

## Year 6 MTP Writing Spring 1: Writing to Persuade

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

SPaG knowledge for this term			Writing knowledge
Term	Definition	Example	
Synonym	Words that share a definition	Big large	<p style="text-align: center;"><b>The pupil can, after discussion in class and use of the working wall (Y6 TAF WTS statements - see EXS also):</b></p> <ul style="list-style-type: none"> <li>write for a range of purposes</li> <li>use paragraphs to organise ideas</li> <li>in narratives, describe settings and characters</li> <li>in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)</li> <li>use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly</li> <li>spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*</li> <li>write legibly.</li> </ul> <p style="text-align: center;"><b>Writing to entertain</b></p> <p style="text-align: center; color: #4F81BD;">Speaking and listening Disciplinary knowledge</p> <p style="text-align: center;"><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>To understand how to use deep, thoughtful and curious questions to build knowledge.</li> <li>To understand and to have the ability to debate fluently and expressively, using the appropriate language.</li> <li>To know how to debate without the use of prompt cards.</li> <li>To understand how to make formal and informal presentations.</li> </ul>
antonym	Words that share a direct opposite definition	Hot cold	
Subjunctive	Wishing or suggesting - using If I were (rather than was) Using the mood/form 'that be' to make a formal suggestion or demand.	If I were you, I would travel by plane.  It is requested that all children be in school uniform for the event.	
Semi-colon	<ol style="list-style-type: none"> <li>1. ; used to separate items in a longer list or bullet points.</li> <li>2. Used to separate clauses with a comma following the words: however, therefore, whereas, nonetheless, nevertheless etc.</li> <li>3. Used rather than a co-ordinating conjunction between two main clauses</li> </ol>	I travelled: to Edinburgh by train; to London in a car; to Cardiff by bus and to Paris on the Eurostar. I like biscuits; however, there are none left.  I am tired; I think it's almost my bedtime.	
Punctuation of direct speech	Colon or comma to introduce speech part way through a sentence. Inverted comma(s), opens with a capital letter, punctuation then the inverted comma(s) close.	Hannah walked into the room and said: "Has anyone seen Sarah?"	
Dialogue to advance the action	Dialogue (3 pieces of speech - speak, reply then first speaker responds) that reveals new information or takes the characters elsewhere.	"What do you mean you've not seen Sidney for an hour? You were told to watch him... closely" Sarah shrugged: "Maybe he went to the park, let's go there and look for him now." "You had best hope he is there or we are both in trouble!"  They arrived at the park a few minutes later, calling and shouting Sidney's name.	

### Explicit PaG teaching

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
L.O To understand possibility and certainty L.O To know the meaning of different modal verbs L.O To independently identify and use modal verbs.	L.O To understand the passive voice L.O To know how to manipulate the voice of a sentence L.O To independently create passive sentences	L.O To understand cohesion L.O To know how to identify cohesion L.O To independently identify cohesion.	L.O To understand standard English L.O To know how to identify standard English L.O To independently correct writing to ensure that it is using standard English	L.O To understand degrees of formality L.O To know why something is informal L.O To independently edit formality.	L.O To understand the names of punctuation L.O To know the purpose of different pieces of punctuation L.O To independently apply punctuation with accuracy.

	Reading	Toolkit	Skill	Speaking and listening	Planning	Drafting	Editing/Revising	Publishing
Week 1 (3 days) <b>Text:</b>	<b><u>L.O To analyse the impression and mood</u></b>	<b><u>L.O To know the purpose and language of speeches</u></b>	<b><u>L.O To understand how to use intonation and expression to create a</u></b>					

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Purpose:  <b>Key vocabulary for the week:</b>	<u><b>created from a war-time speech</b></u>  Start the lesson with the windows blacked out. Play the outbreak of war speech by Chamberlain <a href="https://www.youtube.com/watch?v=rtJ_zbz1NyY">https://www.youtube.com/watch?v=rtJ_zbz1NyY</a> who was speaking here? What was he saying? Play the air raid siren <a href="https://www.youtube.com/watch?v=erMO3m0oLvs">https://www.youtube.com/watch?v=erMO3m0oLvs</a> Ask all children to take cover underneath their tables This is 2.40s long and followed by the all clear After the all clear, ask children to return to their seats. What did we just hear? Why did we have an air raid siren? Use the PPT to introduce air raid sirens. Now listen to the speech again. Give each child a copy to read alongside. Why is Chamberlain's speech so powerful - listen to the rises and falls in intonation- the use of pause, Why is this important? Why is it important to announce? Why can we not read a speech in a monotone voice? Identify the purpose of the speech. What is the purpose here? How does he want his audience to feel? How will we achieve this intention for our audience?	Listen to Neville chamberlain's declaration of war speech - FEARRR analysis Then listen to King George VI's and compare. Create a shared tool kit for delivering clear speeches for emergency times.	<u><b>calm impact on an audience.</b></u>  <u><b>Follow the toolkit and perform the speeches.</b></u>					
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<p>Week 2</p> <p><b>Text: DIG FOR VICTORY poster</b></p> <p>Purpose: To Persuade</p> <p>Audience:</p> <p><b>Key vocabulary for the week:</b></p> <p>Suffering</p> <p>Terror</p> <p>Painful</p> <p>Senseless killing</p> <p>Slaughter</p> <p>Livelihood</p> <p>Shattered dreams</p> <p>Generations</p> <p>Conflict</p> <p>Aggression</p> <p>Peace humility</p>	<p><b>Wednesday</b></p> <p><u>L.O To classify bias and unbiased texts.</u></p> <p>(Shorter lesson 20 minutes ish to allow the remainder of speeches to be performed). Introduce the term bias an unbiased</p> <p>Read the two paragraphs to the children. Which one has the purpose to persuade?</p> <p>Which one is presenting the facts to be unbiased?</p> <p>How did you feel reading these?</p> <p>What was the purpose of the text?</p> <p>Who might have been the author of the text?</p> <p><b>Limited English:</b> L.O To produce sentences with emotive language Children to be given sentences to develop</p>				<p><b>Monday</b></p> <p><u>L.O To plan a speech.</u></p> <p>In Year 6, our classes are called Peace and Humility. Mind map associations to this vocab</p> <p>We know that there is currently war in Ukraine and war in Gaza - but there is also war occurring (Afghanistan, Ethiopia, Iraq, Yemen, Syria, Somalia, Libya, the Central African Republic, the Democratic Republic of Congo, Myanmar, Colombia, and Mali are currently in civil wars)</p> <p>Vocabulary activity.</p> <p>Children to plan 3 key bullet points (these go onto their prompt cards) and then map FEARRR elements around them</p> <p>Model one then support as required.</p> <p><b>Thursday</b></p> <p><u>L.O To implement the persuasive toolkit.</u></p> <p>Show the propaganda posters relating to: 'Dig for Victory!'</p> <p>As a journalist, your task is to report on the news that children in Boston have clubbed together to buy their own allotment to grow vegetables. They are then donating their vegetables to the war effort to their school kitchen. Why is this important for the British public to see children taking responsibility for growing vegetables? Why is this newsworthy? What spin, as journalists who want to develop propaganda by writing a biased newspaper article, will you put on this story?</p> <p><b>Children to have A3 printed toolkits</b></p> <p>F E A R R</p> <p><b>Modelled write</b></p> <p><b>Limited English:</b> L.O To produce independent emotive sentences Children to be given an image of evacuees to repeat the activity from yesterday but independently.</p>	<p><b>Tuesday</b></p> <p><u>L.O To rehearse and perform a war time speech</u></p> <p>Record on teams.</p> <p><b>Friday</b></p> <p><u>L.O To produce a bias newspaper article.</u></p> <p><b>Children to write the newspaper article from yesterday as their own.</b></p> <p><b>Work with HA to extend P, and passive voice.</b></p>			
<p>Week 3</p> <p><b>Text:</b></p> <p>Purpose:</p> <p>Audience:</p>	<p><u>L.O To listen and take notes.</u></p>	<p><u>L.O To plan a bias newspaper using the persuasive toolkit</u></p>		<p><u>L.O To develop vocabulary through a meeting.</u></p>		<p>L.O To write a bias article</p>	<p><u>L.O To reflect on the bias of a formal news report.</u></p> <p><u>ARMS stations to develop</u></p>		<p><u>L.O To publish a bias article.</u></p>

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<p><b>Key vocabulary for the week:</b></p>	<p>Watch the interviews with Bill and Peg. Children to make notes and discuss what persuasion the news reels or newspapers people would have benefitted from. Link to letters from the light house text also.</p>	<p>Group children according to their chosen bias article. Keep of the beach - landmines and deaths of the boys. Return found items - Stanley returning the ring found washed up and reuniting a widow with a piece of her husband killed in action. Join the ATS - brava ATS girls killed in action.  Make connections to the passive voice from SPaG and cohesion of time.</p>		<p>Review the meeting speaking and listening strategy.  Group the children into 4s.  Children to cover technical and adventurous vocab.  Then send the 'editor' for the group to another group to magpie/share ideas and report back to their group. Create word target.  Add to fish plan.</p>				
<p>Week 4 <b>Text:</b> Purpose: To inform Audience: KS3  <b>Key vocabulary for the week:</b> Support: Nazi, discriminate, labour, conceal, imprisoned, victim Stretch and challenge: casualty, genocide, murder, massacre, inclination</p>	<p><b>LO: To be able to take effective notes</b> Success Criteria: * Write only key points (not entire sentences). Note down: * key events * Dates * People involved. Use abbreviations and symbols - bullet points -quotes  Explain to the children that today we are beginning a new unit of work on 'Biographies' What is a biography? A biography contains lots of details about a person and is often about someone famous. Explain that our focus will be on a biography about a very famous girl called Anne Frank. Who was she? Why was she so famous? What happened to Jews? Whole Class Teaching:</p>		<p><b>LO: To be able use the past progressive tense.</b> Success Criteria: * Identify the fact * Choose the sentence type Write in the simple and then progressive tense. Babble gabble - Anne Frank's life Why is an ing ending seemingly out of place in this text type? So why is this an important and exciting way to write? Which other past tense endings are there? Introduce the additional information (on slide) and discuss the woman hiding. <a href="https://www.youtube.com/watch?v=G6kQUYQCZp">https://www.youtube.com/watch?v=G6kQUYQCZp</a> c children are to make notes on Miep's actions in relation to Anne's life using the progressive tense.</p>	<p><b>LO To be able to successfully hook an audience.</b> *Read the openers *Discuss their effectiveness *Share write *Write an opener. Biography openers on tables. What has piqued your interest? Dig deeper - what language devices are they using? Think PAG - plan structure with ideas  Whole Class Teaching: Shared write an opener children to write.  <u>HA children write in pencil while input occurs for the rest. The specific teaching to redraft.</u></p>	<p><b>LO: To sustain ideas within paragraphs</b> S.C Start with a topic sentence (clearly explain what the paragraph is about). <i>(E.g. Education was a disrupted and ever changing part of Anne's life.)</i> *Build sentences within the paragraph relevant to the topic to build on this. <i>(E.g. reasons why it was important.)</i> *Then, finish the paragraph. Write a concluding sentence similar to the topic sentence (no new ideas)  Share the paragraph structure slide - why is this a good structure for a non-fiction paragraph? Would this suit a fiction text? Children to then write a topic sentence for the given paragraph Then the children to write the conclusion to the paragraph. Look at the children's plans - what will we write in the first paragraph - model and share - using tenses and different sentence structures.</p>	<p><b>L.O To apply the key features of a biography.</b> * Success Criteria: * Write in the past tense (simple, progressive and perfect) * Use time conjunctions for cohesion * Include the key events that happened in Anne's life. * Add in other interesting information * Vary the sentence structure (simple sentences, complex sentences and embedded clauses). * Use appropriate and precise vocabulary e.g. Nazis, discrimination, prejudice. * Summarise what you have already written without repeating yourself.  Babble gabble - what have we learnt this week - what else have we learnt</p>		

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	<p>Talk through the PPT: 'Biography' Explain that a biography requires lots of research. Talk through the SC then model to the children taking notes using the simple animated biography of Anne Frank.</p> <p><a href="https://www.youtube.com/watch?v=Z1HYwmFVmOE">https://www.youtube.com/watch?v=Z1HYwmFVmOE</a></p> <p>Show children the simple animated biography of Anne Frank. Allow time to watch again and discuss. What questions does it raise? Does it tell us everything? No, but it's a good start. Model creating a biographical timeline using the start of the video identifying key aspects and adding in dates where possible.</p>					<p>previously that would be effective in our writing.</p> <p>Children to be given time to complete their biographies, sharing parts already they have completed and explaining why they are pleased with the effect.</p>		
<p>Week 5</p> <p><b>Text:</b></p> <p>Purpose:</p> <p>Audience:</p> <p>Key vocabulary for the week:</p>			L				<p>Synonyms for cohesion lesson</p> <p>L.O To understand different methods to create cohesion</p> <p>ARMS activity with flaps</p> <p>Children to create cohesion through</p> <p>Time,</p> <p>Repetition</p> <p>Synonyms</p> <p>elipses</p>	<p><b>L.O To publish a biography (do not assess cohesion)</b></p>
<p>Week 6</p> <p><b>Text:</b></p> <p>Purpose:</p> <p>Audience:</p> <p>Key vocabulary for the week:</p>	<p>L.O To read about a person of interest from World War Two</p> <p>Oskar Schindler (Schindler Jews)</p>	<p>L.O To draw upon reading to decide what makes an interesting biography.</p>			<p>L.O To plan a biography</p>	<p>L.O To draft a biography</p>	<p>L.O To edit a biography</p>	<p>L.O To publish a biography</p>

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	Nicholas Winton (Kindertransport)	Selection of books from the library (biography) For children to look at – organisational devices, presentation etc.  Work closely with HA for GD objective.  Create a toolkit (differentiated for ability WTS, EXS GDS)							

### Thought tracking

This is a good technique for creating and then examining the private thoughts of characters at particularly tense moments of a narrative. It focuses on the characters in a freeze frame, or those from an ongoing drama where the action has been frozen. It involves the rest of the class contributing ideas as if they were speaking the thoughts of one of the characters. These can support or contrast with the words that the characters actually say. The class makes a circle around the character and says their thoughts one at a time, or individual children can stand next to the frozen character and speak their thoughts aloud.

### 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.

### 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.

### Babble gabble

The teacher tells the children they are going to listen to a story and afterwards work in pairs and retell it. After the initial telling, one child begins to retell the story to a partner as fast as he/she can, but with as much attention to detail as possible. After a minute the teacher calls, 'Change!' and the listener now has to continue with the tale. This pattern continues for a number of turns. It is important to let the children know they do not have to retell the story in the same words as the teacher. However, they do have to listen carefully in order to remember the plot and the sequence of events.

### 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!