

Year Four MTP Writing Spring 1: Writing to Persuade

'Encouraging each other, overflowing with hope.'


SPaG knowledge for this term			Writing knowledge
Term	Definition	Example	
Fronted adverbial	A group of words that describes how, where, why or when. Prepositional phrases are classed as a type of adverbial. If a verb is present, this is an adverbial clause (eg running wildly)	With eagerness, Under the duvet, Before spring came	<p style="text-align: center;"><u>The pupil can, after discussion with the teacher:</u></p> <ul style="list-style-type: none"> Write coherently using a range of expanded sentences including a wider range of conjunctions, prepositional phrases, fronted adverbials and expanded noun phrases. Write in paragraphs to organise ideas around a theme across narrative and non-fiction. Make many tense choices are used appropriately and consistently maintained. Ensure that most sentences correctly demarcated with the full range of KS1 punctuation and many LKS2 punctuation marks (including inverted commas, apostrophes for plural possession and commas for fronted adverbials). <i>Punctuation: capital letters, full stops, question marks, exclamation marks, apostrophes for contraction/ singular & plural possession, commas in lists & after fronted adverbials, speech punctuation</i> Make accurate proof-reading corrections to own writing and edit to improve the effectiveness of the composition. Ensure the accurate spelling of KS1 common exception words Include of Y3/4 statutory spelling words Use prefixes and suffixes <p style="text-align: center;"><u>Speaking and Listening disciplinary knowledge</u></p> <p>To know how to give well-structured narratives for different purposes and express feelings To understand how to consider & evaluate different viewpoints, attending to and building on the contributions of others To know relevant strategies to develop their vocabulary and use effectively. To know how to apply standard English with increasing command, speaking audibly and fluently (not making grammatical mistakes).</p>
Preposition	Words that describe where something is in time or space.	Under before below	
paragraphs	Sentences organised around a similar thought or idea, separated into groups,		

Explicit SPaG Teaching:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
L.O To understand the difference between a statement, a question and a command. L.O To know how to punctuate questions, statements, and commands. L.O To independently identify questions, statements and commands. .	L.O To understand what a paragraph is L.O To know when to begin a new paragraphs L.O To independently edit work into paragraphs.	L.O To understand how to link paragraphs together. L.O To know how adverbials of time can be used to help paragraphs to flow. L.O To independently add adverbials to paragraphs.	L.O To understand how to revise sentences to include prepositions. L.O To know how to use prepositions as sentence openers. L.O To independently apply knowledge of prepositions to test style questions.	L.O To understand the meaning of suffixes L.O To know how to change root words to complete a sentence (see test style questions on testbase) L.O To independently apply appropriate suffixes.	L.O To understand the meaning of prefixes L.O To know how to change root words to complete a sentence (see test style questions on testbase) L.O To independently apply appropriate prefixes.

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	Reading	Toolkit	Skill	Speaking and listening	Planning	Drafting	Editing/Revising	Publishing
<p>Week 1 (3 days)</p> <p>Text:</p> <p>Purpose:</p> <p>Key vocabulary for the week:</p>	<p>L.O To discuss the key message of a story drawing upon wider evidence</p> <p>Explain that in some countries today, some children still need to work to earn money so that they can eat. Small children, younger than you are working and not able to go to school. They do not get to play or have any free time, instead they work all day for very little money. Because of this, they will never be able to go to school so they will never be able to get a better job than the one they have now. How does this make the children feel?</p> <p>Sing 'I've got the power.' Why do we sing this song?</p> <p>Now you are getting a bit older, you might be able to understand this story...</p> <p>Share the text the day of Ahmed's secret.</p> <p>Why is this such a sad story?</p> <p>Why is it that being able to write his name is so special?</p> <p>Is this a big deal to us as children the same age as Ahmed? We have been able to do this since Reception class.</p> <p>Should this boy be allowed to go to school and play? Should he have to work?</p>	<p>(Have this displayed on the working wall given to the children based upon learning from last year and preceding years).</p> <p>*facts *address the audience *rhetorical questions *rule of 3 *Command sentences *Fronted adverbials</p>	 <p>L.O To distinguish between fact and opinion.</p> <p>Teach fact and opinion (Y4 reading objective)</p> <p>Skills lesson.</p> <p>Use inspiration from the theme of speeches week.</p> <p>Why is expressing facts and expressing opinions an important part of giving a speech?</p> <p>Add opinions to the tool kit next to facts.</p> <p>Model as a final activity a small speech</p> <p>'Listen up. Did you know that there are children around the world, right now, who are being forced to give up their childhood just to survive? These children are desperate to learn to read and write but they need to survive. All around the world, children are working just to earn a few coins to feed themselves and their families. Do you think this is acceptable? Stand up for those who cannot stand up for themselves. We have the power to make a difference to these children if we support the right charities. Take action today because you could change the world!'</p>	<p>(use meetings speaking and listening strategy)</p> <p>To be able to support my opinions using facts.</p> <p>https://www.worldvision.org/child-protection-news-stories/child-labor-facts#:~:text=Fact%20facts%3A%20Child%20labor,-In%202020%2C%2063&text=About%2070%25%20of%20these%20children,labor%20are%20out%20of%20school. (facts here to use and video to watch)</p> <p>Call a meeting</p> <p>Share the facts. Ask the children to develop an opinion that links to the facts they are given.</p> <p>Use the Y4 sentence stems</p> <p>This is speeches week so you need to give a small speech in your group about why all children should be supported so that they can go to school.</p> <p>Repeat your modelled speech from yesterday and children to give small speeches in their groups.</p>				


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	<p>Encourage the children to be prepared to advocate that every child should have the right to learn and play and be a child.</p> <p>Create a mind map: What rights should children have? (this is our focus for speeches week)</p> <p>Plenary - share the UN rights of a child (slide from picture news) Not all children have these opportunities where they live in extreme poverty and in war zones.</p>							
<p>Week 2 Text: Purpose: Audience:</p> <p>Key vocabulary for the week: Whitening Remarkable Magnificent Astonishing Tremendous Phenomenal Superb Astounding Cavity decay</p>	<p>Wednesday L.O To understand the appeal within persuasive adverts Retrieval: Recall what we learnt about oral hygiene in our recent PSHE lesson. What do you know about brushing your teeth? Write a few ideas down. Teaching/Modelling: How do we try to persuade people to do something? To buy something? Watch the first advert and model how it tries to persuade people to buy it. Activity: watch these adverts and identify the way they persuade you to buy them. What do you like about each one? Which words or phrases are used that show the product in a positive way? 1. https://www.youtube.com/watch?v=7D1eJ0AgngY 2. https://www.youtube.com/watch?v=mQAOWPKrEII 3. https://www.youtube.com/watch?v=-gOP_ETSwko 4. https://www.youtube.com/watch?v=luVtgX4S3y4 What are the positive points raised in each advert? Which do you like best and why?</p>	<p>Thursday L.O To know the importance of facts and technical vocabulary in persuasive adverts.</p> <p>Explain that children have the task to sell a new, fantastic toothpaste called... Sparkle and Shine. They will need to develop a persuasive advert over the course of the next week that will sell, sell, sell this astonishingly value for money and life-changing product (wink/jazz hands). Activity 1: Vocab activity on technical vocab Activity 2: facts needed for the advert</p>	<p>Friday L.O To develop a persuasive advert through paired improvisation..</p> <p>Scaffold paired improvisation by children using facts and vocab from yesterday you could produce one as a scaffold simplified on a prompt card.</p> <p>Children to improvise in pairs. Share in groups and then try again using the facts and vocab</p> <p>Paired improvisation This strategy helps to get children quickly into a drama. Pairs are given roles or agree them for themselves. They begin a dialogue on a signal, making the conversation up, in role as the characters, as they go along.</p>	<p>Monday L.O To plan a speech.</p> <p>Vocabulary zone activity Display the toolkit</p> <p>Model creating cue cards Use key words or pictures on there to support memory</p> <p>Model Children to create and rehearse in pairs, small group then larger group.</p> <p>Focus is speaking using bullet point prompts - not writing a speech to read.</p>		<p>Tuesday L.O To perform a speech using facts and opinions.</p> <p>Watch one minute. This is a speech to inform not persuade so it has different language features. https://www.youtube.com/watch?v=sQuM5e0QG6Lg</p> <p>Develop a toolkit for a great delivery of the speech using the example.</p> <p>Children rehearse and perform</p>		

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	<p>Children make notes on the table to make a toolkit. sort through a bank of tools (noun phrases, technical vocabulary, facts, opinions, setting description etc.)</p> <p>Then when a shared toolkit is agreed Children complete reflection of each advert. What are the persuasive features of each?</p> <p>*facts and opinions *address the audience *repetition *rhetorical questions *rule of 3</p> <p>(technical vocabulary, bright and colourful, entertaining performance by actors!)</p>		<p>*facts and opinions *address the audience *repetition *rhetorical questions *rule of 3</p> <p>possible alliteration to make it memorable (technical vocabulary, bright and colourful, entertaining performance by actors!)</p>				
<p>Week 3</p> <p>Text: Purpose: Audience:</p> <p>(short session)</p> <p>Key vocabulary for the week: Whitening Remarkable Magnificent Astonishing Tremendous Phenomenal Superb Astounding Cavity decay</p>	<p>L.O To understand the role of alliteration in persuasion,</p> <p>Look at adverts that use alliteration.</p> <p>Why is it so appealing?</p> <p>Explain that each pair will now be selling their own toothpaste - not sparkle and shine .. but their own!</p> <p>Provide templates of toothpaste for children to decorate with their alliterative name.</p> 	<p>L.O To create examples for my persuasive toolkit.</p> <p>Give children the toolkit with an additional column for them to add in their own example for their own advert. Give space at the bottom for them to record the vocabulary (BAT) that they will use in the advert.</p> <p>(preparation activity for tomorrow or to be done at the start of the lesson)</p> <p>Print out the cuboid net, or large toothpaste tube from yesterday to create your own toothpaste prompt for your improvised advert tomorrow!</p>	<p>L.O To improvise to develop persuasive language.</p> <p>Model</p> <p>Paired improv</p> <p>Perform</p> <p>Feedback using a peer assessment template.</p> <p>Film a few and add to website,</p>			<p>L.O To draft a persuasive voice over.</p> <p>Explain that now the children have the opportunity to approach this in a different way - not all of us thrive with improvisation and acting so we are going to write the script for one person do a voice over.</p> <p>Watch an M and S advert</p> <p>https://www.youtube.com/watch?v=CtqO6wcuHQw</p> <p>https://www.youtube.com/watch?v=EHFKE6PD_6U</p> <p>Children to read and perform</p>	<p>Editing lesson arising from marking and feedback.</p> <p>Select some children to use teams (share the screen on a picture of their toothpaste) and record the voice over to add to the website. (3)</p>
<p>Week 4</p> <p>Text: Voices in the park Purpose: Letter to persuade</p>	<p><u>L.O To reflect on an author's work</u></p> <p>Retrieval: Books by the same author children may have read/studied. Anthony Browne (show</p>		<p><u>L.O To understand that paragraphs are used to communicate an idea at a time in a letter.</u></p>	<p><u>L.O To use hot seating to understand a character's opinion.</u></p>	<p><u>L.O To plan a letter that uses opinions to persuade.</u></p>	<p><u>L.O To follow a model to write a persuasive letter</u></p>	

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<p>Audience: Mayor Monk</p> <p>Key vocabulary for the week:</p> <p>Dismissive Arrogant Hideous Anxious Curious Serious Obvious dangerous</p>	<p>Y3 zoo and in Y2 they looked at a few!) Teaching/Modelling: Front cover- what can you see? What do you know? What do you think you know? Predict what you think the story will be about. Share the viewpoint from voice 1 ONLY Discuss responses of the children. Who is speaking? What impression do we get of them? why? What vocabulary does she use? How do you think she treats her child? Why? Activity: Hot seating- Charles and the mother. Questions asked by children. - photo page Sequence the events according to the Mother</p>		<p>Retrieval: What are paragraphs? How are they used? How do they help us when we are writing? How do they help the reader? How do paragraphs differ in fiction and non-fiction writing?</p> <p>Teaching/Modelling: Read the First voice again together. Identify together the vocabulary used- How are adverbs used to show the passing of time?- collect examples. Look at the sequence from the first voice from lesson 1 learning. Use the sequence to retell events. Charles' mother is not happy about their trip to the park. She thinks something should be done about mongrel dogs and frightful types being allowed to go to the park. She is writing to the local mayor to try and get them to be selective about who uses it.</p> <p>Read the modelled example letter but all as one blob. How should this be boxed up (refer back othe planning template used previously) one point/idea = one paragraph.</p> <p>Give the children the text to cut into paragraphs and stick into their books.</p>	<p>Recall the short story heard yesterday. Who are the characters we have met so far? Mother, Charles, dog, scruffy child. What was each character doing? Teaching/Modelling: recall the main events</p> <p>Then, hot seat in groups. Mother was feeling at each point and the reasons for each feeling- use of working wall</p> <p>Scaffold with statements of differnt opinions - some irrelevant so that children must think if they suit mother's character (not their opinions)</p>	<p>Explain that we are going to use a box-it-up template to plan our own letter from Ms Monk but that it is ging tobe dirven b her opinions.</p> <p>This is a letter of complaint but it needs to be persuasive so that the mayor will agree with her and make the park for only those people she would like it to be used for.</p> <p>Map the opinions.</p> <p>1st paragraph intro</p> <p>Model taking 3 to create 3 paragraphs.</p> <p>Final paragraph address the audience directly (refer back to toolkit here)</p> <p>Move learning on. Children to stick in a printed tollkit and tick as they add the elements to their plan.</p>	<p>Model a paragraph, children to write a paragraph.</p> <p>My turn your turn.</p>		
<p>Week 5 Text: Voices in the Park</p> <p>Purpose: To persuade Audience: Mrs Monk</p>	<p><u>L.O To analyse the perspective of the second voice.</u></p> <p>Reflect on the story. does Mrs Monk</p>			<p>L.O To use meeting to develop a plan.</p> <p>Group the children</p> <p>Call a meeting – Class teacher is the Mayor and has just received this letter from a lady called Mrs Snooty Monk – and it is a very snooty letter indeed! She seems to be very limited I her</p>	<p>L.O To write a persuasive letter in paragraphs.</p>	<p>L.O To understand how to revise my work and to add sentences (ARMS). ARMS lesson Focus on how to Add sentences.</p>		<p>Publish letter</p>

Year Four MTP Writing Spring 1: Writing to Persuade

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<p>Key vocabulary for the week:</p>	<p>show acceptance and tolerance of different people's diversity and life situation?</p> <p>Look at the text again from 2nd voice and 4th voice only</p> <p>Vipers questions</p> <p>Reflect on this character – looking for a job, visiting the park costs no money, he was spending time with family and looking for a job. Should Ms Monk have her opinion about people sitting on benches and dogs and the park being only for 'people like her'?</p> <p>Circle time about differences and how Ms Monk needs to be persuaded to see that other people can be different to her and have other things going on in their life and she needs to be more tolerant of this.</p>				<p>understanding of what the park is for. We need to tell her , kindly and politely, using the facts that parks are for the public and that there are people out there different to her who need this space for their mental health. Children to meet in their groups and come up with 3 key point to persuade Ms Monk to change her mind about other people using the park.</p>		<p>Model self-assessing against the toolkit and then adding in power of 3 or other sentences.</p> <p>Editing flap to add or redraft one whole paragraph for HA/those that are capable of this reflection.</p>	
<p>Week 6 Text: Voices in the park Purpose: persuade Audience: visitors to the local area</p>	<p>Read the third voice. L.O To reflect on the Y4 persuasive toolkit. Discuss the book briefly and how the one event has 4 different perspectives... very interesting ! L.O To write a persuasive advert!</p>				<p>(2x 25 min lessons today!) L.O To use hot seating to reflect on people's opinions. Mrs Snooty Monk</p>	<p>L.O To draft a persuasive leaflet</p>	<p>Peer read and then edit and correct</p>	<p>L.O TO publish a persuasive leaflet</p>

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<p>Key vocabulary for the week:</p>	<p>Show the posters that Y3 used as their worked example (Turn the lights off and eat more veg). Explain that in Y3, you learned that persuasion uses</p> <p>Facts (you now know about opinions) Address the audience Rhetorical questions Rule of 3.</p> <p>What have you learned about persuasion in Y4? (Y5 and Y6 are doing persuasion this term too!)</p> <p>Reflect on the working wall.</p> <p>Explain that this week we are going to pull out all of the stops to create a fantastic persuasive leaflet to persuade people to visit the park. Use the toolkit for persuasion from this term. Children to box up some ideas about why people should visit the park!</p>			<p>Her son Charles (smudge calls him Charlie) Victoria the Dog</p> <p>Mr Fred Up. Smudge Albert the dog</p> <p>These 6 characters all go to the park. Why? Hotseat and develop opinions why different people go to the park</p> <p>L.O To apply a persuasive toolkit to a shared write.</p> <p>Whole class shared write. Teacher to type add the shared writ eloo and print off for books. Reflection: Children to plan their own leaflet for 'Love your local park/Visit your local park' or a better title!</p>			
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Drama strategies:

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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.

Paired improvisation

This strategy helps to get children quickly into a drama. Pairs are given roles or agree them for themselves. They begin a dialogue on a signal, making the conversation up, in role as the characters, as they go along.

Flashbacks and flash forwards

These strategies are effective for getting children to focus on the consequences of action rather than on the action itself. They help avoid the full-scale battle scene, for example! They encourage reflection and discussion. They stop the dramatic action and require the children to refocus on something that happened before, which may have caused a particular event, or happened later, perhaps as a consequence of the action. Other strategies, such as freeze frames, may be used to create the flashback from the perspective of different people or characters.

Draw a story

Read a story while the children sit and listen. Pause at the end of sections, allow some think time and tell children to draw the relevant part of the story. At the end of the story, ask children what the story is about and get them to retell the story from their drawings.

Conscience alley

Conscience or decision alley is a means of exploring a character's mind at a moment of crisis and of investigating the complexity of the decision they are facing.

The class create two lines facing each other. One child in role as a particular character walks down the 'alley' between the lines. Children voice the character's thoughts, both for and against a particular decision or action that the character is facing, acting as his/her conscience. The child in role listens to his conscience before making a decision about the course of action to take.

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.