



Class: 4

Term: Summer 1

Writing Purpose:**Theme: Crime and Punishment****Class text: Holes by Louis Sachar****Learning Outcomes: what are the planned final pieces of writing?****Writing to Persuade**

1. Writing a persuasive brochure FOR Camp Green Lake
2. Writing a persuasive letter AGAINST Camp Green Lake

Knowledge to be taught:

Use the long term planning.

Text Structure - Non-fiction: To inform, To persuade

1. Independent use of a range of planning tools
2. Paragraphs – organise ideas around a theme, logical,
3. Use connecting phrases within and between paragraphs to build cohesion
4. Introduction:
 - Heading
 - Hook to engage reader Factual statement / definition – Who? What? Where? Why? When? How?
5. Middle section(s):
 - Group related ideas / facts into sections
 - Sub headings to introduce sentences /sections
6. Ending – develop further
 - Personal response / clear summary

All text types:

7. Consistent and varied use of verb forms

Introduce:

8. The consistent viewpoint across the text
9. Use of rhetorical questions

Sentence Construction -

1. **Secure variety of sentence lengths:** simple / embellished simple / complex. Use for different purposes. **Change length of sentences for meaning / effect**
2. **Elaborate fronted adverbial phrases** - Beyond the dark gloom of the cave,...
3. **Compound and complex sentences** - using a range of coordinating and subordinating conjunctions
4. **'ing' clauses as sentence starters: expand further** - Sighing as he looked at his books, the boy began his homework.
5. **Expanded 'ed' clauses as starters:** Encouraged by the bright light, Jane set off for her early morning walk.
6. **Drop in 'ing' clause** - Jane, laughing at the teacher, fell from her chair.

7. **Complex sentences using relative clauses** – *brackets, dashes or commas for parenthesis* - The girl, whose hair was jet black, raced through the street.
8. **Expanded noun phrases** – modified by adjectives, nouns and prepositional phrases
9. **Introduce:**
10. **Use a range of verb forms including modals for degrees of possibility:** might, will, could including the perfect form.
11. **Moving sentence chunks around for different effects – experiment and make deliberate choices.**
12. **Drop in ‘ed’ clause:** Poor Tim, exhausted by so much effort, raced home.

Speaking and Listening knowledge (Use progression document)

- Listen and respond to others and make contributions which add challenge to ideas e.g. poses thoughtful alternatives that extend peers’ thinking.
- Will stay on topic and is beginning to be more selective about how much and which details to include in order to keep the listener interested.
- Is able to pose increasingly thoughtful questions to both their peers and to adults
- Interprets and responds to different viewpoints by making relevant comments that build on the contributions of others.
- Is beginning to use a wider range of subordinating conjunctions and adverbials within their talk to make language flow e.g. meanwhile, yet, therefore, however etc.
- Evaluate the effectiveness and impact of their own and others’ word choices. e.g. adverbs, use of imperative and modal verbs during persuasive speeches, arguments and debates
- Articulate clearly and justify more complex opinions and answers about a character, event or situation.
- Presents information or personal feelings coherently selecting memorable details including specific vocabulary.
- Is able to use a growing range of vocabulary to speculate and hypothesise e.g. presume, suppose, conclude, guess, infer, estimate, suspect, consider, deduce, expect.
- Is able to develop a role and understands that the character will respond differently and display different ‘sides’ to them depending on the situation.
- Is able to present information clearly using an introduction, relevant ideas and a conclusion. Vocabulary is well-chosen and specific.

Teaching sequence:

Outline the sequence of teaching – though it will be flexible, including starting point – what do we know already, reading / stimulus for writing, focused grammar teaching, speaking and listening, short writing tasks as practise, proof read and edit.

Week 1 – 25.04.22 - Using good reading models/ Explicitly taught elements of grammar, language and text structure

Assess prior learning, mind map what is writing to persuade? What knowledge do we already have about writing to persuade? Can children give any examples, or discuss texts that they have read? Discuss the purpose of reading and writing and how this can be persuasive. Identify features and layout of ‘to persuade and introduce writing brochures. Discuss key features list, providing a WAGOLL for children to read - varied examples and specific holiday/tourism focus. Focus on vocabulary including powerful verbs, technical vocabulary, interesting vocabulary, expanded noun phrases, tense and introduction into how we would arrange information into paragraphs. Focus on persuasive language and showing the Camp Geen Lake in a positive light. *Include debates, hot seats and whole class discussions throughout whole persuasive unit.*

Week 2 – 02.05.22 - Explicitly taught elements of grammar, language and text structure / Planning models, draft writing broken into sections, editing, proof reading, final draft

Writing

Focus on sentence structure including ISPACE and relative clauses with an emphasis on comma use. Introduce different uses of parenthesis and apply within their persuade brochures for Camp Green Lake. Plan persuasive letter for Camp Green Lake. Focus on using sentences and paragraphs that we have already written throughout the unit of work. Children to write independent persuasive letter for Camp Green Lake, modelling as a whole class. Whole class feedback after first writing, after second and before final edit. Proofread and edit against targets and success criteria.

Week 3 – 09.05.22 – Explicitly taught elements of grammar, language and text structure

Assess prior learning, recap previous lessons from this unit on writing to persuade – Letter against Camp Green Lake. Key focus on writing to persuade – already covered in previous weeks so focus will be on letter writing. Mind map letter writing - What knowledge do we already have? Can children give any examples, or discuss examples that they have read? Discuss key features list, providing a WAGOLL for children to read. Children will have good knowledge of Camp Green Lake from VIPERS and whole class reading, supported by the Crime and Punishment unit in History. Focus on recapping vocabulary including powerful verbs, technical vocabulary, interesting vocabulary, expanded noun phrases and persuasive devices.

Week 4 – 16.05.22 - Planning models, draft writing broken into sections, editing, proof reading, final draft

Focus on sentence structure including ISPACE, ISAWAWABUB and relative clauses with an emphasis on comma use. Introduce different uses of parenthesis and apply within longer pieces of text. Children will apply these features in their writing through video stimulus, introduction paragraph and specific focuses to support final independent letter writing.

Week 5 – 23.05.22 - Using good reading models

Plan persuasive letter against Camp Green Lake this week using a planning structure grid. Focus on using sentences and paragraphs that we have already written throughout the unit of work. Children to write independent persuasive letter against Camp Green Lake, modelling as a whole class. Whole class feedback after first writing, after second and before final edit. Proofread and edit against targets and success criteria.

This planning sheet will be kept with the long term planning.

This will then inform the weekly planning.