheet</li> <li>• Letter Structure Cards</li> <li>• Draft Letter Template A/B/C</li> </ul>   |
| <b>Lesson 5</b> | To know how to edit and improve a persuasive letter               | In this final lesson, as a class, children will look at and discuss how each section of a given persuasive letter has been improved. They will then assess and edit their draft letters from the previous lesson by using given statements or questions as a basis for their improvements, before writing their final version of the letter.   | <ul style="list-style-type: none"> <li>• Can children identify the areas of their writing that could be improved?</li> <li>• Can children assess and edit their writing?</li> <li>• Can children offer suggestions to others as to how they could improve their writing?</li> </ul>  | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Draft Letter Templates from previous lesson</li> <li>• Assess &amp; Edit Sheet A/B</li> <li>• Question Cards</li> <li>• Peer Assessment Cards (FSD? activity only)</li> <li>• Final Letter Template</li> </ul>                                    |

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|   |   |
|---|---|
| <b>Reading - word reading</b>   |   |
| <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>  |   |
| <b>Reading - comprehension</b>  |   |
| <ul style="list-style-type: none"> <li>listening to and discussing a 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>using dictionaries to check the meaning of words that they have read</li> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>identifying themes and conventions in a wide range of books</li> <li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>discussing words and phrases that capture the reader's interest and imagination</li> <li>recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul>  | <ul style="list-style-type: none"> <li>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>asking questions to improve their understanding of a text</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>predicting what might happen from details stated and implied</li> <li>identifying main ideas drawn from more than one paragraph and summarising these</li> <li>identifying how language, structure, and presentation contribute to meaning</li> <li>retrieve and record information from non-fiction</li> <li>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul> |
| <b>Writing - transcription HANDWRITING</b>  |   |
| <ul style="list-style-type: none"> <li>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>  |   |
| <b>Writing - transcription SPELLING</b>   |   |
| <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>spell further homophones</li> <li>spell words that are often misspelt (English Appendix 1)</li> <li>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>use the first two or three letters of a word to check its spelling in a dictionary</li> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>   |   |
| <b>Writing - composition</b>  |   |
| <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proof-read for spelling and punctuation errors</li> <li>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul> |   |
| <b>Writing - spelling, punctuation and grammar</b>  |   |
| <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> <li>learning the grammar for years 3 and 4 in English Appendix 2</li> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> <li>using and punctuating direct speech</li> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</li> </ul>   |   |
| <b>English Appendix 2</b>   |   |
| <b>WORD</b>   |   |
| <ul style="list-style-type: none"> <li>The grammatical difference between <b>plural</b> and <b>possessive</b> –s Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</li> </ul>   |   |
| <b>SENTENCE</b>   | <b>TEXT</b>   |
| <ul style="list-style-type: none"> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</li> <li><b>Fronted adverbials</b> [for example, Later that day, I heard the bad news.]</li> </ul>   | <ul style="list-style-type: none"> <li>Use of paragraphs to organise ideas around a theme</li> <li>Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across sentences to aid <b>cohesion</b> and avoid repetition</li> </ul>   |
| <b>PUNCTUATION</b>  | <b>TERMINOLOGY FOR PUPILS</b>   |
| <ul style="list-style-type: none"> <li>Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</li> <li><b>Apostrophes</b> to mark <b>plural</b> possession [for example, the girl's name, the girls' names]</li> <li>Use of commas after <b>fronted adverbials</b></li> </ul>  | determiner<br>pronoun, possessive pronoun<br>adverbial  |