

## Year Five MTP Writing Spring Term 1: Writing to Persuade

*'Encouraging each other, overflowing with hope.'*

SPaG knowledge for this term			Writing knowledge		
Term	Definition	Example	<p style="text-align: center;"><b>The pupil can, after modelling and exploring the skills in a series of lessons:</b></p> <ul style="list-style-type: none"> <li>Write coherently using a range of sentence structures including adverbials, relative clauses and parenthesis.</li> <li>Develop detail for settings, characters and atmosphere.</li> <li>Demonstrate degrees of possibility and prediction, indicated through the use of modal verbs and adverbs.</li> <li>Use a range of devices to build cohesion within and across paragraphs (including adverbials, pronouns and conjunctions).</li> <li>Tense is consistently maintained and demonstrates a range of different verb forms (including present perfect).</li> <li>Demonstrate some integration of accurately punctuated dialogue used to advance action and/or convey characters.</li> <li>Many sentences correctly demarcated with in-sentence punctuation marks (including commas for clarity and some use of commas, brackets or dashes to mark parenthesis).</li> <li><i>Punctuation: capital letters, full stops, question &amp; exclamation marks, apostrophes for contraction/ singular possession/ plural possession, commas in lists &amp; after fronted adverbials, speech punctuation, parenthesis marked with commas/ brackets/ dashes</i></li> <li>Mostly correct selection and spelling of homophones, silent letter words and words with suffixes (ref. App.1). Accurate use of most Y3/4 statutory spelling words and some from the Y5/6 list.</li> <li>Legible joined handwriting with variation in style appropriate to task.</li> </ul> <p style="text-align: center;"><b>Speaking and Listening</b></p> <p>To know how to give well-structured explanations for different purposes and express feelings.                      To understand how to select and use appropriate registers &amp; language for effective communication for a range of audiences without being prompted.                      To understand how to articulate arguments and opinions clearly and persuasively.                      To know how to state their opinions and ideas to unfamiliar people, and justify them on the spot</p>		
Apostrophe of omission	A piece of punctuation that demarcates where letters are missing (omitted).	Can't shan't			
Apostrophe of possession (singular)	A piece of punctuation to show that the suffix 's' is not for plural but shows that the subject is the owner or is in possession of something. Words ending in S just have the apostrophe and no additional S	Bob's shoe James' cat			
Apostrophe of possession (Plural)	A piece of punctuation to show that the suffix 's' is there for plural purposes but that they then own/possess something.	The Girls' Toilet  The spider was fat, hairy and terrifying.			
List	Items ins series separated by a comma or a semi-colon if there is more detail.	We visited: Paris in February; New Yorn in June and Madrid in September.			
Bullet points	Introduced with a colon, consistent capitalisation at the start of each point, then each point ends with a semi-colon bar the final one that should end with a full stop.	We visited: *Paris in February.; *New York in June; Madrid in September.			
Colon	Colon introduces a list. Grammatically, you should be able to jump to any item in the list and it should make sense.	:			
Modal verb	An auxiliary verb that indicates possibility or certainty..	May must will shall shan't			

### Explicit PaG teaching

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
L.O To understand the apostrophe of omission L.O To know where to place the apostrophe to show omission L.O To independently apply the apostrophe of omission.	L.O To understand modal verbs L.O To know how to rank possibility using modal verbs L.O To independently identify modal verbs	L.O To understand adverbs L.O To know how to recognise an adverb L.O To independently identify adverbs.	L.O To understand the apostrophe of possession (singular) L.O To know when an s is used for plural or for possession. L.O To independently demarcate the apostrophe of possession.	L.O To understand how to use commas in a list L.O To know when to add a comma to show a list L.O To independently use commas in a list.	L.O To understand how to punctuate bullet points using a colon, semi-colons and a full stop. L.O To know how to punctuate bullet points L.O To independently punctuate bullet points.

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	Reading	Toolkit	Skill	Speaking and listening	Planning	Drafting	Editing/Revising	Publishing
<p>Week 1 (3 days)</p> <p><b>Text:</b></p> <p>Purpose:</p> <p><b>Key vocabulary for the week:</b></p> <p>Catastrophe Devour (trees) - discuss tier 2 meanings Heinous (crime) Robust (response) Shirk (responsibilities) Wrath (suffer my)</p> <p>Deforestation</p> <p>Climate change</p> <p>Extinct/ion</p> <p>Rainforest</p>		<p><b>L.O To develop a toolkit for an effective speech.</b></p> <p>Explain this week we will be learning to deliver a speech. Can chn articulate the difference between delivering a speech and writing/reading one? Will only have prompt cards, not writing a speech. Chn watch <a href="https://www.youtube.com/watch?v=7WknYmUQ5D">https://www.youtube.com/watch?v=7WknYmUQ5D</a> David Attenborough speech. Chn discuss initial impressions - what made it effective (or not) in their opinions. Introduce FEARR (facts and figures, emotive language, audience, rhetorical questions and repetition (power of 3)). Watch a speech by Greta Thunberg.</p> <p><a href="https://www.youtube.com/watch?v=TMrtLsQbaok">https://www.youtube.com/watch?v=TMrtLsQbaok</a> Chn discuss again, do they notice the features? Activity: Create a toolkit for an effective speech - FEARR. Cut and stick the examples of each after writing them</p>	<p><b>L.O To develop an understanding of emotive language.</b></p> <p>Retrieval: Chn match the features of a toolkit with examples of each. Teaching/Modelling: Tell the chn today we are going to create a persuasive speech together about deforestation. We need persuasive and emotive language to begin with, so use Zones of Relevance to develop substitutes for basic words. <a href="https://www.youtube.com/watch?v=nNq_xiuif5M">https://www.youtube.com/watch?v=nNq_xiuif5M</a> David Attenborough Madagascar Watch video about deforestation for ideas, chn make notes of words and phrases then share ideas for phrase and words pertinent to this subject. T record ideas on large Zone of relevance, modelling placement. Activity: Children then create own Zones of Relevance to put in books so have record of the words/phrases they chose.</p>	<p><b>L.O To use meetings to discuss persuasive devices.</b></p> <p>Share that this speeches week, children are building g upon their understanding of FEARRR from Y3 and Y4. Y3 they learned about rhetorical questions and how plastic should not be allowed to pollute the waterways - this year you are going to be making a speech that impacts people beyond Boston - that we need to stop deforestation.</p> <p>Share facts for children to read through and to discuss/debate (using Y5 sentence stems) which are important facts and opinions that should be part of our speeches.</p> <p>Move learning on - children to select 3 key points to place onto their prompt cards and to then add the key vocab from yesterday to those prompt cards.</p>				
<p>Week 2</p> <p><b>Text: Cloud Tea</b></p> <p><b>Monkeys</b></p> <p>Purpose: To persuade Audience: Tea companies</p> <p><b>Key vocabulary for the week:</b></p> <p>Tea Sustainable Ethical Trade</p>	<p><b>Wednesday</b></p> <p><b>L.O To infer and discuss events within a text.</b></p>		<p><b>Monday</b></p> <p><b>L.O To understand how to use prompts to support fluent speaking.</b></p> <p>Display a prompt card</p> <p>*As a result of deforestation *habitats *biomes *obliterated *extinction *Do you want to be part of a generation that sees the last tigers roaming the wild?</p>	<p><b>Tuesday</b></p> <p><b>L.O To give a speech using prompt cards</b></p> <p>Record speeches</p> <p>Add to video resource centre.</p>				

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	<p>Read the author's note at the back of the book. Explain this isn't a true story but there are elements to it that have truth.</p> <p>In Y4 you read The Day of Ahmed's secret about a boy who collected gas bottles to earn money - and his secret was that he could write his name.</p> <p>This text is also about a child less fortunate than yourselves. Read p1 - 12 (where the aunt moves her head scarf and looks away). VIPERS questions - picture inferences</p> <p>Despite efforts to eliminate child labour, it remains a huge problem on estates across Africa, India and Bangladesh. Over half of children aged 5 to 14 work in agriculture in India and, in Western Uganda, studies have shown that about 40,000 children work as tea pickers earning 30 US cents, or 20p, a day.</p>		<p>Model taking around this point expanding on the points</p> <p>Children to create their 3 prompt cards Rehearse using them.</p> <p>Move learning on by adding an intro and a summary prompt card.</p> <p><b>Thursday</b> <u>L.O To develop emotive language</u></p> <p>Undertake challenge style activity to have an understanding of emotive language.</p>	<p><b>Friday</b> <u>L.O To use 'just a minute' to develop arguments and ideas.</u></p> <p>Look at the fair trade website. How does the fair trade logo mean that children do not have to work on tea picking farms because farmers are paid a fair wage. Tetley and PG Tips are not 'fair trade certified'. These are very common - we even have Tetley in the staffroom. Talk for a minute</p> <p>Bring in emotive language We will be writing persuasive letters to the companies to encourage them to take a step to becoming fair trade.</p> <p>Give facts on prompt cards so that children can annotate them to support their speaking.</p>				
<p>Week 3 <u>Text: Cloud Tea Monkeys</u> Purpose: letter to persuade Audience: Tetley tea or PG tips</p> <p><b>Key vocabulary for the week:</b> local produce sourced ethical sustainable impact</p>			<p><u>L.O To understand the suffix s and the possessive s suffix</u></p> <p>Skills lesson on s and apostrophe s.</p>		<p><u>L.O To draft a persuasive letter (shared write)</u></p> <p>Children to use their prompt cards from last week. Model using the FEARRR toolkit and formal language</p> <p>Bring in child labour statistics and every child has the right to a childhood and education (UN rights of a child)</p>	<p><u>L.O To draft a persuasive letter</u> Children to write the same letter as yesterday but independently.</p>	<p><u>Edit (as needed)</u></p>	<p><u>L.O To publish a persuasive letter</u></p>
<p>Week 4 <u>Text: Cloud Tea Monkeys</u> Purpose: To persuade</p>			<p><u>L.O To develop formal language</u> Formal vocab activity and language</p>	<p><u>L.O To discuss and plan a persuasive letter</u></p> <p>Who are the people responsible for buying ingredients for our school lunches? Willoughby foods.</p>		<p><u>L.O To write a persuasive letter</u></p>	<p><u>L.O To understand how to add sentences to develop cohesion.</u> Cohesion activity in books. Then revisit ARMS</p>	<p><u>L.O To publish an independent persuasive letter</u> (do not assess cohesion)</p>

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Audience: Willoughby food  <b>Key vocabulary for the week:</b>				Willoughby foods try to use local produce and they pride themselves on this. But what about the sugar? The chocolate in the deserts? Bananas? Oranges?  Children to plan		Model adding sentences to create cohesive openers and to use synonyms to create cohesion.		
Week 5 <b>Text: x</b>  Purpose: To persuade Audience: Prospective students for St Thomas'  <b>Key vocabulary for the week:</b>	<u>L.O To evaluate the facts and opinions within a prospectus.</u>  Look at prospectuses from the infinity schools.  What do the schools have to offer - how could these be more persuasive?  Give children the opening paragraph children to annotate and present their findings.		<u>L.O To develop synonyms and antonyms.</u>  Vocabulary development of synonyms and antonyms  Prefix matching Change the word test questions (music root word) Everyone in the family was _____. Etc.	<u>L.O To present a persuasive advert.</u>  Take the class somewhere in school and model a welcome (show Miss Sharple's promo video).  Children to present and develop emotive language. Use a plan and fill in as ideas come. Film.		<u>Modelled write a prospectus.</u> Teach how to punctuate bullet points correctly.  <u>L.O To write a persuasive prospectus.</u>	<u>L.O To develop peer editing strategies.</u>  One book on top. The partner reads work to the child. Edit  Show the use of flaps.  Look at ARMS. What could be substituted? Added? Moved. Assess against FEARRR	
Week 6 <b>Text: x</b> Purpose: To Persuade Audience: Visitors to Boston  <b>Key vocabulary for the week:</b>		L.O To know how to punctuate lists  Commas in a list and semi-colons in a list			<u>L.O To plan a persuasive leaflet.</u>  Reflect on learning so far this term. Plan Boston – following tour of Boston.  L.O To know how to punctuate lists Skill lesson as needed?	<u>L.O To draft elements of a persuasive leaflet.</u>  <u>L.O To understand how images, diagrams and captions can enhance a leaflet</u>	L.O To publish a persuasive leaflet	

### Drama Strategies:

#### Just a minute

Give children a topic and ask them to speak without hesitation, deviation or repetition for up to a minute. Others can challenge when the rules are broken and if the challenge is successful the challenger continues the topic to the end of the minute unless challenged!

#### Predicaments and problems

Use opportunities from across the curriculum to focus attention on the language needed when problems are difficult to solve, for example:

- an historical figure at a critical turning point;
- scientists considering the consequences of a discovery, discussing pros and cons and ways forward.

As children talk they will need to weigh up alternatives, recognise conflicting points of view and negotiate situations. This can involve role-play.

#### Hot-seating

Hot-seating focuses closely on a character and enables motivation to be explored. It is also a good way of exploring the gaps in a character's story. Hot-seating involves the class in asking questions of someone in role as a character, fictional or historical, who sits in the 'hot-seat'.

The questions can be prepared or improvised. This works best if both the role player and the questioners are familiar with the character and the narrative or situation.

#### Meetings

The teacher in role, perhaps as an official, can call a meeting for the whole class to attend. Meetings enable information to be shared with the whole group so that a group decision can be made about the situation they face. Meetings encourage children to adopt a collective role, e.g. as islanders or Romans, which can help less confident children. Meetings used at the start of a drama can be an efficient way of creating roles or focusing on a problem.