

Further Literacy Support

Module 1

The Coalition Government took office on 11 May 2010. This publication was published prior to that date and may not reflect current government policy. You may choose to use these materials, however you should also consult the Department for Education website www.education.gov.uk for updated policy and resources.



Further Literacy Support

■ Module 1

Year 5 teachers and Teaching Assistants

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Introduction to the Further Literacy Support Programme

The modules

- The programme is divided into three modules, each lasting four weeks.
- The overall focus is on consolidating objectives from Year 4 and Year 5 terms 1 and 2.
- Each module focuses on several text level objectives, particularly writing objectives. These provide the context for developing writing in a particular form. Sentence and word level objectives are addressed in this context.
- Each module has a writing outcome.
- Children see writing demonstrated in the guided and supported sessions and then go on to apply these skills and strategies in independent writing.

Module 1: Writing to Persuade

- Consolidation of key objectives from Year 4
- Outcomes: Write three pieces of persuasive writing: an advert, a leaflet and a letter.
- Context: Children read and evaluate advertisements, write promotional material for a new product called 'VIP', and finally write a letter using persuasive language.

Module 2: Fantastic Tales

- Consolidating key objectives from Year 4 and from Year 5 term 1
- Outcomes: Plan and write a story.
- Context: Children read and evaluate examples of myths and legends. They identify key features and use these to plan and write their own stories, editing and reviewing as they write.

Module 3: Writing to Inform

- Consolidating key objectives from Year 5 terms 1 and 2
- Outcomes: Plan and write a report.
- Context: Children read and evaluate non-chronological reports. They identify key features and use these to plan and write a report on their school, as well as instructions about how to get there for a visitor from 'another world'. They edit and revise their writing and plan a presentation.

Weekly structure

Each week has the same structure and contains the following elements:

- guided work – led by the class teacher;
- supported sessions – led by a teaching assistant or other teacher;
- independent work – carried out in the literacy hour or at another time;
- homework – homework is available but is optional.

Monday

- **Guided reading or writing:** This session is completed during the literacy hour. It provides the focus for work in all further sessions that week. Notes are provided to help the teacher plan and run these sessions.
- **Supplementary homework:** If the teacher decides to use the homework, then the day's task is introduced.

Tuesday

- **Independent activity:** The group completes this during the literacy hour or at another time set by the teacher. This work will follow up the guided session and lead into the first supported session.
- **Supported session 1:** This is led by a teaching assistant or other adult working with the group outside the literacy hour. Session notes are provided.
- **Supplementary homework:** This is set by the teacher.

Wednesday

- **Supported session 2:** This is led by the teaching assistant or other adult outside the literacy hour.
- **Supplementary homework:** This is set by the teacher.

Thursday

- **Independent activity:** This is completed by the group during the literacy hour or at another time set by the teacher.

Friday

- **Supported session 3:** This is led by the teaching assistant or other adult outside the literacy hour.

Session structure

Each supported session follows the same sequence and should take about 20 minutes:

- | | | |
|---|-----------------------|--------------------------------------|
| 1 | On your marks | Introduction |
| 2 | Get set | Preparation and support |
| 3 | Go | Independent activity |
| 4 | Finishing line | Review and preparation for next step |

Monitoring progress

- At the beginning of each module, the children are introduced to the target plan. They consider what they will learn and review their weekly targets listed on the target bank at the end of the module. Children are involved in self-evaluation throughout the programme, having considered their own learning initially in 'limbering up' sessions. At the end of each week they reflect on what they have learned, using the target bank.
- The emphasis is on highlighting skills and knowledge which children can transfer to reading and writing across the curriculum.
- Teachers and teaching assistants also make notes about children's progress each week, using the *Planning / Review Sheets*, which can be found at the beginning of each weekly section. At the end of each module the teacher and the teaching assistant summarise their comments on the group, using the *Review Sheet*. This procedure can help to ensure effective communication.

Links with whole-class teaching

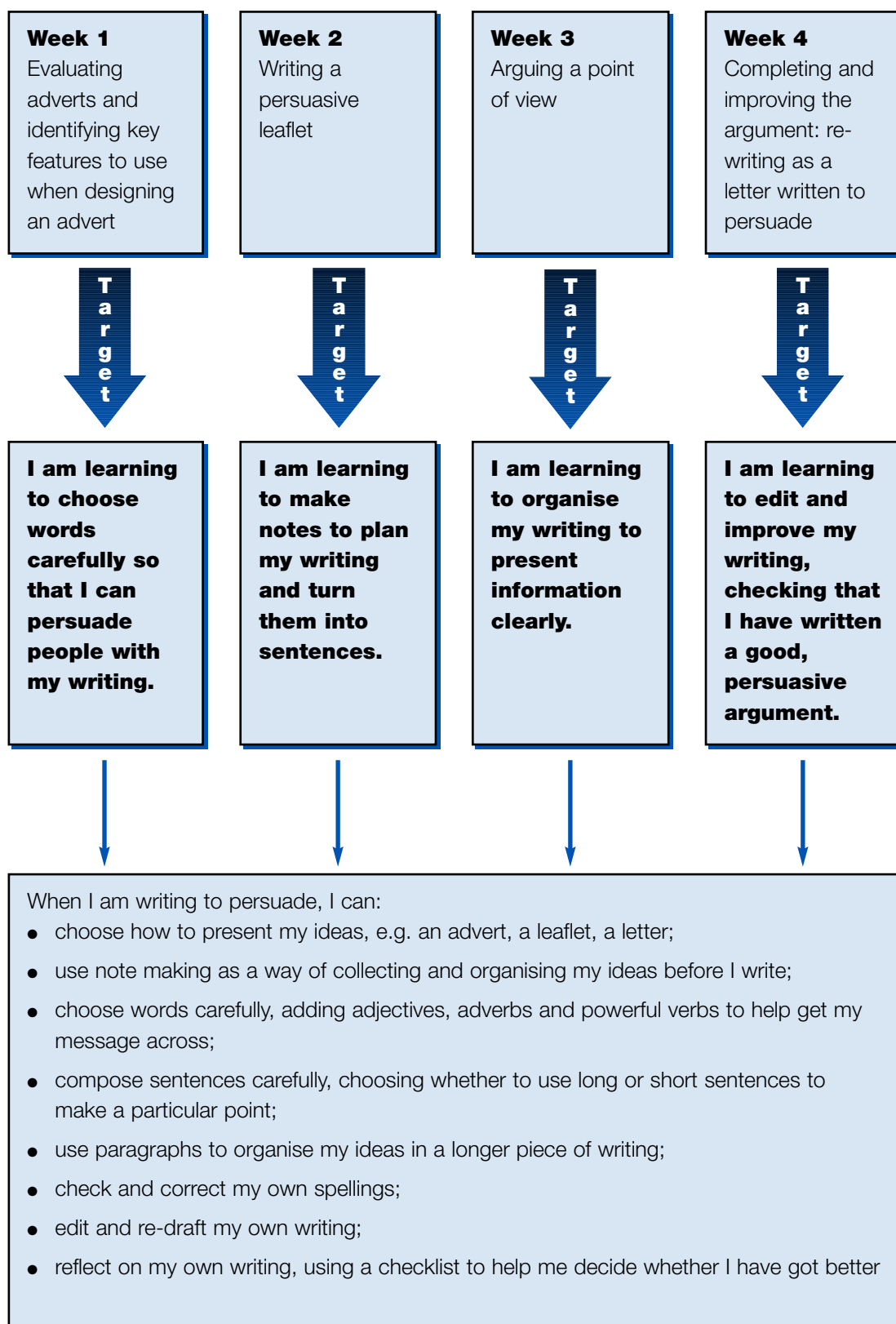
- The FLS programme provides additional opportunities for children to consolidate key literacy objectives. It is designed to run in addition to the literacy hour.
- Teachers are provided with notes each week to help them make links between their whole-class teaching and the work being done in the FLS group. Although the FLS group will be working at a different level, teachers should make opportunities to link into the whole-class sessions.
- Teachers can make more direct links where there is an overlap between the text focus for the literacy hour and the FLS materials, e.g. Module 2 – *Fantastic Tales*; Module 3 – *Writing to Inform*.
- The FLS text focus and outcome are designed to stand alone rather than be directly linked to whole-class teaching. The main emphasis is on helping children to transfer what they are learning within their FLS group to their independent reading and writing.

Resources and preparation

- **Teacher's book** – The teacher's book contains:
 - an overview of the FLS programme;
 - screening and selection materials (including the limbering up materials);
 - summaries for each module;
 - notes for the guided and independent sessions;
 - guidance on the use of the homework material;
 - the relevant PCMs.
- **Teaching assistant's books** – There are three books, one for each module, each containing all the session notes and PCMs needed to deliver the module.
- **The FLS book** – Each child's book contains the support materials for all modules, a target plan for each module, blank sheets for writing and a target bank to be used for tracking progress.
- **Homework sheets** – These contain homework tasks that are related to each module but are not essential to it. The homework material is also on the accompanying CD-ROM.
- **CD-ROM** contains all material for the programme.

Module 1 *Writing to Persuade* (Weeks 1–4)

Target plan



Further Literacy Support: PROGRAMME OVERVIEW

Module 1 *Writing to Persuade* (Weeks 1–4)

Week	Reading and writing targets	Key objectives
1	<p>R Y4 Interpretation and response: non-fiction Evaluate specific texts with reference to text-types.</p> <p>W Y4 Purpose and organisation In non-fiction attempt to interest, instruct, persuade or amuse the reader.</p> <p>Y4 Style: language effects Use adjectives and adverbs selectively to show character or add impact.</p>	<p>Y4 T2 Word 9 To use alternative words and expressions which are more accurate or interesting than the common choice.</p> <p>Y4 T1 Sentence 4 To identify adverbs and understand their functions in sentences.</p> <p>Y4 T2 Sentence 1 To revise and extend work on adjectives from Y3 T2.</p> <p>Y4 T3 Text 19 To evaluate advertisements for their impact, appeal and honesty</p> <p>Y4 T3 Text 25 To design an advertisement such as a poster or radio jingle on paper or screen.</p>
2	<p>R Y4 Use of context Know how style and vocabulary are linked to the purpose of the text.</p> <p>W Y4 Purpose and organisation Use appropriate layout conventions for non-fiction.</p> <p>W Y4 Style: language effects Use powerful verbs to ... add impact.</p>	<p>Y4 T1 Sentence 3 To identify the use of powerful verbs.</p> <p>Y4 T1 Text 16 To identify different types of text, e.g. their content, structure, vocabulary, style, layout and purpose.</p> <p>Y4 T2 text 21 To make short notes, e.g. by abbreviating ideas, selecting key words, listing</p> <p>Y4 T2 Text 22 To fill out brief notes into connected prose.</p> <p>Y4 T3 Text 18 From examples of persuasive writing, to investigate how style and vocabulary are used to convince the intended reader.</p>

Speaking and Listening	Outcome
<p>QCA Teaching Speaking and Listening in Key Stages 1 and 2</p> <p>Y4 T2 Listen and respond</p> <p>Make notes. Compare notes with others’.</p>	<p>Design and produce an advert for a product.</p>
<p>Y4 T2 Listen and respond</p> <p>Make notes. Compare notes. Discuss how to make notes.</p> <p>Y5 T1 Sentence 6</p> <p>Understand the need for punctuation as an aid to the reader.</p>	<p>Write a leaflet.</p>

Week	Reading and writing targets	Key objectives
3	<p>R Y4 Knowing how texts work Identify key features of different types of text and use appropriate reading strategies.</p> <p>W Y4 Process Use different ways to plan writing, e.g. notes, diagrams, etc.</p> <p>W Y4 Spelling Attempt to spell unfamiliar words using known conventions and rules, and a range of strategies ...</p>	<p>Y4 T2 Word 1 To read and spell words through: identifying phonemes in speech and writing; blending phonemes for reading; segmenting words into phonemes for spelling.</p> <p>Y4 T2 Word 3 To use independent spelling strategies, including: sounding out and spelling using phonemes.</p> <p>Y4 T2 Text 19 To identify how and why paragraphs are used to organise and sequence information.</p> <p>Y4 T3 Text 18 From examples of persuasive writing, investigate how style and vocabulary are used to convince the intended reader.</p> <p>Y4 T3 Text 21 To assemble and sequence points in order to plan the presentation of a point of view (persuade).</p>
4	<p>R Y4 Knowing how texts work Identify key features of different types of text and use appropriate reading strategies.</p> <p>W Y4 Process Edit in relation to audience and purpose, enhancing or deleting, justifying choices.</p> <p>W Y4 Style: sentence construction Vary sentences, showing characteristics of chosen form, adding phrases to enhance meaning.</p>	<p>Y4 T1, 2 and 3 Word 2 To identify misspelt words in own writing; to keep individual lists and learn to spell them.</p> <p>Y4 T2 Word 9 To use alternative words and expressions which are more accurate or interesting than the common choice.</p> <p>Y4 T2 Sentence 4 To recognise how commas, connectives and full stops are used to join and separate clauses; to identify in their writing where each is more effective.</p> <p>Y4 T2 Text 24 To improve the cohesion of written (persuasive) explanations through paragraphing and the use of link phrases and organisational devices.</p> <p>Y4 T3 Text 23 To present a point of view in writing, linking points persuasively and selecting style and vocabulary appropriate to the reader.</p>

Speaking and Listening**Outcome**

Y4 T1 Text 16 Identify different types of text, e.g. content, structure, vocabulary, layout, purpose.

Y4 T1 Text 18 Select and examine opening sentences that set scenes, capture interest, etc.; pick out key sentences / phrases that convey information.

Write an argument.

Y4 T1 Sentence 4 To identify adverbs and understand their functions in sentences.

Y4 T2 Sentence 1 To revise and extend work on adjectives.

Y4 T1 Sentence 3 To identify the use of powerful verbs.

Y4 T2 Sentence 3 To understand the significance of word order.

Improve the argument.
Turn it into a letter.

Module 1: *Writing to Persuade*

Summary

	Timing	Monday	Tuesday
Week 1	During literacy hour	Guided reading (teacher) Reading of adverts, identifying purpose, audience and key features.	Independent activity Children analyse an advert and describe key features using a grid.
	Outside literacy hour		Supported session 1:1 Using three given adverts for 'VIP', select most effective advert, explaining reasons, based on key features.
	Supplementary homework	Homework task Children choose a favourite book and note in their reading journals ideas for an advert that will persuade others in the class to read it.	Homework task Investigation into adjectives – making text more persuasive by changing adjectives.
Week 2	During literacy hour	Guided writing (teacher) Shared writing of a leaflet for 'VIP' using a mixture of demonstration, scribing and supported composition.	Independent activity Children discuss their product with a partner and use a planning PCM to make brief notes for own product.
	Outside literacy hour		Supported session 2:1 Use leaflet template to start to draft leaflet by describing product.
	Supplementary homework	Homework task Improve a text by replacing the underlined verbs with more powerful ones from a given list.	Homework task Spelling investigation into verb endings.

	Wednesday	Thursday	Friday
		Independent activity Using adjectives and adverbs, children create slogans that could be used in adverts to persuade people to buy products.	
	Supported session 1:2 Start to create own advert for 'VIP' product. Design slogan.		Supported session 1:3 Finish advert by adding persuasive claim. Evaluate adverts.
	Homework task Investigation into adverbs – constructing 10 sentences using a list of nouns, verbs and adverbs.		
		Independent activity Children, working in pairs, use a prompt sheet to identify ways of improving their leaflets.	
	Supported session 2:2 Complete leaflet by describing the product's benefits.		Supported session 2:3 Review and evaluate leaflets.
	Homework task Reading journal: children note effective use of persuasive techniques in real adverts.		

	Timing	Monday	Tuesday
Week 3	During literacy hour	Guided reading (teacher) Look at example of argument – discuss structure and key features.	Independent activity Read a different argument, using checklist to identify key features.
	Outside literacy hour		Supported session 3:1 TA demonstrates planning for argument. Children start planning their own argument.
	Supplementary homework	Homework task Children write a letter to an author, saying which of the author's books is their favourite and why.	Homework task Investigation into short words within long words.
Week 4	During literacy hour	Guided writing (teacher) Teacher demonstrates writing a conclusion and introduces 'Checklist for improving arguments'.	Independent activity Children are given a text which they need to complete by selecting connectives from a given list.
	Outside literacy hour		Supported session 4:1 TA demonstrates writing conclusion to argument. Children complete arguments and start to review.
	Supplementary homework	Homework task Connectives list to learn to spell using 'Look, say, cover, write, check'.	Homework task From a starting sentence, write eight new sentences by changing one word each time.

	Wednesday	Thursday	Friday
		Independent activity Using Supported session 3:2 as a model, children write opening to own letter.	
	Supported session 3:2 Complete planning of argument. TA demonstrates writing opening statement.		Supported session 3:3 TA demonstrates writing paragraphs in support of argument. Children start to draft paragraphs in support of their own argument.
	Homework task Investigation into homophones. Cloze procedure task to fill in missing homophones.		
		Independent activity Children complete editing their own letters, focusing on correct punctuation and use of strategies to correct spellings. When finished, children swap with a partner.	
	Supported session 4:2 Children start to review and improve their own arguments using checklist. TA demonstrates turning argument into letter. Children write out argument as letter.		Supported session 4:3 Using 'I can' statements, evaluate success of own letter and set three targets for personal development.
	Homework task Note key ideas to persuade someone that reading is not boring.		

Week 1

Notes for teacher and teaching assistant

Focus for the week: Designing and producing an advert

The children will look at persuasive techniques used in advertising and will make up their own adverts for a new product, 'VIP'.

Links with whole-class teaching

The FLS group is working during their additional sessions on objectives different from those being taught in the whole-class literacy sessions. The following prompts are to help you to make links and involve the FLS group in the whole-class part of the literacy hour.

Text level

During shared reading, look out for any examples of persuasive language or other techniques used to draw attention to particular parts of the text, e.g. use of bold or capitals.

During shared reading and writing, talk about the features and use of techniques such as alliteration, rhyme, plays on words or exaggeration (if appropriate).

Sentence level

Draw attention to examples of adjectives and adverbs during shared reading, and talk about their functions in sentences.

Word level

Talk about choosing the most effective vocabulary as you are doing shared writing, particularly when choosing adjectives and adverbs.

Involve children in the group in improving on word choice and talking about the impact of different words in sentences.

Sharing work

On Friday the FLS group will have completed their own adverts. Either this week or early next week, try to find a time when these could be presented to the class as a whole. The class could respond using the 'Key features' checklist.

Key points

The whole point of persuasive writing is to try to convince your reader to accept, believe or agree with what you are saying. Advertisements usually do this by making a claim that their product is different from and better than anyone else's.

They use certain techniques to do this:

- **snappy slogans**
e.g. 'Tasty toasties for tiny tots' (this slogan also uses alliteration – words starting with the same sound);
- **exaggeration**
e.g. 'an unforgettable chocolate experience';
- **questions to interest the reader**
e.g. 'Could you use some extra cash?';
- **appealing adjectives**
e.g. 'silky-soft tissues';
- **wordplay**
e.g. 'Gummo glue – don't get stuck without it!';
- **tempting descriptions of the product's benefits**
e.g. 'New Trim Tabs will transform your figure in days – with no need to diet or exercise'.

Advertisements use a lot of:

- **powerful verbs**
e.g. 'drives dirt away'; 'eliminates germs'; 'grips the road';
- **strong adjectives**
e.g. 'amazing power'; 'unbeatable value'; 'outstanding results'
- **strong adverbs**
e.g. 'completely change'; 'totally renovate'; 'repairs breakages rapidly'.

Planning / review sheet for teacher and teaching assistant

Teacher's comments on guided reading

Teaching assistant's comments on group this week

e.g. evidence of learning; completion of independent tasks; issues arising; questions for teacher

Teacher's comments (to be added at end of the week)

e.g. evidence of children transferring learning; issues arising; questions for teaching assistant

MODULE 1 WEEK 1

Summary – Week 1

Focus for the week: Designing and producing an advert

Week 1	During literacy hour	Outside literacy hour	Preparation and resources
Monday	Guided reading (teacher) Reading of adverts, identifying purpose, audience and key features.		PCM 1 'Checklist of key features of adverts' PCMs 3–18 'Target plan' poster PCM 2 Sudz advert
		Homework task Children choose a favourite book and note in their reading journals ideas for an advert that will persuade others in the class to read it.	Homework Activity Sheet 1 Reading journal
Tuesday	Independent activity Children analyse an advert and describe key features using a grid.		FLS Book pages 5 and 6 PCMs 2–8, one per pair, or adverts from magazines, etc.
		Supported session 1:1 Using three given adverts for 'VIP', select most effective advert, explaining reasons, based on key features.	VIP bottle – make this and label it VIP adverts; PCMs 10–12 PCM 13 'Best advert scorecard' FLS Book page 7 PCM 1 'Checklist of key features of adverts'
		Homework task Investigation into adjectives – making text more persuasive by changing adjectives.	Homework Activity Sheet 2 'Add power to your adjectives'
Wednesday		Supported session 1:2 Start to create own advert for 'VIP' product. Design slogan.	VIP bottle FLS Book page 8 'VIP template' PCM 1 'Checklist of key features of adverts' Whiteboards and pens
		Homework task Investigation into adverbs – constructing 10 sentences using a list of nouns, verbs and adverbs.	Homework Activity Sheet 3 'Silly sentences'
Thursday	Independent activity Using adjectives and adverbs, children create slogans that could be used in adverts to persuade people to buy products.		FLS Book page 9 'Using adjectives to create slogans'
Friday		Supported session 1:3 Finish advert by adding persuasive claim. Evaluate adverts.	PCM 1 'Checklist of key features of adverts' Whiteboards and pens FLS Book page 8 'VIP template'

Notes for the teacher to use in the session and for the teaching assistant's reference

Aims: To introduce the idea of persuasive writing as the theme of Module 1
To identify the key features of adverts and evaluate them

Objective: Y4 T3 Text 19 To evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices, e.g. puns, jingles, alliteration, invented words

- **Tell the group that for the next four weeks, they will be working on the theme of persuasion. Ask them all briefly to think of an occasion when they have tried to persuade someone to do something (e.g. lend a CD, give them a turn on a computer game, increase pocket money, etc.) so that everyone is clear about the term 'persuasion'. Explain that in the FLS sessions, they will be finding out how to persuade people in writing, in a variety of different ways.**
- **Show the group the poster for this module and introduce this week's target: 'I am learning to choose words carefully so that I can persuade people with my writing.'**

Book introduction	<ul style="list-style-type: none"> ● Tell the group that you will begin by looking at adverts, because these use writing to try to persuade people, and we all have lots of experience of them. Remind them of work done on adverts in Year 4. Briefly ask children to suggest ways they've noticed that adverts try to persuade, with examples from TV, billboards, etc. ● Show children the Sudz advert, PCM 2. ● Ask them to say why and how the advert grabs their attention. Then look at it more closely. Can they identify what is being advertised, and any information or claims made about the product? Do they believe what is being said? Why has the advertiser decided to make those claims? Draw out the idea that the children are able to read beyond what the advert says literally, because of their experience, knowledge of products like this, etc. ● Introduce the 'Checklist of key features of adverts' (PCM 1) and briefly explain each feature, relating each example in the checklist to the corresponding feature in the Sudz advert. Tell children that they are each going to read a selection of adverts to see if they include some or all of these key features.
Strategy check	<ul style="list-style-type: none"> ● Ask children to review the strategies they can use to tackle unfamiliar words.
Independent reading	<ul style="list-style-type: none"> ● In pairs, children read two adverts from the selection in PCMs 3–8 and identify key features by referring to the enlarged checklist. Monitor and support their independent reading.
Return to text	<ul style="list-style-type: none"> ● Children explain and discuss how the adverts they read have / have not used features from the checklist.
Response to text	<ul style="list-style-type: none"> ● Draw the discussion together by explaining that the adverts they have read have some of the features of effective adverts. Encourage children to think of other adverts that they have read or seen – how many of these features do they include?

MODULE 1 WEEK 1

Week 1: Tuesday

Independent activity

To be introduced by the teacher as part of the literacy hour on Tuesday

Objective	<ul style="list-style-type: none"> ● Y4 T3 Text 19 To evaluate advertisements for their impact, appeal and honesty ...
Activity	<ul style="list-style-type: none"> ● Children analyse an advert and describe key features on grid. An example of an annotated advert accompanies the grid.
Links to supported sessions	<ul style="list-style-type: none"> ● The key features identified on the grid are referred to in Supported session 1:1.
Success criteria	<ul style="list-style-type: none"> ● Children are able to identify the features in the advert they have selected.
Resources	<ul style="list-style-type: none"> ● FLS Book page 5 'Annotated advert' ● FLS Book page 2 'Analysing adverts' grid ● Adverts from PCMs 5–8 that children did not use previously, or adverts from magazines

Week 1: Thursday

Independent activity

To be introduced by the teaching assistant at the end of Supported session 1:2 on Wednesday and by the teacher as part of the literacy hour on Thursday

Objectives	<ul style="list-style-type: none"> ● Y4 T2 Word 9 To use alternative words and expressions which are more accurate or interesting than the common choice ● Y4 T1 Sentence 4 To identify adverbs and understand their functions in sentences ● Y4 T2 Sentence 1 To revise and extend work on adjectives from Y3 T2
Activity	<ul style="list-style-type: none"> ● Select adjectives that could be used in adverts to persuade people to buy everyday products.
Links to supported sessions	<ul style="list-style-type: none"> ● In Supported session 1:3, children use adjectives and adverbs to make adverts more persuasive.
Success criteria	<ul style="list-style-type: none"> ● Children select adjectives that are persuasive and appropriate to the product.
Resources	<ul style="list-style-type: none"> ● FLS Book page 9 'Using adjectives to create slogans'

Teaching sequence	Session notes
On your marks Recap key features of adverts: <ul style="list-style-type: none"> ● Slogans ● Exaggeration ● Questions ● Adjectives ● Wordplay ● Stated benefits 	<ul style="list-style-type: none"> ● This week we are starting Module 1 by looking at adverts and finding out how the successful ones persuade people to buy and use the product – that is, the thing that the advert wants you to buy. This is so that later in the week, when you design your own advert, you'll know what works best when you're trying to persuade people. ● You already found out how adverts do this when you filled in the 'Analysing adverts' grid. Find that page in your FLS Book page 6 and let's see what you found. ● Each child gives feedback. ● Today we're going to look for some more examples of these techniques that advertisers use to grab your attention, so we'll keep the checklist as a reminder.
Get set Consolidate key features (see above)	<ul style="list-style-type: none"> ● This is a bottle of VIP. (Show children attractive bottle labelled 'VIP'). It's a secret ingredient that's been invented, and when you sprinkle it on your food, it improves the taste to make it absolutely delicious. So if you sprinkle it on ice cream, it becomes the creamiest ice cream in the world, or on pizza, it becomes the tastiest pizza you can imagine. ● The makers of VIP have prepared three adverts, but they're not sure which one will be best at persuading people to buy it. As a group, we're going to decide which one's the most effective advert; that is, which one will persuade people to buy VIP and use it. We're going to use our checklist so we don't forget anything. ● I'm going to cover up the checklist for a moment – turn to your partner and see who can remember the six key features on it. ● Pairs give feedback.
Go Show children how to use key features	<ul style="list-style-type: none"> ● Now, to help us decide which of the three VIP adverts will persuade people best, we're going to see how many of the key features on our list each advert has used. We'll fill in this scorecard to find out. I'm going to ask each pair of you to look for a particular key feature from the list, so that together you can look at each advert in turn and decide if it's been used or not. Give it a tick on the scorecard if it has. ● Allocate each pair a key feature from PCM 1; the first pairs to finish are given another feature.
Finishing line Decide which advert is the most persuasive Refer to target	<ul style="list-style-type: none"> ● Pairs give feedback and explain their reasons. Add up the ticks. ● So, which advert used most of the key features? That means we think it will be good at persuading people to buy VIP, because it does all these things on the checklist. ● To recap: today we looked at how advertisers use these key features when they design adverts. They need to choose their words very carefully when they are trying to persuade people. ● Refer to 'Target plan' poster. ● Remember, your learning target this week is 'I am learning to choose words carefully so that I can persuade people with my writing.' Tomorrow we'll start to practise doing that.
Resources	<ul style="list-style-type: none"> ● VIP bottle – make this and label it. ● PCM 1 'Checklist of key features of adverts' ● Copies of VIP adverts PCMs 10–12 ● FLS Book page 7, PCM 13 'Best advert scorecard' ● FLS Book page 6 Analysing adverts ● 'Target plan' poster

Teaching sequence	Session notes
On your marks Recap key features of adverts: <ul style="list-style-type: none"> • Slogans • Exaggeration • Questions • Adjectives • Wordplay • Stated benefits 	<ul style="list-style-type: none"> • Today we're going to carry on our work on how adverts persuade people, by starting to design our own adverts to persuade people to buy VIP. • Who can remember the six key features of effective adverts? • Children give feedback. • Good, let's have the checklist on display as a reminder. (Display PCM 1.)
Get set Decide audience for the advert Use talk to prepare ideas for writing	<ul style="list-style-type: none"> • This is our product – VIP. Can you remember it from yesterday? • Children give feedback. • It's got a secret ingredient that improves or enhances the taste of the food you sprinkle it on. It could be a liquid or grains, rather like salt or sugar, that'll be for you to decide. Tell me what food you would like to use VIP on, if we could buy it. • Quickly take feedback. • What's important now, before we start designing our advert, is thinking about who we want to buy this product, because then we can design the advert to appeal to them. I think children of all ages might like to use VIP. • Now decide, if children are the ones who would like to use VIP, who must we persuade to buy it? Turn to your partner and share ideas. • Children spend a few moments thinking, then comparing ideas. • It's the parents who do the shopping, isn't it. So our advert must appeal to parents as well as to children.
Go Slogans gain attention by: <ul style="list-style-type: none"> • alliteration • play on words • rhyme Paired composition	<ul style="list-style-type: none"> • The first thing we'll design for our advert is the slogan, which needs to grab attention. • Let's look at alliteration first. That's when a writer uses words that start with the same sound, such as 'The great green gremlin' or 'Simply scrumptious'. • We're going to think of some phrases that use alliteration, and that include a powerful adjective. So it could be 'Simply scrumptious' or 'Mouth-watering miracle'. • Scribe phrases. • With your partner, pick an effective adjective and use your whiteboards to try a phrase that uses alliteration (like mine did) and that you think will help persuade people to buy VIP. • Children give feedback on their phrases for scribing.
Finishing line Paired composition	<ul style="list-style-type: none"> • Now you've got a phrase that uses alliteration, you're going to finish your slogan by adding in one of the other strategies. You could make your slogan a question, such as 'Can you resist simply scrumptious VIP?' or you could use exaggeration, such as 'VIP – the mouth-watering miracle'. (To describe VIP as a miracle is an exaggeration.) • Support pairs in completing slogans and writing in FLS Book page 8. • Today we've learned how to create a slogan that really grabs people's attention by choosing words carefully. • Tomorrow in your independent work, you will be looking at some products and choosing adjectives to persuade people to use them.
Resources	<ul style="list-style-type: none"> • VIP bottle • FLS Book page 8 'VIP advert template' • PCM 1 'Checklist of key features of adverts' • Whiteboards and pens • Flipchart

Teaching sequence	Session notes
On your marks Recap learning	<ul style="list-style-type: none"> In our last session together, you made up slogans for VIP. Read your slogans aloud, please, and let's check that they really are attention-grabbers. Children read slogans in turn. Today we're going to finish our adverts, because at the moment we've only got a slogan. Then we'll evaluate them to see how effective we think they are.
Get set Key techniques for claims <ul style="list-style-type: none"> Slogans Exaggeration Questions Adjectives Word play 	<ul style="list-style-type: none"> Let's just remind ourselves of the key features of effective adverts by looking at our checklist. (Refer to PCM 1.) When you look at an advert, underneath the slogan the advertiser usually makes a claim about what the product can do – its benefits. Remember the adverts you've looked at and think about the claims they made about their product. Can someone give me an example of a claim? Take feedback or remind children of an example. Now what sort of techniques did the advertisers use to make those claims more persuasive? Take feedback and scribe. Suggest key techniques (see left-hand column) if children are unsure.
Go Demonstration writing Independent composition	<ul style="list-style-type: none"> I'll show you how we could make a claim for our product, VIP. Remember we decided the intended audience is parents as well as children. Scribe claim: 'No more fussy eaters, Mum! VIP guarantees the kids will eat up – or your money back!' Who can identify the techniques I've used here? (Appeal to intended audience, exaggeration.) Now I'd like you to have a go on your whiteboard at making up your own claim about your bottle of VIP. Support individuals as they write. Now write it in your VIP template (FLS Book page 8).
Finishing line Use talk partners Evaluate own advert against key features Reflect on learning and personal progress	<ul style="list-style-type: none"> Share your claim with a partner and see if you can each identify the techniques that your partner has used. Children share claims and identify techniques used. This week, you've been learning about the key features of effective adverts, and using that knowledge to create your own adverts. Look at the checklist and then look at your own advert. Did you include all those features? Could you improve your advert? Spend a few moments thinking about that. Now let's look at the 'Target plan' poster and this week's target. Decide whether you think you have learned to choose words carefully so that you can persuade people with your writing. Can you think of anything you've learned that you could use when you're doing other types of writing? Children refer to target bank and reflect on personal progress.
Resources	<ul style="list-style-type: none"> PCM 1 'Checklist of key features of adverts' FLS Book page 3 'Target plan' FLS Book page 8 'VIP advert template' Whiteboards and pens 'Target plan' poster

Week 2

Focus for the week: Writing a leaflet

Links with previous week: Children are developing the advert that they devised for the new product, VIP. They will use the slogan and ideas about the most effective language to use when persuading, and will extend this into a more detailed leaflet about the product.

Links with whole-class teaching

The FLS group is working during their additional sessions on objectives different from those being taught in the whole-class literacy sessions. The following prompts are to help you to make links and involve the FLS group in the whole-class part of the literacy hour.

Text level

If appropriate, demonstrate note taking as part of shared reading and demonstrate how to work from notes during shared writing. Give children in the FLS group the opportunity to practise taking notes and working from them in different contexts.

Continue to point out any examples of persuasive language or persuasive techniques in texts being read in class this week.

Sentence level

Draw attention to examples of verbs in texts. Involve the FLS group in suggesting more powerful verbs to use in different contexts.

Reinforce the need to use punctuation as an aid to the reader. Set clear expectations that children in the FLS group will use basic sentence punctuation correctly in all their writing.

Word level

Involve the FLS group in recognising verbs within sentences and in spelling regular verb endings correctly.

Sharing work

The children will complete their leaflets promoting VIP in their supported session on Friday. If possible, arrange a time when they can share these with the rest of the class. As with last week, the rest of the class could be involved in responding to and evaluating the leaflets. Ask questions such as: 'Is the claim believable?' 'Can you identify the intended audience for the product? (*who you want to use the product*).' 'Will the leaflet persuade you to purchase VIP?' 'Does the leaflet capture attention and if so, how does it do it?'

Key points

- Advertising leaflets often include a short slogan intended to stick in the reader's mind, e.g. 'Sudz – washing powder with attitude!'
- Leaflets also emphasise the benefits of the product for those people the advertisers think are most likely to buy it, e.g. a product aimed at busy mums might stress that the product will save them time.
- Advertising leaflets often use exaggeration, e.g. by suggesting that if you use their washing powder, your washing will become the whitest, softest, freshest washing on earth, or that using their shampoo will make you irresistible.

Teacher's comments on guided writing

Teaching assistant's comments on group this week

e.g. evidence of learning; completion of independent tasks; issues arising; questions for teacher

Teacher's comments (to be added at end of the week)

e.g. evidence of children transferring learning; issues arising; questions for teaching assistant

MODULE 1 WEEK 2

Summary – Week 2

Focus for the week: Writing a leaflet

Week 2	During literacy hour	Outside literacy hour	Preparation and resources
Monday	Guided writing (teacher) Shared writing of a leaflet for 'VIP' using a mixture of demonstration, scribing and supported composition.		PCM 14 – completed example of leaflet to refer to. PCM 15 'Leaflet template' (FLS Book page 11) FLS Book page 10 'Key features of leaflets' Target poster
		Homework task Improve a text by replacing the underlined verbs with more powerful ones from a given list.	Homework Activity Sheet 4 'Add power to your verbs'
Tuesday	Independent activity Children discuss their product with a partner and use a planning PCM to make brief notes for own product.		FLS Book page 8 'VIP advert template' FLS Book page 11 Blank VIP leaflet FLS Book page 12 'Planning your leaflet'
		Supported session 2:1 Use leaflet template to start to draft leaflet by describing product.	Shared writing from Monday (PCM 14) FLS Book page 12 'Planning your leaflet' FLS Book page 11, PCM 15 'Leaflet template'
		Homework task Spelling investigation into verb endings.	Homework Activity Sheet 5 'Double or drop'
Wednesday		Supported session 2:2 Complete leaflet by describing the product's benefits.	PCM 14 leaflet PCM 16 'Checklist of persuasive techniques' FLS Book pages 10, 11 and 12
		Homework task Reading journal: children note effective use of persuasive techniques in real adverts.	Homework Activity Sheet 6
Thursday	Independent activity Children, working in pairs, use a prompt sheet to identify ways of improving their leaflets.		FLS Book page 11 Completed leaflets FLS Book page 13 'Making your leaflet more persuasive'
Friday		Supported session 2:3 Review and evaluate leaflets.	PCM 16 'Checklist of persuasive techniques' FLS Book pages 10, 11 and 13

Notes for the teacher to use in the session and for the teaching assistant's reference

Aim: To show children how to write a persuasive leaflet

Objective: Y4 T1 Text 16 To identify different types of text, e.g. their content, structure, vocabulary, style, layout and purpose

- **Show the group the poster for this module and introduce this week's target: 'I am learning to make notes to plan my writing and turn them into sentences.'**

Introduction	<ul style="list-style-type: none"> • Ask the group to recap on the type of writing they were doing in their FLS sessions last week. What was the purpose of the writing? What were its key features? • Tell the children that this week they will continue to look at how language is used to persuade people, and that they will be adding more information to their adverts for VIP in order to create an advertising leaflet. • Talk children through the following key points about leaflets, checking that they understand all the terminology used: <ul style="list-style-type: none"> – they start with the name of the product; – they include a slogan; – they give the reader more detailed information about the product and its benefits; – the information is written in sentences.
Demonstration	<ul style="list-style-type: none"> • Show the group the leaflet template (PCM 15, FLS Book page 11). Explain that the middle section will be the advert they composed last week, which consists of a slogan and a claim about the product. • <i>The next piece of information I need to put in my leaflet is a more detailed description of the product. Discuss with your partner what things I'll need to tell people if it's the first time they've heard of it.</i> • Allow a few minutes for paired talk and feedback. • <i>I need to say what the product is and where you can get it, remembering that I'm trying to persuade people how fantastic it is. Information in leaflets should be written in sentences, so I'll write:</i> • Scribe: 'VIP is an unbelievably effective new food additive that vastly improves the flavour of the food you create. It is made from top-quality ingredients and is available in all shops and supermarkets.' (See PCM 14, completed example.) • <i>Can you see that I have chosen appealing and persuasive words – the adverb 'unbelievably' and the adjective 'effective'?</i>
Supported composition	<ul style="list-style-type: none"> • <i>Now I need to write about the benefits of the product – what it can do and why they should buy it. My VIP makes any food taste much more delicious, as if it's been cooked by the very best chef in the world, so it would be really useful for parents who don't have much time to cook, especially if their children are fussy about what they'll eat.</i> • <i>With your partner, I want you to write two or three sentences on your whiteboards that I could add to my leaflet to make these points.</i> • Allow time for children to try out ideas, and then take feedback. • <i>I'm going to write:</i> • (Scribe): 'VIP makes boring food taste out of this world. Too busy and tired to spend ages cooking? Try VIP and your children will gobble up all their food and even beg for more!' • <i>Let's read what I've written so far to see if it sounds persuasive.</i> • Reread leaflet.
Conclusion	<ul style="list-style-type: none"> • Remind children that in their FLS sessions this week they will be creating their own leaflet. • Show children 'Key features of leaflet' FLS Book page 10. • Refer to the poster and together read the Week 2 target: 'I am learning to make notes to plan my writing and turn them into sentences.' • Tell children that they will make their notes in tomorrow's independent work.

MODULE 1 WEEK 2

Week 2: Tuesday

Independent activity

To be introduced by the teacher as part of the literacy hour on Tuesday

Objective	<ul style="list-style-type: none"> ● Y4 T2 Text 21 To make short notes, e.g. by abbreviating ideas, selecting key words, listing or in diagrammatic form
Activity	<ul style="list-style-type: none"> ● Copy slogan from FLS Book page 8 onto middle section of leaflet, FLS Book page 11. ● In pairs, children discuss their VIP product with a partner, describing the product and its benefits. Take feedback from partner. ● Use the planning sheet to make brief notes for own leaflets.
Links to supported sessions	<ul style="list-style-type: none"> ● Essential – children will be using planning sheet as basis for work in Supported sessions 2:1, 2:2 and 2:3.
Success criteria	<ul style="list-style-type: none"> ● Children complete planning sheet.
Resources	<ul style="list-style-type: none"> ● FLS Book page 12 'Planning your leaflet' ● FLS Book page 8 VIP advert template ● FLS Book page 11 VIP leaflet

Week 2: Thursday

Independent activity

To be introduced by the teaching assistant at the end of Supported session 2:2 on Wednesday and by the teacher as part of the literacy hour on Thursday

Objective	<ul style="list-style-type: none"> ● Y4 T3 Text 18 From examples of persuasive writing, to investigate how style and vocabulary are used to convince the intended reader
Activity	<ul style="list-style-type: none"> ● Using the prompt sheet, children will work with a partner to improve their writing by identifying ways in which they can make their writing more persuasive.
Links to supported sessions	<ul style="list-style-type: none"> ● Children will discuss improvements in Supported session 2:3. ● They will evaluate their finished leaflet.
Success criteria	<ul style="list-style-type: none"> ● Children use suggested techniques to make their writing more persuasive.
Resources	<ul style="list-style-type: none"> ● FLS Book page 11 Completed leaflets ● FLS Book page 13 Making your leaflet more persuasive

Teaching sequence	Session notes
On your marks Recap key features of adverts: <ul style="list-style-type: none"> ● Grab attention ● Use exaggeration ● Use slogans that play on words ● Use illustrations that make you react ● State benefits of product 	<ul style="list-style-type: none"> ● Last week we designed adverts to persuade people to buy our product, VIP. Who can remember the key features we had to use to help make our adverts effective? ● Children give feedback using checklist to confirm. ● Those adverts could be used as posters, but what we want to produce this week in our sessions is a leaflet, the sort of thing advertisers put through your front door or tuck inside a newspaper to advertise takeaway pizzas – you know the kind of thing? ● The leaflet will give people more information about your VIP product, written in such a way that it will persuade them to try it. It will be like the one your teacher demonstrated in your guided writing lesson.
Get set Leaflets: <ul style="list-style-type: none"> ● are written in sentences ● describe a product and its benefits in detail Use talk to rehearse ideas before writing	<ul style="list-style-type: none"> ● Here is the leaflet that your teacher wrote in your guided session (PCM 14). ● Who can tell me what was added to the slogan and the claim? ● Take feedback (description of product; information about product's benefits; written in sentences). ● Today you're going to write a <u>description</u> of your product, VIP; you'll write about its benefits tomorrow. Remember you found on Monday that in this description you need to tell the readers what the product is and where you can get it. Don't forget you wrote notes on your planning sheet in your independent work, so you should use those to help you. ● Read the notes you made, then turn to your partner and tell them a sentence about your VIP product and a sentence about where people can get it from. ● Children rehearse sentences.
Go Independent composition	<ul style="list-style-type: none"> ● In your FLS Book (page 11), you'll be writing the description to go in the left-hand box of the leaflet. We'll use paper / whiteboards for now and you can write it up later, when you've had a chance to edit and improve your work. ● Support children as they write, encouraging them to check that they have used full sentences. ● Children complete their product description.
Finishing line Review and improve writing Reflect on personal strengths and weaknesses	<ul style="list-style-type: none"> ● Now you've written your description, read it through to your partner. Partners, listen carefully to make sure that all the necessary information is there, and that it's written in sentences. ● Children work in pairs to check their work. ● Now you can copy your product description onto the page in your book. ● Today, you've used what you found out in your guided session with your teacher, and the notes you made yesterday, to help you write a description of your product that will interest your readers and help to persuade them to buy it. ● Just think for a moment about which bits of that work were the trickiest for you personally.
Resources	<ul style="list-style-type: none"> ● PCM 14 Copy of shared writing (leaflet) from Monday's guided session ● FLS Book page 12 'Planning your leaflet' ● PCM 15, FLS Book page 11 Blank VIP leaflet ● PCM 1 'Checklist of key features of adverts'

Teaching sequence	Session notes
On your marks Recap. Leaflets: <ul style="list-style-type: none"> are written in sentences describe a product and its benefits 	<ul style="list-style-type: none"> Thinking of what our focus is for the week, so far you've learned the differences between an advert and a leaflet, you've planned your own leaflet for VIP, and you've written a description of your product. Who can remind me of what else we need to include in leaflets? Children respond. Before we start, let's remind ourselves of the purpose of our leaflet: it's to persuade our intended audience, that's the people we want to use it, that they should buy VIP.
Get set Persuasive techniques: <ul style="list-style-type: none"> Powerful verbs and adverbs Adjectives Exaggeration Bold and capital letters 	<ul style="list-style-type: none"> Display completed leaflet, written in guided session with teacher. Let's look at this and make a list of all the techniques that have been used to persuade busy mums and dads to buy VIP. They were the intended audience. Take feedback, reminding children if necessary, so that all features (see left-hand column) are included.
Go Independent composition	<ul style="list-style-type: none"> Display 'Checklist of persuasive techniques' PCM 16, FLS Book page 10. Now, you're going to write the next section of your leaflet, the section on 'Benefits of the Product'. Get out your FLS Book page 10 on which you made your notes yesterday – you're going to use those notes and this checklist to write some full sentences about the benefits of your VIP product. Use your whiteboard to try things out. Support children as they write, encouraging them to use persuasive techniques.
Finishing line Use talk partners to review writing Active listening Recap on learning	<ul style="list-style-type: none"> Take turns to read what you've written to your partner. Partner, listen carefully and see if you can spot the techniques that have been used. You might want to use the checklist to help you spot them all. Children share their work. Would anyone like to give me a good example that their partner used? Take feedback. Children transfer their writing onto their leaflet template (FLS Book page 6). Today you've used your notes to write about the benefits of your product, VIP, using lots of different techniques to make it really persuasive: powerful verbs, adverbs, adjectives, exaggeration, and bold and capital letters. Tomorrow, in your independent session, you're going to work with a partner and review the product description you wrote yesterday, to see if you can improve it. Remember, you're trying to persuade people to buy it, so choose your words carefully. You'll have a prompt sheet to help you.
Resources	<ul style="list-style-type: none"> PCM 14 Leaflet PCM 16 FLS Book page 10 'Checklist of persuasive techniques' Whiteboards and pens FLS Book page 12 'Planning your leaflet' FLS Book page 11 'Leaflet template'

Teaching sequence	Session notes
On your marks Recap persuasive techniques	<ul style="list-style-type: none"> This week, you've all written leaflets for your VIP product. In today's session, we're going to look at how you improved your leaflets by making them more persuasive. Can you remind me of at least one of the things that we can do to make our writing more persuasive? Children respond. Refer to checklist if necessary. At the end of this session, we'll spend time thinking about what you've learned so far.
Get set Reflect on the effect of changes made	<ul style="list-style-type: none"> Display 'Persuasive techniques prompt sheet' PCM 16. Yesterday, in your independent work, you used this prompt sheet and worked with a partner to improve your writing by using powerful verbs, adverbs and adjectives to make it more persuasive. Swap leaflets with a different person and tell each other the changes you made, and why. Decide if they were effective. Children swap leaflets and discuss changes. Take feedback on effective changes that were made.
Go Improve persuasive writing through the use of exaggeration	<ul style="list-style-type: none"> Let's look at this technique on the checklist – exaggeration – which we haven't talked about much. Swap leaflets with a partner, and see if you can suggest a place in their leaflet where they could use exaggeration to improve it. Children swap leaflets and discuss possible changes.
Finishing line Respond to and evaluate each other's work constructively Apply knowledge and skills Self-evaluation	<ul style="list-style-type: none"> You've read several other children's leaflets during the past couple of days. I want you to tell me of any examples you noticed in other people's work where they were really successful at persuasive writing – perhaps they used one of the techniques very well, or came up with a clever slogan that grabbed your attention, or used a question effectively. Have a think, then give me some feedback. Children comment on each other's successes. Now let's look at the poster and this week's target, 'I am learning to make notes to plan my writing and turn them into sentences.' Think back over all the work you've done this week and decide whether you've achieved that target. If you also managed to continue with last week's target, about choosing words carefully, you're doing very well indeed. Children reflect on personal progress and make a brief comment on their target bank.
Resources	<ul style="list-style-type: none"> FLS Book page 11 Children's completed leaflets PCM 16, FLS Book page 10 'Checklist of persuasive techniques' FLS Book page 13 Making your leaflet more persuasive

Week 3

Focus for the week: Arguing a point of view

Links with previous weeks: The children will be using the techniques that they have been learning for persuasive writing in a different context this week. They will be looking at examples of persuasive writing to present an argument. They will plan and draft their own argument complaining about the cancellation of children's television programmes, using the same structure and techniques.

Links with whole-class teaching

The FLS group is working during their additional sessions on objectives different from those being taught in the whole-class literacy sessions. The following prompts are to help you to make links and involve the FLS group in the whole-class part of the literacy hour.

Text level

Draw attention to the use of paragraphs in texts you are reading for shared reading. Encourage children to identify the theme of a paragraph, and discuss the reasons for starting new paragraphs.

Continue to look out for examples of persuasive writing within texts being read in class in a range of contexts. Encourage children in the FLS group to look out for the features that they know.

Sentence level

Reinforce children's understanding of the different ways that clauses can be joined and separated within sentences. If appropriate, demonstrate and talk through choices as part of shared writing.

Word level

Emphasise the range of strategies that children can use to learn and spell particular words, e.g. segmenting phonemes, using spelling rules, breaking words into syllables, mnemonics. Demonstrate particular strategies as appropriate and prompt children to use these when writing independently, in order to develop the habit of correct spelling as they are writing.

Sharing work

The children in the FLS group will not be completing their arguments as letters until next week. It would be very useful, however, to have a discussion with the whole class on the issue that they are writing about. If this took place early in the week it would support the group's work.

The children are asked to imagine that children's TV programmes have been cancelled. Their task is to write to the company presenting their arguments for children's TV to be returned to their screens.

Key points

- When writing a letter to try to persuade someone to agree with your point of view (or argument), it's a good idea to begin by stating very clearly what that point of view is.
- As you write each point in support of your argument, you need to give some evidence or an example to back it up and make it more convincing. For example, if you are writing to complain to the council about some new parking arrangements that you think are dangerous, you could back up your argument by telling them about any increase in the number of accidents in the area.
- The 'Spelling bank', DfES 1999, contains helpful information and guidance on spelling strategies.

Teacher's comments on guided reading

Teaching assistant's comments on group this week

e.g. evidence of learning; completion of independent tasks; issues arising; questions for teacher

Teacher's comments (to be added at end of the week)

e.g. evidence of children transferring learning; issues arising; questions for teaching assistant

MODULE 1 WEEK 3

Summary – Week 3

Focus for the week: Arguing a point of view

Week 3	During literacy hour	Outside literacy hour	Preparation and resources
Monday	Guided reading (teacher) Look at example of argument – discuss structure and key features.		PCM 17 FLS Book page 14 'What a rip off!' PCM 18 Annotated 'What a rip off!' PCM 19 FLS Book page 15 Effective arguments
		Homework task Children write a letter to an author, saying which of the author's books is their favourite and why.	Homework Activity Sheet 7 Reading journal
Tuesday	Independent activity Read a different argument using checklist to identify key features.		FLS Book page 16 'And my point is ...'
		Supported session 3:1 TA demonstrates planning for argument. Children start planning their own argument.	PCM 19 FLS Book page 15, Effective arguments PCM 20 FLS Book page 17 'Argument planning framework' Sample letter PCM 21 for TA to refer to
		Homework task Investigation into short words within long words.	Homework Activity Sheet 8 'Just a word or is it?'
Wednesday		Supported session 3:2 Complete planning of argument. TA demonstrates writing opening statement.	PCM 20, FLS Book page 17 'Argument planning framework' PCM 21 to refer to 'Sample letter'
		Homework task Investigation into homophones. Cloze procedure task to fill in missing homophones.	Homework Activity Sheet 9 'Pairs of homophones' (possibly dictionaries)
Thursday	Independent activity Using Supported session 3:2 as a model, children write opening to own letter.		FLS Book page 17 Children's 'Argument planning framework' FLS Book page 18 'Writing and argument template'
Friday		Supported session 3:3 TA demonstrates writing paragraphs in support of argument. Children start to draft paragraphs in support of their own argument.	FLS Book page 17 PCM 20 Children's 'Argument planning framework' FLS Book page 18 'Writing an argument template' PCM 19 FLS Book page 15 'Effective arguments checklist'

Notes for the teacher to use in the session and for the teaching assistant's reference

Aim: To show children the key features of arguing a point of view

Objective: Y4 T3 Text 18 From examples of persuasive writing, investigate how style and vocabulary are used to convince the intended reader

- **Show the group the poster for this module and introduce this week's target: 'I am learning to organise my writing to present information clearly.'**

Book introduction	<ul style="list-style-type: none"> ● Link the reading with the work the group has been doing for the last two weeks. ● Explain that this week the group will be looking at another context for persuasive writing – presenting an argument in a letter. ● Discuss what the group has found out about persuasive texts. ● Read children their target for the week: 'I am learning to organise my writing to present information clearly.' Today they are going to see how one writer has done this. ● Explain that when reading 'What a rip off' you want the group to think about two things: (1) how the argument is structured, and (2) the language features.
Strategy check	<ul style="list-style-type: none"> ● Ask children to review the strategies they can use to understand an author's argument.
Independent reading	<ul style="list-style-type: none"> ● Children individually read 'What a rip off' in PCM 17 FLS Book page 14. Teacher monitors and supports as children read independently.
Return to text	<ul style="list-style-type: none"> ● Prompt children to discuss and demonstrate strategies that they have used effectively – link to group targets.
Response to text	<ul style="list-style-type: none"> ● Return to the original task – how is the argument structured and what sort of language features have been used? ● Start by clarifying the purpose and possible intended audience for the letter – identify how they know. ● Move on to looking at how the letter is structured. Draw attention to the fact that reasons to support the argument are backed up with evidence in each paragraph. Annotate the text (See PCM 18). ● Discuss the key language features of the text. Ensure that children are clear about the use of connectives to start paragraphs. Annotate text (PCM 18 for reference). Ensure that children are aware of use of persuasive language including powerful verbs, adjectives and adverbs. ● Show children checklist of key features (PCM 19, FLS Book page 15).

MODULE 1 WEEK 3

Week 3: Tuesday

Independent activity

To be introduced by the teacher, as part of the literacy hour on Tuesday

Objective	<ul style="list-style-type: none"> ● Y4 T3 Text 18 From examples of persuasive writing, investigate how style and vocabulary are used to convince the intended reader
Activity	<ul style="list-style-type: none"> ● Read 'And my point is ...' (FLS Book page 16) – an argument about whether school playtime should be banned. Use the checklist to identify the key features of argument texts. Decide if the argument is effective.
Links to supported sessions	<ul style="list-style-type: none"> ● Builds on work in guided reading session. ● Referred to in supported sessions.
Success criteria	<ul style="list-style-type: none"> ● Children are able to identify key features that have been demonstrated in the guided reading session.
Resources	<ul style="list-style-type: none"> ● FLS Book page 16 copies of 'And my point is ...'

Week 3: Thursday

Independent activity

To be introduced by the teaching assistant at the end of Supported session 3:2 on Wednesday, and by the teacher as part of the literacy hour on Thursday

Objective	<ul style="list-style-type: none"> ● Y4 T3 Text 21 To assemble and sequence points in order to plan the presentation of a point of view
Activity	<ul style="list-style-type: none"> ● Children write opening to argument, using planning frame introduced in Supported session 3:1 as a model. ● Discuss with a partner to check that all information has been included.
Links to supported sessions	<ul style="list-style-type: none"> ● Building on work from Supported session 3:2. ● Essential: children will be developing their argument in a letter throughout supported and independent sessions in Weeks 3 and 4.
Success criteria	<ul style="list-style-type: none"> ● Children use plans and ideas from the supported session to write an opening paragraph which states why they are writing and what they want to happen.
Resources	<ul style="list-style-type: none"> ● FLS Book page 17 Children's 'Argument planning framework' ● FLS Book page 18 'Writing and argument template'

Teaching sequence	Session notes
<p>On your marks Recap key features of effective arguments</p> <p>Independent planning</p> <p>Establish purpose of writing</p>	<ul style="list-style-type: none"> This week we will still be looking at writing to persuade, but instead of persuading people to buy something, we will be learning how to persuade people to agree with our point of view. You have read two pieces arguing a point of view. You read a piece that argues that footballers are paid too much, and a piece that argues that playtime should be banned. You were finding out how written arguments are organised and what the key features of arguments are. Display 'Checklist of key features' PCM 19, FLS Book page 15 and briefly recap. Today I'm going to show you how to start to plan an argument. For now, don't worry about it being in the form of a letter – we'll turn it into a letter later. Just concentrate on it as a piece of writing from a particular point of view. Our letters are going to complain that certain TV programmes have been cancelled, and to argue that they shouldn't be. My letter is going to complain that the TV News has been cancelled, and you're going to pretend that all children's programmes have been scrapped, so you'll be arguing against that. Children find 'Argument planning framework' in FLS Book page 17. Ask them to read it. Display PCM 20.
<p>Get set Show planning framework to set out structure of an argument</p>	<ul style="list-style-type: none"> I'll talk you through this planning frame, and then show you how to use it. Each box is for a separate paragraph. In the opening paragraph, you need to tell your reader what your point of view is, the argument you are making, and what you want to happen. The next two paragraphs are where you set out the reasons to support your argument and the evidence that backs them up. This helps make your reasons more persuasive. The last paragraph is for the conclusion, where you repeat your main argument so your reader knows exactly what your point of view is.
<p>Go Demonstrate how to use planning frame, using brief notes</p>	<ul style="list-style-type: none"> I'll show you how I can use the frame to help me organise my argument. We'll do the first two paragraphs, making notes that we can turn into sentences later. In the first paragraph, I'll say why I'm writing and what's to happen. Scribe: 'To complain about cancelling the news. I want it back on now.' I'll stop here so you can have a go. Remember, all children's programmes are cancelled. You'll put brief notes – not sentences – on the plan, saying why you're writing, and what you want to happen. Support children as they make brief notes. Now I'll make notes for my second paragraph: 'Main reason ... and evidence.' Scribe: 'People need information. My evidence is – I want to know what's happening in the world.' You need to think about your main reason. What do you think is the main reason why children's TV shouldn't be cancelled? Turn to your partner and talk about it. Children discuss reasons.
<p>Finishing line Reminder of target</p>	<ul style="list-style-type: none"> Now pick the most important reason, and note it on the planning frame. Support children as they make notes. Now see if you can think of some evidence to back up your reason. Let's hear each other's reasons and evidence. Children give feedback. Today you've used ideas from the arguments you've read to help you start to plan your argument. We'll finish planning tomorrow. Your target this week is to organise your writing to present information clearly, and making step-by-step notes on a planning frame is a good way to do that, isn't it?
<p>Resources</p>	<ul style="list-style-type: none"> PCM 19, FLS Book page 15 'Effective arguments' 'Argument planning framework' PCM 20 enlarged, children's copy FLS Book page 17 PCM 21 Sample argument to develop into letter for TA's reference

Teaching sequence	Session notes
On your marks	<ul style="list-style-type: none"> Yesterday you started to plan your arguments against children's TV programmes being cancelled. Today we'll finish those plans and I'll show you how I will write my opening paragraph, using the notes I made.
Get set Recap structure of argument	<ul style="list-style-type: none"> What have you planned so far and what else do you need to plan? Children respond. Spend a minute or two thinking about more reasons why children's TV programmes should be returned to the screen, to help you with the next step of your plan.
Go Demonstrate using planning frame to organise ideas Independent planning Demonstrate writing the opening paragraph	<ul style="list-style-type: none"> We're going to complete our plans that we started yesterday. Third paragraph: 'Further reason ... and evidence.' Scribe: 'Easier to watch news than read a paper. My evidence for that: takes time to read a paper, can watch news doing other things.' Now you have a go at writing your notes for the third paragraph. Prompt and support children as they plan. Now the last paragraph, the conclusion: 'Restate your point of view.' Scribe: 'Don't cancel the News. People find things out.' Write your notes for the final paragraph in the last box. Prompt and support children as they plan. So you've made all your notes. Let's go back to the beginning of the planning frame. I'm going to show you how to write the opening paragraph of my argument, using the notes on the planning frame. I'm going to start by stating the problem. Scribe: 'I am writing to complain that you have cancelled the News.' Next, I'm going to write what I want to happen. Scribe: 'I believe you should return the News to our screens at once.' I'm going to write one more sentence to show what will be included in the letter. Scribe: 'As a long-term viewer of the programme, I am going to outline several reasons why you should do this.' That's my opening paragraph complete.
Finishing line Prepare children for independent task tomorrow Recap learning	<ul style="list-style-type: none"> In tomorrow's independent session, you will write your opening paragraph, so before we finish, we're going to re-read my notes for each paragraph, and then re-read the sentences I changed them into. Re-read each note and matching sentence to the group. Today we've finished our plans and I've shown you how to write the opening paragraph of an argument so that you can do the same tomorrow in your book. Show FLS Book page 18.
Resources	<ul style="list-style-type: none"> PCM 20, FLS Book page 17 'Argument planning framework' PCM 23 'Sample letter'

Teaching sequence	Session notes
On your marks Recap key features of effective arguments: <ul style="list-style-type: none"> Try to get the reader on your side Back up your arguments with evidence Use persuasive language 	<ul style="list-style-type: none"> So far this week, you've planned your argument using notes on a planning frame, and you've written the opening paragraph that states what your argument is and what you want to happen. Today we're focusing on writing paragraphs 2 and 3, which give the reasons to support your point of view. What does each of these reasons need to be backed up by? Ensure that the children understand the need for evidence. Let's have this checklist (PCM 19) on display to remind us of the key features of effective arguments.
Get set Demonstrate how to write a reason to support an argument / point of view	<ul style="list-style-type: none"> I'm going to show you how to write a paragraph in support of an argument, using my notes. I'll start by writing my most important reason and that will be a good way of starting the sentence. Scribe: 'The most important reason is that people need information about what is going on in the world.' Now I need to add evidence to back up my point of view. Scribe: 'I want to know about things that are happening.' I'm going to add a further sentence just to add impact. Scribe: 'I also want to know about the good and bad news in this country.'
Go Use talk to prepare for writing Independent composition	<ul style="list-style-type: none"> Think about your own argument. You're going to use your notes to write your second paragraph that states your main reason for your point of view and your evidence. Find your 'Writing an argument' template (FLS Book page 18). Turn to your partner and take turns to tell each other your reason, then have a go at writing it in a sentence. Give children time to rehearse sentences orally and write their paragraph. Prompt and support them as they write. Now we need to do the same for our third paragraphs, where we give a further reason. Scribe: 'In addition, I would like to point out that it is much easier to watch the TV News than to read a newspaper every day.' I must add my evidence for that. Scribe: 'It takes a long time to read a newspaper but I can watch the News while I am eating my dinner.' Children write third paragraph.
Finishing line Review and evaluate own work Identifying learning and skills that can be transferred	<ul style="list-style-type: none"> Now read through your own writing to check the spelling and punctuation. I also want you to see if you've used powerful and persuasive language. Remember all the work we did last week and try to make at least one verb, adverb or adjective more powerful. Children review and edit own work. This week you have planned your argument, and written the opening paragraph and the reasons in support of your argument. We are going to rewrite this as a letter to argue a point of view. Refer to the target poster and target bank and remind the children of this week's target. Decide if you have achieved this week's target, and think about what skills you've learned that you can use back in class, perhaps in other subjects.
Resources	<ul style="list-style-type: none"> PCM 20 FLS Book page 17 'Argument planning framework' PCM 19 FLS Book page 15 'Effective arguments' FLS Book page 18 'Writing an argument template' Target poster FLS Book page 24 Target bank

Week 4

Focus for the week: Completing and improving an argument and turning it into a letter

Links with previous weeks: The children will look at ways to improve persuasive writing using different language techniques. They will edit and re-draft their own arguments, using ideas introduced in the guided writing session. They will turn their argument into a letter. They will finish this module by assessing their own progress and setting themselves a further target for improving their writing.

Links with whole-class teaching

The FLS group is working during their additional sessions on objectives different from those being taught in the whole-class literacy sessions. The following prompts are to help you to make links and involve the FLS group in the whole-class part of the literacy hour.

Text level

Emphasise the use of paragraphs by looking at examples in shared reading and demonstrating their use in shared writing. Draw attention to the use of connecting words and phrases and involve children from the FLS group in making suggestions.

Sentence level

Draw attention to the use of different sentence constructions in shared reading and other texts being read in class. Talk about the effect of changing sentence construction in different ways. Point out the use of commas to separate clauses within sentences.

Word level

If possible, demonstrate how to edit a piece of written work. Talk about strategies for identifying and correcting misspelt words.

Sharing work

The children in the FLS group will complete their letters during the week. These could then be presented to the rest of the class. This could be done as a role-play, with members of the class representing the TV company. They could decide whether or not the arguments in the letters are convincing, and decide whether to put children's TV programmes back on.

Self-assessment and target setting

The group are reviewing the progress they have made and setting themselves a writing target for the end of the week. You might want to allocate a moment when their progress is praised in front of the whole class. The teaching assistant could explain what each child has achieved.

Key points

An effective letter, written to persuade someone to agree with your point of view, needs a strong conclusion that sums up all the points made and clinches the argument.

The use of powerful verbs, adjectives and adverbs strengthens a point of view, e.g.:

- 'completely unacceptable' *rather than* 'not really good enough';
- 'absolutely disgusting health hazard' *rather than* 'a bit dirty';
- 'your decision appals me' *rather than* 'I don't like your decision';
- 'I am totally outraged by your allegation' *rather than* 'What you said isn't true'.

Teacher's comments on guided writing

Teaching assistant's comments on group this week

e.g. evidence of learning; completion of independent tasks; issues arising; questions for teacher

Teacher's comments (to be added at end of the week)

e.g. evidence of children transferring learning; issues arising; questions for teaching assistant

MODULE 1 WEEK 4

Summary – Week 4

Focus for the week: Completing and improving an argument and turning it into a letter

Week 4	During literacy hour	Outside literacy hour	Preparation and resources
Monday	Guided writing (teacher) Teacher demonstrates writing a conclusion and introduces 'Checklist for improving arguments'.		FLS Book pages 17 and 18 Plan and arguments from Week 3 PCM 22 FLS Book page 20 'Checklist for improving arguments' PCM 21 Example
		Homework task List of connectives to learn to spell using 'Look, say, cover, write, check'.	Homework Activity Sheet 10 List of connectives
Tuesday	Independent activity Children are given a text which they need to complete by selecting connectives from a given list.		FLS Book page 21 'Connect your ideas!'
		Supported session 4:1 TA demonstrates writing conclusion to argument. Children complete arguments and start to review.	FLS Book pages 17 and 18 Plans and arguments from Week 3 PCM 23 Completed News argument PCM 22 FLS Book page 20 'Checklist for improving arguments'
		Homework task From a starting sentence, write eight new sentences by changing one word each time.	Homework Activity Sheet 11 'Change the Word'
Wednesday		Supported session 4:2 Children start to review and improve their own arguments using checklist. TA demonstrates turning argument into letter. Children write out argument as letter.	PCM 22 FLS Book page 20 'Checklist for improving arguments' FLS Book page 19 'Letter writing template'
		Homework task Note key ideas to persuade someone that reading is not boring.	Homework Activity Sheet 12 Reading journal
Thursday	Independent activity Children complete editing their own letters, focusing on correct punctuation and use of strategies to correct spellings. When finished, children swap with a partner.		FLS Book page 22 'Editing prompt sheet' FLS Book page 19 Letters
Friday		Supported session 4:3 Using 'I can' statements, evaluate success of own letter and set three targets for personal development.	Two photocopies of each child's letter Highlighter pens / coloured pencils PCM 24 Cards to turn into 'I can ...' statements FLS Book page 23 'Persuasive writing checklist' with 'I can ...' statements FLS Book page 24 Target bank

Notes for the teacher to use in the session and for the teaching assistant's reference

Aims:

- To demonstrate writing the conclusion to an argument
- To introduce a checklist for improving arguments
- To rewrite an argument as a letter

Objective: Y4 T3 Text 23 To present a point of view in writing, linking points persuasively and selecting style and vocabulary appropriate to the reader

- **Show the group the poster for this module and introduce this week's target: 'I am learning to edit and improve my writing, checking that I have written a good persuasive argument.'**

Introduction	<ul style="list-style-type: none"> ● Recap on the writing the teaching assistant and the children have done so far. ● Explain that you will be focusing on two things that they will be working on during the week: <ul style="list-style-type: none"> 1. how to write a conclusion to an argument; 2. how to review and improve their writing. This will help them with their target for the week: 'I am learning to edit and improve my writing, checking that I have written a good persuasive argument.'
Demonstration	<ul style="list-style-type: none"> ● Display plan and paragraphs of letter completed in supported sessions last week. ● <i>I am going to complete the argument about the News being cancelled that was being written in your supported sessions last week, using the notes on the plan. This will be the final paragraph. I need to start with a connective that is going to make it clear that I am coming to a conclusion and summing up my arguments, so I'm going to write: 'Therefore, although some people might not agree, I believe I have shown that the News provides information for a lot of people. The News should not have been cancelled and should be returned to our screens.'</i> (See PCM 21) ● Re-read – emphasise that by starting with 'therefore' you have made it clear that you are summarising what has already been said.
Independent writing	<ul style="list-style-type: none"> ● Allow children time to turn their notes (FLS Book page 17) for their final paragraph into full sentences in FLS Book page 18. Support individuals as they write.
Conclusion	<ul style="list-style-type: none"> ● Explain that there is not a lot of time in the session to show the children how to review their writing, so you have created a checklist for them to use that will help them improve their letters. ● Display 'Checklist for improving arguments' PCM 22 FLS Book page 20. Discuss each point with the children using the News argument to give examples of the first two points. (You don't need to go through them all, as they will be explained again in the supported sessions.)
Application	<ul style="list-style-type: none"> ● Explain to the group that they will be using the checklist to review their arguments on Tuesday and Wednesday and will then present them as letters on Friday.

MODULE 1 WEEK 4

Week 4: Tuesday

Independent activity

To be introduced by the teacher as part of the literacy hour on Tuesday

Objective	<ul style="list-style-type: none"> ● Y4 T3 Sentence 4 The use of connectives, e.g. adverbs, adverbial phrases, conjunctions, to structure an argument
Activity	<ul style="list-style-type: none"> ● Children will be given a text which they need to complete by selecting connectives from a given list to sequence the writing.
Links to supported sessions	<ul style="list-style-type: none"> ● Children will apply this knowledge in their own writing. ● Referred to in Supported session 4:1.
Success criteria	<ul style="list-style-type: none"> ● Children are able to select appropriate connectives to structure the argument.
Resources	<ul style="list-style-type: none"> ● FLS Book page 21 'Connect your ideas!'

Week 4: Thursday

Independent activity

To be introduced by the teaching assistant at the end of Supported session 4:2 on Wednesday and by the teacher as part of the literacy hour on Thursday

Objective	<ul style="list-style-type: none"> ● Y4 T1, T2 Word 2 To identify misspelt words in own writing: to keep individual lists and learn to spell them
Activity	<ul style="list-style-type: none"> ● Children edit their own arguments. Focus on correct punctuation and use of strategies to correct spellings.
Links to supported sessions	<ul style="list-style-type: none"> ● Essential for Supported session 4:3.
Success criteria	<ul style="list-style-type: none"> ● Children are able to identify and correct errors in punctuation and spelling.
Resources	<ul style="list-style-type: none"> ● FLS Book page 22 'Editing prompt sheet' ● FLS Book page 19 Letter

Teaching sequence	Session notes
On your marks	<ul style="list-style-type: none"> This is the last week of Module 1 and you've finished your 'point of view' writing. There are two things left to do: review it to see if we can improve it and make it even more persuasive, and put the argument into the format of a letter.
Get set To improve arguments, have you: <ul style="list-style-type: none"> supported your reasons with evidence? used connectives to structure your argument? 	<ul style="list-style-type: none"> To help us review our arguments, we're going to use the checklist your teacher showed you on Monday. Display 'Checklist for improving arguments' (PCM 22), the first two points only. I want you to read your argument carefully to yourself and think about these two questions: <ol style="list-style-type: none"> Have you supported your reasons with evidence? Have you used connectives to structure your argument? Children check own work. Swap your writing with a partner. Partner, you are going to read the argument and decide whether you can find the evidence and spot any connectives.
Go Demonstrate improving writing by: <ul style="list-style-type: none"> adding more detail adding an adverb to make it more persuasive 	<ul style="list-style-type: none"> Children read partner's work and comment constructively. Display the remaining two points on the checklist and read them. I'm going to look at parts of my writing to see if I can improve them using these questions. Display completed News letter with the two sentences: 'I want to know about things that are happening' and 'The News should not have been cancelled and should be returned to our screens' highlighted or underlined (PCM 23). This first sentence, 'I want to know ...' is a bit vague. It needs more detail, such as an example of the things that can happen, so that the reader understands how important they are, and sees my point of view a bit more clearly. So I'm going to add: Scribe: 'in other parts of the world, like war and famine'. Next I'm going to make that final sentence, 'The News should not have been cancelled and should be returned to our screens' stronger and more persuasive by adding an adverb at the end: Scribe: 'immediately'.
Finishing line Recap persuasive techniques	<ul style="list-style-type: none"> Just read through the points on the checklist, because tomorrow you'll be going through your argument to see if you can improve it in these ways to make it more persuasive. Who can remember some of the ways we made our adverts more persuasive? Take suggestions, emphasising the use of powerful verbs, adverbs and adjectives, and exaggeration. Those might all be useful in our next session.
Resources	<ul style="list-style-type: none"> FLS Book pages 17 and 18 Plan and arguments from Week 3 PCM 23 Copy of News argument with three sentences in bold PCM 22 FLS Book page 20 'Checklist for improving arguments'

Teaching sequence	Session notes
On your marks	<ul style="list-style-type: none"> Yesterday you finished your arguments and reviewed them using this checklist. Today you're going to check your work so far, and then rewrite your argument as a letter.
Get set Improve an argument by: <ul style="list-style-type: none"> adding more detail adding an adverb to make it more persuasive 	<ul style="list-style-type: none"> Display 'Checklist for improving arguments' (PCM 22). Now read through your writing and quickly see if there are any places where you think you could improve it in one of these ways, as I did yesterday. Support individuals as they quickly improve their work.
Go Re-draft work	<ul style="list-style-type: none"> Now the content is finished, we can make it into a letter. Demonstrate writing the address in the top right-hand corner. Demonstrate writing 'Dear Sir / Madam' and remind children that this is how to start a formal letter when you don't know the name of the person who will read it. Demonstrate writing 'Yours faithfully' and explain that this is how you sign off a formal letter when you began with 'Dear Sir / Madam'. Now you're going to write your letters out neatly, using this greeting and this way of ending the letter. Don't forget to write in paragraphs. Children write out their arguments as letters (FLS Book 1 page 19).
Finishing line Use response partners	<ul style="list-style-type: none"> I'd like you to swap letters and read each other's, checking that your partner's letter is written in clear paragraphs and starts and ends properly. Spend a moment thinking about all the changes you've made to your work to improve it, and which were the hardest.
Resources	<ul style="list-style-type: none"> PCM 22 FLS Book page 20 'Checklist for improving arguments' FLS Book page 19 'Letter template'

Teaching sequence	Session notes
On your marks	<ul style="list-style-type: none"> Today is our final session on persuasive writing and we shall be doing two things: <ol style="list-style-type: none"> we'll be using a checklist to see how successful our letters were at persuading people to agree with our point of view, and that will help us to set our own targets for improvement later; we'll then review all that we've learned during this module.
Get set Recap key persuasive techniques	<ul style="list-style-type: none"> To help you think about what you now know and can do, we're going to do a quick activity called 'I can'. I'm going to give you each a card, and on it is a phrase that we've used to help us write persuasive texts. What you have to do is to use the phrase on the card to make a sentence that begins 'I can ...'. For example, if the card said, 'powerful verbs', I'd change that to: 'I can use powerful verbs to make my writing more precise and to give it more impact.' Give out cards. Children take turns (orally) to change phrases on cards into 'I can' statements.
Go Self-assessment and peer assessment Children reflect on their own work and on that of another member of the group	<ul style="list-style-type: none"> Now you all know what an 'I can' statement is, have a look at this list of them. Look at the 'Persuasive writing checklist' FLS Book page 21. I want you to look at a photocopy of your letter and decide which of these 'I can' statements is true of your work. Read through your letter carefully and when you find an example of where you think you've achieved an 'I can' statement, highlight the word, phrase or sentence in your letter that shows that you have achieved it. Children review own letter using 'I can' statements with support. Now I'm going to give you a clean copy of someone else's work, and I want you to do the same thing for their letter. Children evaluate peer's work using 'I can' statements, with support. Now compare what you thought about your letter and what your partner thought. What did you agree about, and what did you disagree about? Can you reach an agreement? Children discuss highlighted letters with partner and try to reach agreement.
Finishing line Set personal targets Apply learning to other writing Set targets and discuss ways to work towards them	<ul style="list-style-type: none"> On your own now, use the list to help you decide on two things you need to get better at in order to improve your persuasive writing. These will be your personal targets for when you're writing to persuade. Children decide on two individual targets. Take feedback from the group. We've now finished Module 1 and you've learned how to improve your persuasive writing. The things you've been learning will also help you with all the other writing you do. Can you think of any examples? Children reflect and give feedback. Ask children to look at the target plan for Module 1. In the bottom box is a list of things we've learned. I'll read the list, and then ask you to choose one thing from the list you'd like to get even better at. It might be to do with spelling, or planning your work more carefully, or thinking about the words you choose ... it's for you to decide what would help you. This will be your target in all the writing you do. Children listen to the list, reflect for a few minutes and choose. I'd like you to share those targets you've chosen, and talk about what you think you need to do to try to achieve them. You can write your target in the final box on the sheet. Children share targets and discuss ways to work towards them.
Resources	<ul style="list-style-type: none"> Two photocopies of each child's letter Highlighter pens / coloured pencils PCM 24 Cards to turn into 'I can ...' statements FLS Book page 23 'Persuasive writing checklist' with 'I can ...' statements FLS Book page 24 Target bank

MODULE 1

END OF MODULE REVIEW SHEET FOR TEACHER AND TEACHING ASSISTANT

Teaching assistant's comments on the group at the end of Module 1

Examples

- Evidence of learning
- Completion of independent tasks
- Issues arising
- Questions for teacher

Comments by teacher and teaching assistant on progress in Module 1

Note the target that each child has set for themselves at the end of the module.

Name	
Progress	
Target	

Name	
Progress	
Target	

Name	
Progress	
Target	

Name	
Progress	
Target	

Name	
Progress	
Target	

Name	
Progress	
Target	