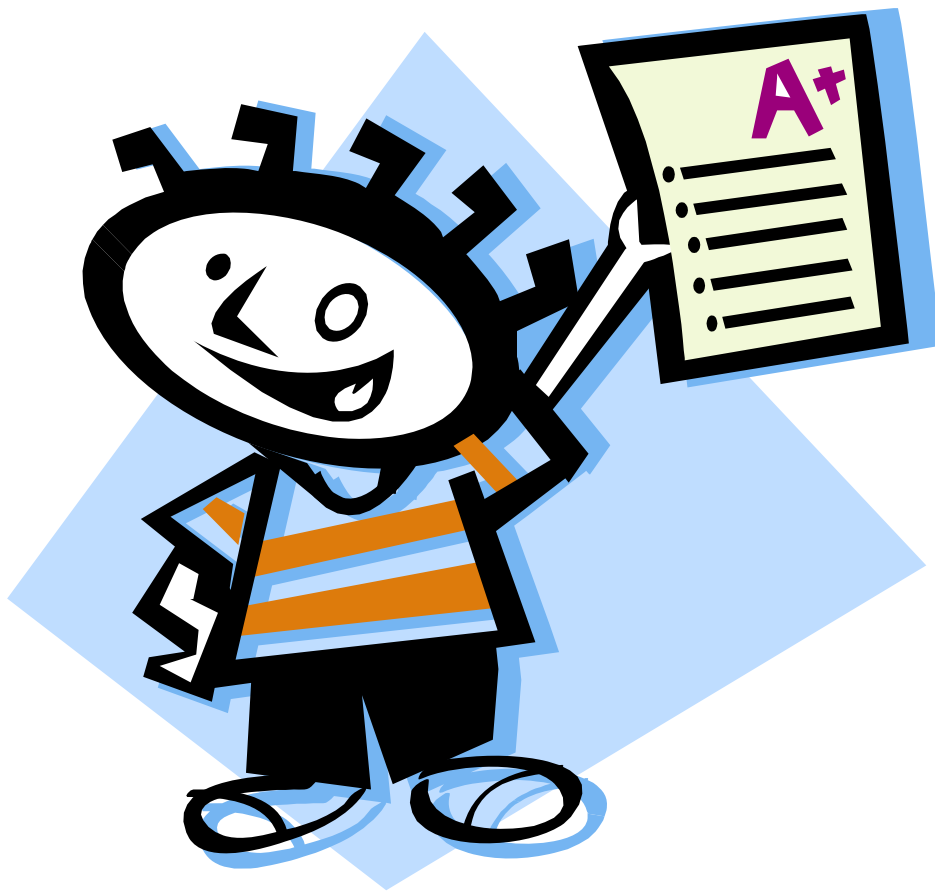


L3-L5 MA PROJECT

2008-2009



Jacqui Dunn – Literacy Consultant

Introduction

National Findings

Although nationally the proportion of pupils achieving L5 at the end of Key Stage 2 has increased significantly: from 16% to 32% in English between 1997 and 2006, many children who do well at KS1 are unable to maintain their progress during KS2.

Even with equal access and despite everyone's best efforts, children do not progress at the same rates. Many pupils slow down or stall completely.

The National conversion rate in 2006 to L5 at the end of KS2 for pupils who finished KS1 with a L3 in English was 78%.

Research by the DCFS found pupil characteristics of able pupils who were making less than expected progress in English at KS2 often shared these features:

- Generally well behaved
- Highly articulate and perceptive in small group discussions but could be quiet in whole class situations
- Confident, motivated and enthusiastic
- Overwhelmingly positive about reading
- Picked up ideas quickly, constantly trying to improve and eager to please
- Displayed a positive approach to learning
- Unwilling to take risks
- Didn't ask for help
- Usually persevered with the task set, especially when the task was routine and of limited challenge

In addition:

- Often worked exclusively in mixed ability groups and rarely worked with children who were making similar rates of progress
- Often perceived themselves as additional support to less able pupils
- Majority said they would have liked more opportunities to work in ability groups or independently.

This information suggests that it is something to do with approaches to English and clearly ability is not the main issue here.

Research by the DCSF using pupil comments and evidence from teachers and senior leaders suggested the following obstacles to progress:

- Limited opportunities for making links between reading and reading comprehension
- Restricted opportunities to engage in oral rehearsal prior to writing
- Limited opportunities to take part in guided writing
- A lack of confidence in wider use of punctuation
- Insecurity about the process of planning for writing.
- Limited opportunities to develop speaking and listening

Other findings suggested:

- Pupils often had low level and low level targets set
- Pupils demonstrated limited application of targets when working in other areas of the curriculum
- Teachers and Senior Leaders indicated further support and development needed in understanding progression between the levels
- Teachers and Senior Leaders suggested there wasn't a consistent understanding of age related expectations, particularly in Lower KS2

Ref: Effective Provision for gifted and talented children in Primary Education DCFS 2006

Overview of Lancashire Project

The aim of the project was to focus on providing Y5 teachers with a greater awareness of the needs of the MA pupil including knowledge of APP materials, how to plan for the MA pupil and how to support MA pupils through quality guided reading and writing activities. Most importantly, the project was about changing hearts and minds, about raising teacher awareness to consider the quality of resources used in literacy lessons and through cross curricular work. This project encouraged professional dialogue so that all teachers could learn from each other as they considered ways to challenge all learners in their individual settings.

Organisation of the project

This project involved a small group of selected schools from the North, South and East. Y5 teachers were expected to work together with the support of a Leading Literacy Teacher to teach and evaluate a unit of work with a specific focus on the more able pupils. Conversion rate data was analysed and Area Advisers selected a small number of schools from north, south and east of the authority.

As this project started in Spring Term it was difficult to enrol LLTs for each area as they had other commitments. J Dunn acted as LLT support for area East, Janet Gough North and Joanne Duckworth Area South.

Participating schools

01038	Cockerham Parochial CE Primary	Janet Gough
01046	Overton St Helen's	Daniel Wood
07044	Whitefield	Sandra Smith
09012	St Peter's CE Primary School	Joanne Duckworth
09014	St Gregory's Chorley	Catherine Southworth
11055	Brookside	Melanie Clarke
13027	Christ Church Colne	Judith Shaw
14003	Northern	Steve Tilley

Day 1 Full Day Training Session

- Able, Gifted and Talented pupils-Janet Gaskell
- APP Writing Materials-Angela Molyneux
- Year 5 unit of work-see attachment
- Organisation of cluster groups

Day 2 Half Day Training Session

- Classroom Quality Standards-Janet Gaskell
- Guided Reading-questioning skills-Jacqui Dunn
- Using Picture Books Across the Key Stages/The Warrington Project-Linda Percival

Day 3 Half Day Celebration Session

- Group Feedback on Follow Up Unit and Sharing Resources
- Project Evaluation

Following the initial session LLTs supported Y5 teachers through professional dialogue and observation of a guided task as they taught the unit of work. Participants were given the opportunity to follow another unit if they had already covered the persuasive unit outcome as long as the principles re. guided activities and the use of speaking and listening were followed. All participants in the Summer Term worked in their cluster to compile and complete another unit, measuring attitudes to learning and impact on responses to reading and writing tasks.

Key principles used to raise standards across the unit

- Film extracts used to generate interest and motivate learners
- Interactive activities to appeal to various learning styles-oral, drama, group work, shared learning, ICT
- Opportunities provided to transfer talking to writing across one medium to another
- The classroom climate encouraged risk taking
- Playfulness with language

- Tasks were more demanding than those designed for mainstream peers – not longer.
- Assessment formats supporting self and peer assessment.

Skills developed

- An awareness of audience through questioning and modelling
- An ability to adapt text in light of that audience
- Critical evaluation of work
- Use of appropriate language and text structure guided by the teacher through small group teaching
- Greater independence to share ideas and adapt work

Comments about the planned unit

"The unit was planned in so much detail I felt happy that the children knew exactly what they were doing and the teaching assistant was able to work with the lower ability group".

"Beginning the topic using a clip from a movie trailer was fantastic and immediately grabbed the children's attention".

"By the end of the unit I couldn't believe how much the children had learnt. The lower ability children were suggesting ways that we could improve a piece of persuasive writing by including hyperbolic adjectives and rhetorical questions".

"The focus children really excelled and enjoyed the extension work they were given".

Comments about the project's impact

"I fed back what I had done on this unit of work to other members of staff and they were very impressed with how creative and exciting the work had been for the children. They too admitted that sometimes higher ability children are neglected because other children require more attention. When we discussed this, all teachers agreed to manage their time more effectively to ensure all children received an equal amount of help".

Catherine Southworth St Gregory's RC Primary

"All the target children have come out as secure or high level 4 in the end of year assessments".

Melanie Clarke Brookside Primary Clitheroe

L3-L5 Writing Project 2009 Feedback

Name	Daniel Wood
Role	Y5 Teacher
School	Overton St Helens

Positives/Benefits from using resources and ideas

The biggest change for me is I have a clearer idea of how to get children to a level 5 certainly in terms of sentence structure, word choices and generating word banks for a particular context. Giving children the tools they need through a variety of activities has been vital. I have seen my MA group make larger steps...before I struggled knowing how to take them a step further. They gained 3 L5 and 3 Level 4a in Optional SATs . Moreover this level of writing has been sustained throughout other areas of the curriculum. Other children have benefited from my training as I've had the best results through SATS since starting to teach. The range of resources used and their quality has also been an important factor in stimulating the children into writing, even my less eager boys have produced more than expected and to a higher standard.

Issues/Areas for development/Would like further support

- Similar classes placed together as there has been an issue when planning unit together
- Starting the course earlier in the year would help with planning.
- Could teachers generate a list of useful websites?

Next steps/How addressing the needs of MA pupils may be developed in your school

Recent OFSTED commented on what extra can the school provide for the MA on a similar model to interventions for less able across the curriculum.

L3-L5 Writing Project 2009 Feedback

Name	Judith Shaw
Role	Y6 Teacher
School	Colne Christ Church

Positives/Benefits from using resources and ideas

Excellent at enthusing the more able children and stretching them that bit further.

Excellent resources and ideas that they could use. Also very good at increasing the expectations of the whole class.

Issues/Areas for development/Would like further support

When teaching the whole class, sometimes difficult to keep all children on task as main core of lesson pitched at too high a level for some.

Next steps/How addressing the needs of MA pupils may be developed in your school

Children who have worked on this project to feed back to others and work with other groups across the school, not necessarily in year groups, but in ability groups.

L3-L5 Writing Project 2009 Feedback

Name	Janet Gough
Role	Assistant Headteacher/Leading Literacy Teacher
School	Cockerham Parochial CE Primary School

Positives/Benefits from using resources and ideas

Good to collaborate with colleagues and share good ideas.

Good to receive positive feedback from colleagues about resources I have created.

Issues/Areas for development/Would like further support

Clearer links to APP, perhaps?

Next steps/How addressing the needs of MA pupils may be developed in your school

MA pupils well catered for through use of school vle, reflected in SATs results but further development in this would impact further on pupil motivation and outcomes.

L3-L5 Writing Project 2009 Feedback

Name	Melanie Clark
Role	Year 5 teacher
School	Brookside Clitheroe

Positives/Benefits from using resources and ideas

- Raised standards in target group, but also in other groups – in particular the average – high group
- Targeting more able meant others wanted to be part of that group
- Materials excellent – very useful to have disk provided – and range appealed to boys and girls
- Children responded well to a special project and even SEN were keen to produce final leaflets, especially after your visit as they wanted me to share them with you
- Introduced idea of beginning from most challenging point and differentiating downwards, rather than beginning from middle point
- Variation of tasks and writing opportunities meant accessible to all class
- Children became familiar with the terminology of persuasion – particularly enjoyed referring to “modal verbs” – and retained some of the principles to use in a piece of work this term
- Each of the sessions was very well worth while attending – one of the best courses I have attended – for information, interest and practical application

Issues/Areas for development/Would like further support

- Second part of project more difficult to implement as group spread out and time/funding not available for physically getting together
- Support with development of further units, beginning with autumn term, would be useful so that the able writers feel they are being targeted with a project early in the year – this would hopefully have the same effect on the other children as this year
- Help with putting together CD's of resources for the units would be very welcome, as this is one of the most challenging aspects of delivering the units
- On a personal level I need to become more skillful with the ICT aspects of the units

Next steps/How addressing the needs of MA pupils may be developed in your school

- Reviewing planning to ensure that the model of working from most able downwards is in place
- Making sure that the more able group is given challenges and is targeted regularly throughout each unit – and that other children are aware of this, so that they want to meet the challenges too
- Ensuring a wide variety of resources and writing tasks in each unit
- Choosing resources which stretch the more able, but also engage the lower ability children in shared sessions

Writing samples from other planned units

Recount

14th April 1912

Dear Diary,

I slept right through the jolt of the ship, woke up feeling like I always do, cold, drowsy and slightly put down at having to start work. I got up and opened the cabin door and that was when I realised something had happened. People were rushing about with children, putting on lifejackets and pushing their way through the jostling crowds. One of the stewards ran up to me and I immediately felt a pang of fear in my stomach when I saw the worried expression on his pale face.

Writing in style of author

"Ow!" I exclaimed, before clapping a hand to my mouth. Gingerly, I reached up and felt my head. It felt warm but there was no blood. My eyes swerved upwards to the cave ceiling and I saw a slight dip in the rock where I must have hit my head. I took a sharp intake of breath and carried on. A twig cracked just outside the entrance, my whole body went cold, I froze. They were coming in.

Meanwhile, back at the ship, Captain Smollet was sat down with the rest of the crew, trying to devise a plan.

Above samples provided by Daniel Wood Overton St Helens School

Project Limitations

Spring term start to the project meant it was very difficult to recruit LLTs as they had other commitments. An earlier start to the project would be very beneficial in terms of personnel and also teachers would not have already covered the unit of work provided.

Feedback was very positive about the unit provided but some teachers did not follow this up with their own contribution and evaluation. More LLT support and a greater number of teachers working together may help this in future.

Geography of participating schools meant it was difficult for teachers to meet re the follow up unit.

Conclusion

The outcome of the project was very positive and feedback suggests it had a measurable impact on the writing and attitudes to writing of those involved. All participating teachers reported on the quality of resources provided and felt the project increased their enjoyment of teaching year 5 children and raised their awareness of meeting the needs of the more able child.

A brief outline of the project has been placed on the Lancashire Literacy website and many teachers have enquired about attending a future project. Many of the teachers involved this year have expressed an interest in working with the next team of teachers.

Literacy Unit Plan

Name:	Class:	Year Group/s: 5	Unit	Term: Spring	Week Beginning:
<p>Outcomes: To write a persuasive text using informal language-leaflet. To write a persuasive text using formal language-letter. To construct a persuasive text and present this to the class or group. Develop a powerpoint presentation to persuade an audience.</p>			<p>Objectives In order that children make effective progress in core skills across the year, it is important that these Strands are planned for in every unit: Strand 5 – Word Recognition: decoding (reading) and encoding (spelling) at KS1 Strand 6 – Word Structure and Spelling at KS2. Strand 11 – Sentence Structure and Punctuation at both key stages.</p>		
<p>Overview</p> <ul style="list-style-type: none"> ▪ Read and evaluate letters, for example from newspapers or magazines, intended to inform, protest, complain, persuade, considering (i) how they are set out, and (ii) how language is used (e.g. to gain attention, respect, manipulate). Select, read and evaluate a range of texts, in print and other media, on paper and on screen (e.g. newspaper comment, headlines, adverts, fliers) for persuasiveness, clarity, quality of information, and to compare writing which informs and persuades, considering for example the deliberate use of ambiguity, half-truth, bias; how opinion can be disguised to seem like fact. Infer writers' perspectives from what is written and from what is implied. ▪ Collect and investigate use of persuasive devices such as words and phrases (e.g. 'surely', 'it wouldn't be very difficult...') persuasive definitions (e.g. 'no one but a complete idiot...', 'every right-thinking person would...', 'the real truth is...'), rhetorical questions (e.g. 'are we expected to...?', 'where will future audiences come from...?'), pandering, condescension, concession (e.g. 'naturally it takes time for local residents...'), deliberate ambiguities (e.g. 'probably the best...in the world', 'known to cure all...', 'the professional's choice'). ▪ Draft and write individual, group or class persuasive letters for real purposes, for example put a point of view, comment on an emotive issue, protest; edit and present to finished state. ▪ Write a commentary on an issue on paper or screen, for example as a news editorial or leaflet, setting out and justifying a personal view. Use structures from reading to set out and link points (e.g. numbered lists, bullet points). ▪ Construct an argument in note form to persuade others of a point of view, sequencing points logically. Explore how ICT or other use of multimodality might support this (e.g. develop a PowerPoint presentation). Present as a spoken argument to the class or a group making use of persuasive language. Listen to others doing the same and evaluate own and others' presentations. ▪ Understand how persuasive writing can be adapted for different audiences and purposes (e.g. by using formal language where appropriate), and how it can be incorporated into or combined with other text types. 			<p>These are in addition to the Objectives listed below.</p> <ol style="list-style-type: none"> 1. Speaking <ul style="list-style-type: none"> ▪ Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language 2. Listening and responding <ul style="list-style-type: none"> ▪ Identify some different aspects of talk that vary between formal and informal occasions ▪ Analyse the use of persuasive language 3. Group discussion and interaction <ul style="list-style-type: none"> ▪ Understand different ways to take the lead and support others in groups ▪ Understand the process of decision making 4. Drama <ul style="list-style-type: none"> ▪ Reflect on how working in role helps to explore complex issues 7. Understanding and interpreting texts <ul style="list-style-type: none"> ▪ Make notes on and use evidence from across a text to explain events or ideas ▪ Infer writers' perspectives from what is written and from what is implied ▪ Compare different types of narrative and information texts and identify how they are structured ▪ Explore how writers use language for comic and dramatic effects 9. Creating and shaping texts <ul style="list-style-type: none"> ▪ Reflect independently and critically on their own writing and edit and improve it ▪ Create multi-layered texts, including use of hyperlinks and linked web pages 10. Text structure and organisation <ul style="list-style-type: none"> ▪ Experiment with the order of sections and paragraphs to achieve different effects ▪ Change the order of material within a paragraph, moving the topic sentence 11. Sentence structure and punctuation <ul style="list-style-type: none"> ▪ Adapt sentence construction to different text-types, purposes and readers ▪ Punctuate sentences accurately, including using speech marks and apostrophes 		
<p>Prior Learning: Check that children can already: Identify key features of adverts on paper and screen. Use a range of appropriate connectives. Can compile simple Powerpoint Presentations. Express opinions about a text supported with evidence from the text.</p>					

<p>Phase 1 – approx days Read and evaluate a range of persuasive text types on paper and DVD to compare persuasive devices used such as the deliberate use of ambiguity, rhetorical questions and addressing the appropriate audience.</p>	<p>Phase 1: Learning outcomes: Children can identify key features of persuasive texts. Children can select appropriate vocabulary to role play. Children can present a point of view clearly.</p>	<p>Resources: See Resource Pack</p>
<p>Phase 2/3 – approx days Collect and investigate persuasive devices. Construct arguments for oral and written presentations.</p>	<p>Phase 2/3 Learning outcomes: Children can select powerful phrases as the audience is addressed. Children can compose a simple letter/short PPT. Children can articulate clearly using a range of vocabulary. Children can use a dictionary and comment on word choices. Children can use a wide range of vocabulary to engage the reader e.g. statistics, hyperbolic phrases.</p>	
<p>Phase 3/4 – approx days Draft and write persuasive letters, leaflets and create presentations to persuade the audience using the appropriate devices covered in the unit.</p>	<p>Phase 3/4 Learning outcomes: Children have a clear awareness of structure, vocabulary, tense, layout and all the key features of persuasive writing to compose a letter, leaflet, PPT presentation.</p>	

Phase 1			
Day	Whole-Class Shared Session	Guided and Independent Activities	Success Criteria (Revisit in plenary)
Day 1	<p>Create interest by showing film clip e.g. Fly me to the moon REF: website- http://uk.filmtrailer.com What would encourage us to see the film? Rewatch clip and note features used to persuade us to go. Create simple list on board by sharing ideas as whole class. Introduce theme-persuasion unit. Remind children of Y4 unit of work-can they recall any types of persuasive genre? What types of media/texts are used to persuade us to do something? Create a board list-TV adverts, posters, radio adverts, leaflets websites, letters etc. Tell children about unit of work-giving a clear picture of the sort of work to be covered in the unit. First focus will be advertisements from magazines and posters. Using magazines/FLS resources as whole class demonstrate the key features and how to annotate text looking for features. Children work in pairs on selection of written advertisements to identify persuasive features used. Use grid to sort features. Sp/L activity children select favourite advert and explain to group why it is attractive. Begin to compile list on learning wall of key features: slogans, exaggeration, questions, adjectives, wordplay, benefits, imperatives. During plenary play alliteration game for food items, objects etc e.g. sizzling sausages. Think of adjectives to describe products. Remind children of thesaurus use and table top tips to build a collection of vocabulary useful for this unit.</p>		Children can identify key features of advertisements by examining posters and magazines.
Day 2	<p>Google adverts for some poignant images using mainly pictures-see sight/vision images. Teacher lead discussion on power of images used. Focus on words to highlight that every word counts. Using www.tellyads.com select advertisements for children to watch. Focus task on words used to persuade as watching clips. Good examples are cif adverts as repetitive. Ask children to consider the audience the adverts are aimed at. Cleaning products aimed at adults so may focus on quality and price. Children's adverts more likely to focus on generating excitement and competition with friends. Compile list on board of words relevant to cleaning products-tough stains, odours, grease and grime and discuss why these are important-alliteration, adjectives, powerful words. Pupils can use these words for drama activity. As children watch adverts note useful words and phrases-may have comic element. Drama activity: Pupils work in pairs to create a very short-20-30 secs, advert. May help to give children a prop. Some will be familiar with shopping channel so can make ref. to this if wish. Evaluate the quality of the adverts. What makes some more successful than others?</p>	<p>Ind: Pupils read and annotate text on sight and express to partner the power of the images. Create short advert in pairs to perform to class. Focus group: Use of Digiblu to present adverts.</p>	Children can scan text for persuasive techniques. Children can note the key features used in TV advertisements. Children can select appropriate powerful vocabulary to act out an advertisement sketch. H/W: collect adverts for discussion in class-survey family on adverts that have persuaded members to buy something-why?
Day 3	<p>Use Sue Palmer frame for persuasion on IWB. This can be used as an oral as well as written frame. Stress use of frame to consider points carefully when we are trying to persuade people. Watch Dragons Den Clip-Children's Dragons Den or humorous version. Discuss good/bad points. Consider how points are given step by step after a brief introduction about the person and the product. Stress importance of being clear, methodical as enthusiastic language is not enough. Distribute time connective cards and display set on board. Model on board first section of Dragons Den pitch-why we should have 10 minutes extra break on Fridays. In pairs pupils think of 3 good points to consider. Drama Activity: Children can either select favourite from each table or if time all pupils present arguments to Dragon Teacher. Pupils evaluate the quality of the drama, giving reasons for choices.</p>	<p>Ind: Paired work to write 3 good arguments for extra break. Guided Focus Group: Using cards sort in order of strength-I think, I firmly believe, I feel etc. Model using these in the points for added emphasis. This will lead to addressing the audience-surely you can see....???? May be linked to next lesson???</p>	Children can present 3 points clearly to express a point of view. Some pupils can use powerful phrases to add weight to their argument. Some pupils are beginning to address the audience.
Day 4	<p>Refer to previous days argument and use the focus group to explain how they made their argument more powerful by their choice of phrases. Using washing line and 0-1 scale use cards to give statement. On scale of agree/disagree stand at point. Give time to move. Attach words to line to show strength of feelings. This can be done firstly with size cards e.g. big, large, enormous to see the link between words having similar meaning but power of words has an impact. Session on Modal verbs. Explore the function of modal verbs as important for persuasive oral and written work. Focus on difference between I can imagine and I should imagine? 'Should' gives a sense of obligation. Display sentence using might and would-would is more certain. Use washing line and cards-place words on line from most uncertain upwards. Use mobile phone use in schools as discussion point. news.bbc.co.uk/cbbcnews has lots of children's points of view on May 27 2005. These points can have statistics added to give statements more power. This can be modelled by teacher and continued by children. Arguments can be for 1 side only so class can choose. Think of key points and modal verbs to use.</p>	<p>Ind: Focus guided group use text Mobile Phones and Driving-see teacher notes re annotation of text such as complex sentences, causal connectives, standard English for clarity. See Sunday Times extract as extra for independent work or homework. Pupils note language and find meaning of unfamiliar words. Sort points for and against and consider points for future writing task. Indep .work for majority of class- identifying modal verbs on sheets and completing school report. NB EXTRA RESOURCES AVAILABLE TO SELECT: Classworks</p>	Children can identify and use modal verbs. Some can use modal verbs and recognise other features in persuasive texts such as statistics and rhetorical questions. Focus group recognise and use passive voice, statistics, Standard English etc.
Day 5	<p>Short writing task Using writing frame and modal verbs from previous day explain use of language to construct persuasive points about use of mobile phones.</p>	<p>Short writing task- to write simple argument about reasons why mobile phones should be allowed in school.</p>	Pupils use modal verbs to create a convincing argument.
Evaluation and notes			

Creating interest/Immersion and comprehension of text

Phase 2				
Day	Whole-Class Shared Session	Guided and Independent Activities	Success Criteria (Revisit in plenary)	
Text analysis and gathering content	Day 6	<p>Read text Our children as Coach potatoes. Teacher guide through session. Annotation of persuasive vocabulary and key features of a persuasive letter. Teacher point to arguments and fact they need to be backed up with evidence to give them weight.</p> <p>Children work independently to sort argument into one column and expansion of point in another.</p> <p>Feedback to class.</p> <p>Read letter about Homework-discuss as class quality of letter and points made. Teacher give bullet points from parents point of view as to why homework is bad idea.</p> <p>Pupils work independently to think of reasons to substantiate these points.</p> <p>NB Facts and points of view are important to form persuasive arguments.</p>	<p>Children can sort main points of argument and can show how to expand on main points.</p> <p>Some children can select appropriate persuasive vocabulary to add meaning to a text.</p>	
	Day 7	<p>Show formal letter writing frame to class and consider layout. Recap on persuasive devices learned so far and discuss appropriate use of vocabulary-are snappy slogans relevant to formal letter? We are going to build a bank of useful devices and vocabulary to help create persuasive letters and to use later in the unit.</p> <p>Adverbial phrases tell us the where and the when. Show powerpoint on adverbial phrases. Create sentences in pairs using adverbs-partner changes to sentence with adverbial phrase.</p> <p>Use Revise Wise KS2 revision game adverbial phrases- www.bbc.co.uk/schools/ks2/bitesize/English/activities/adjectives-adverbs.shtml</p> <p>QUICK STARTERS OR PLENARIES: Using examples of formal letters, children annotate features of formal letters and note useful language in word bank book.</p> <p>NB: Ensure pupils are noting a variety of connectives and building sentences for paragraph transitions.</p>	<p>Children can identify the key features of a formal letter.</p> <p>Children recognise and begin to use adverbial phrases.</p>	
Gathering content in preparation for writing	Day 8	<p>Teacher model writing start of letter to Head Teacher about why homework is not relevant.</p> <p>Divide letter into paragraphs, recap on time connectives to link paragraphs and as class pick out main points of argument.</p> <p>Select children to read their letters.</p> <p>Sp/L Discussion on the value of homework. Teacher can lead discussion on homework point of view from school perspective and children can agree or counter argue.</p>	<p>Pupils work in talking partners to substantiate these points using skills acquired so far.</p> <p>FOCUS GROUP: Compose a letter by the Head Teacher to counter argue the points made. One letter completed by all-children acting as scribe, manager, Head Teacher.</p>	<p>Children can compose a persuasive letter using connectives to link ideas and paragraphs. Some children can develop their points further by using persuasive devices such as addressing the reader and using statistics and powerful language.</p> <p>***This can form part of interim assessment using APP grids****</p>
	Day 9	<p>Focus group share views with class on importance of homework. Scribe main points expressed on board.</p> <p>Note powerful vocabulary used and discuss effectiveness with class.</p>	<p>Ind: Children create a short powerpoint for children on importance of completing homework on time.</p> <p>NB PPT can be for focus group only if short of time/resources.</p>	<p>Children can use the persuasive devices from adverts, letters and role play to compile a short PPT.</p> <p>Children use a variety of sentences.</p> <p>Children use modal verbs.</p>
	Day 10	<p>Introduce main focus for this part of the unit is to use skills acquired so far orally and in short writing pieces to create a powerful persuasive leaflet to encourage people to us an outdoor activity centre. Recap on points about coach potatoes and too much homework. Open discussion with advantages of visiting activity centre as part of school curriculum. Draw on pupil personal experiences.</p> <p>Ref: Putney Leisure Centre Leaflet-web text.</p> <p>On IWB examine web text-use of powerful adjectives, consider format, justify ideas.</p> <p>Teacher model writing by focussing on swimming pool. Supply verbs to add to description and detail.</p> <p>Use zone of relevance to build vocabulary appropriate to activities.</p> <p>This piece of writing acts as a hyperlink to the original web page.</p> <p>NB School camps should be banned resource can be used as this gives teacher viewpoint on camps not being suitable. This can be fitted into unit for whole class or guided group.</p>	<p>Ind: Write about a facility in the leisure centre e.g. fun club.</p>	<p>Children can use a dictionary and comment on word choices within a text.</p> <p>Children can build on previous learning and class model to create a short web link about a fun club.</p> <p>Some pupils can use hyperbolic phrases to describe images.</p> <p>Children can use the zone of relevance to build vocabulary appropriate to the task. This may be done using ICT.</p>
	Evaluation and notes			

Phase 3/4			
Day	Whole-Class Shared Session	Guided and Independent Activities	Success Criteria (Revisit in plenary)
Writing task and presentation of work	Day 11 NB This may take 2 days to cover. Whole-Class Shared Session Watch clips from Espresso site-Space Centre and use whiteboards to note vocabulary to build excitement, speed etc. Drayton Manor theme park Notes _Can use various websites on activity centres. This site whilst for theme park gives really useful teaching points for our writing outcome. See advert clips. www.draytonmanor.com Children share knowledge about theme parks and facilities available. Children read text-how many rides in collage? Does it look fun? What sort of factual information is provided? Discuss how photos enhance the text. Note use of endorsements to promote the park. Focus on statement favourite theme park is this fact or opinion? Names of rides convey speed as per previous lesson poems during guided session. Whitt knuckle ride what does this mean? Note use of exclamation marks for excitement. Can use clip from Top Gear for exciting speed language-hyperbolic phrases. Use on line thesaurus for speed words-Yahoo thesaurus on line/www.wordsmyth.net	Ind: In pairs find adjectives to describe the rides. Create other words to describe rides-use thesaurus and table top tips for support. Using the names of the rides look up dictionary definition and then make suggestions as to why these words have been used. Use images to add movement words. Focus group-use hyperbolic adjectives to describe various pictures of fun rides.	Success Criteria Children can use the zone of relevance to build vocabulary appropriate to task. Some children can use hyperbolic phrases with understanding to describe images.
	Day 12 Display selection of photos on extreme sports on whiteboard. What do you think we will be reading about? Brainstorm action words to describe the extreme sports. These words can be noted on board. Read Extreme Sports Centre-note one person's point of view-the owner. Discuss fact audience is wider-job of flyer is to attract as many people as possible to the centre. Talk about informal language and why used. Note the use of imperatives. Word/sentence work-use of imperatives.	Using Leisure Land sheet look for evidence of informal vocabulary and underline on copy. Imagine you want to go to centre but family isn't keen. Write one powerful persuasive point in a speech bubble. Share with class.	Pupils can use selection of vocabulary appropriately including action verbs, powerful vocabulary and hyperbolic phrases. Pupils are able to identify informal language as a persuasive device. Pupils can use imperative verbs.
	Day 13 Show web sites about zorbing and discuss initial feelings about this. In pairs select all appropriate vocabulary to describe zorbing. Note the persuasive vocabulary. Feedback to class and note on board. Use the cards to match the persuasive techniques from given sentences. What evidence in these texts do we have of these being used? Teacher guide writing about zorbing. Pupils continue with Hang gliding, Bungee jumping. At end of session discuss have any opinions been made to sound like facts for persuasive purposes?	Match cards to persuasive device. Read and annotate Come Zorbing/Riding High. Write about 2 activities on given sheet. Sp/L work in threes as parent and child and observer to persuade parent it would be a good idea to go zorbing. Observer gives feedback to critically evaluate power of argument.	Children can recognise persuasive devices from sentences given. Children can articulate clearly using a range of vocabulary. Can pupils use opinions to sound like facts to strengthen their arguments? Some children create a bank of useful phrases for persuasive letters.
	Day 14 Create poster as whole class for working wall of persuasive devices used in texts including the use of opinion to sound like fact. Play ordering cards for power using coloured card as whole class using IWB-should, could, might will may just etc. Action words to convey speed can be used for this. Read Bored You Won't Be! Underline the topic first sentence and main points. Find the facts. Facts are important as give info needed if want to persuade. NB Extra PPT resource on facts and opinions in adverts. This may be used now or earlier in unit. Note words like 'should' soften what is being said and therefore help to persuade. Calling all sleepyheads PPT. Whole class consider questions that would be asked as reading web page or flyer about activity centre.	Play ordering cards for power. Sort facts and opinions. Focus group to think of questions the audience would ask the leaflet as teacher, child, parent. Pupils take on role. Think about safety, range of activities, educational, justification and endorsements.	Children can identify and sort facts and opinions. Some children can make assumptions about the questions a reader may ask from a text.
	Day 15-18 For writing task and review WRITING TASK: Use persuasive writing leaflet. Persuasive writing frames. Vocabulary built up over unit. Working wall display. As whole class teacher consider layout of flyer/web page about an activity centre. Brainstorm facilities and activities that may be available. Note all the relevant information needed to persuade the reader. Identify the audience-school. Note the pictures enhance the work but are not part of the success criteria Focus group extension work-Teacher reads reply from Head teacher requesting attendance at next Governors meeting to give short persuasive powerpoint about the activity centre.	IND: Plan and draft persuasive web page/flyer using appropriate resources. Focus Group Homework task: Create a detailed letter addressed to Head teacher highlighting why a visit to the activity centre would be advantageous. EXTRA: Focus group present a short PPT to Head Teacher and Governors about the activity centre to persuade the Governing body that the pupils should attend.	Children show in their draft version an awareness of: Clear structure, appropriate vocabulary, present tense, appropriate layout features. Focus group: Use appropriate letter structure, address the reader, use statistics and quotations to strengthen their argument. Paragraphs are linked using connectives and theme links.
	WRITING TASK Review and improve work-children continue to compile their writing using the techniques taught over the unit.	WRITING TASK Review and improve work. Children peer assess work and provide feedback for improvement. Use the class generated poster lists and Persuasion flyer.	Children can identify and address areas for improvement in their own and other's writing.
	USE APP GRIDS TO ASSESS FOCUS GROUP WORK		

EXTRA RESOURCES: 5 Minute Quickies PPT may be used as starters to sessions or plenaries when teacher feels appropriate. Extra letters/leaflets may be used to reinforce points. Teacher may select alternative adverts and film clips depending on the group.