

BEING PERSUASIVE - YEAR 3 ENGLISH PLANNING

Programme of Study objectives covered

READING (Word reading) - Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

READING (Comprehension)

Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, **non-fiction** and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

Pupils should be taught to understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- 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.

WRITING (Composition) - Pupils should be taught to plan, draft, evaluate and edit their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- in non-narrative material, using simple organisational devices such as headings and sub-headings
- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- 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.

Vocabulary, grammar and punctuation - Pupils should be taught to:

- use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading.

SPOKEN LANGUAGE - Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and build vocabulary and knowledge
- articulate and justify answers, arguments and opinions
- give well-structured descriptions and explanations
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Class: Year 3	Term: Summer 1	Week 2:	Teacher:
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Day	Objective	Activity	Independent work/ Success Criteria			Plenary
			Must: all	Should: MA/HA	Could: HA	
			LA	MA	HA	
M	To identify rhetorical questions READING (Comprehension) and WRITING (composition) Sum006	Explain to children that we will be working on persuasive writing and persuasion in general Explain that a rhetorical question is one that we ask to make a point, rather than expecting an answer Rhetorical questions can be used to be persuasive Explain independent work: Children need to classify questions as being rhetorical or not	MUST: identify rhetorical questions with some adult support	SHOULD: identify rhetorical questions without adult support	COULD: write some of their own rhetorical questions	Children to read out / make up some of their own examples Discuss if rhetorical or not
Tu & W	To create a persuasive brochure / leaflet WRITING (composition) – several of the objectives listed above SPOKEN LANGUAGE – several of the objectives listed above Summ007 & 008	Show children examples of brochures and leaflets. Discuss their features: <ul style="list-style-type: none"> Glossy Colourful / coloured print Pictures Usually persuading you to do / buy something or go somewhere Freedom in layout and style Structure (see below) Explain independent work: Children to design a leaflet / brochure about a UK attraction Children to do this using a suitable ICT programme e.g. 2Simple – 2Publish or Microsoft, Publisher Show children science museum website and talk through how could use it to create their leaflet In mixed ability pairs, children to collaboratively design a brochure on a UK attraction to include: <ul style="list-style-type: none"> A front page with a heading and little writing or detail Middle pages with details of attractions A back page with contact details and how to get there Emphasise the need to be persuasive and how we can do this: <ul style="list-style-type: none"> use strong adjectives draw attention to good points e.g. cheap, close to transport, only place with ... exaggerate (but don't lie) make it sound like everyone wants to be there – if you're not, you're missing out use alliteration include quotes or reviews include statistics include rhetorical questions 	MUST: create a leaflet / brochure about a tourist attraction	SHOULD: correctly structure their leaflet / brochure	COULD: include several of the persuasive techniques	Children to self-evaluate their leaflet / brochure in pairs and discuss how it could be improved. Encourage them to refer to the persuasive techniques

Th	<p>GRAMMAR</p> <p>To group related material into paragraphs</p> <p>Sum009</p>	<p>Revise how when we write, we split our writing up into paragraphs to make it easier to read</p> <p>Revise how each paragraph is about one topic</p> <p>Introduce the idea of 'topic sentences' – a topic sentence is like a subheading, but it is the first line of the paragraph, rather than being above it</p> <p>Explain independent work: Children given persuasive piece about why people should become vegetarians. The piece is cut up into jumbled up sentences. They need to cut out these sentences and stick them on A3 paper in related paragraphs</p> <p>Remind children that non-fiction begins with an introduction to explain what the piece will be about and ends with a conclusion to summarise what was said previously</p> <p>Children to work in mixed ability pairs</p> <p>If children are finding it difficult, give them subheadings to organise the sentences underneath</p>	<p>MUST: group related material into paragraphs, when given subheading to help with this</p>	<p>SHOULD: group related material into paragraphs, without being given subheading to help with this</p>	<p>COULD: help a less able partner to group the material</p>	<p>Children to compare their work with other pairs</p> <p>Discuss any differences and the reasons for them</p>
F	<p>To present in a persuasive manner</p> <p>SPOKEN LANGUAGE – several of the objectives listed above</p> <p>Sum010</p>	<p>Explain to children that they will be present their leaflet / brochure to the class and trying to convince the other children that their attraction is the best</p> <p>Discuss how to give an interesting, persuasive presentation and come up with a list of suggestions as a class e.g. be enthusiastic, don't just read your work, use hand gestures and move around etc</p> <p>Give children a chance to prepare and practice their presentations</p> <p>Have each pair give their presentation to another pair, with each pair giving a star (something that they did well) and a wish (something to improve on)</p> <p>Children to present their leaflet / brochure to the class (display it on IWB so other can see it)</p>	<p>MUST: present their brochure</p>	<p>SHOULD: include some of the features of a persuasive and engaging presentation</p>	<p>COULD: include more of the features of a persuasive and engaging presentation</p>	<p>Vote on which attraction we would most likely go to <i>based on the presentations</i> (not on which is / would be our favourite to go to)</p> <p>Children not allowed to vote for their own attraction</p>

Children who cannot access the comprehension texts because they are EAL or because of gaps in their phonics knowledge should take part in a catch-up reading scheme. To find a review of the effectiveness of such schemes Google 'Brooks, G. What works for children and young people with literacy difficulties?' and check that you are reading the most recent edition of the review.

You may find the [phonics assessment](http://www.saveteacherssundays.com/phonics/year-1/168/) available at <http://www.saveteacherssundays.com/phonics/year-1/168/> useful to highlight gaps in the children's knowledge. The [phonics resources](http://www.saveteacherssundays.com/phonics/year-1/) from <http://www.saveteacherssundays.com/phonics/year-1/> can then be used to help work on these gaps.