

Year 5 to 6 Bridging unit – Persuasive

Text type: persuasive

Literacy outcome

Year 5: a persuasive paper intended for presentation to a judge aimed at convincing the court to order the historical crime case of the highwayman to be reopened.

Year 6: a brief persuasive presentation, based on the children's written paper, to re-enforce the main points of the case to the judge.

Children will learn:

1. Speaking

- Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language

2. Listening and responding

- Identify some different aspects of speech that vary between formal and informal occasions
- Analyse the use of persuasive language

3. Group discussion and interaction

- Understand different ways to take the lead and support others in groups
- Understand the process of decision making

4. Drama

- Reflect on how working in role helps to explore complex issues

5. Understanding and interpreting texts

- Make notes on and use evidence from across a text to explain events or ideas
- Infer writers' perspectives from what is written and from what is implied
- Compare different types of narrative and information texts and identify how they are structured
- Explore how writers use language for comic and dramatic effects

6. Engaging with and responding to texts

- Compare how a common theme is presented in poetry, prose and other media

7. Creating and shaping texts

- Reflect independently and critically on their own writing and edit and improve it
- Create multi-layered texts, including use of hyperlinks, linked with web pages

8. Text structure and organisation

- Experiment with the order of sections and paragraphs to achieve different effects
- Change the order of material within a paragraph, moving the topic sentence

9. Sentence structure and punctuation

- Adapt sentence construction to different text types, purposes and readers
- Punctuate sentences accurately, including use of speech marks and apostrophes

Introduction to the unit

The unit is designed to support the transition of children from Year 5 to Year 6 through a bridged unit of work based on a familiar text. The concept of a bridged unit across the year groups is used to:

- take full account of children's prior learning
- support children in communicating their own writing targets to new teachers
- support Year 6 teachers to immediately address the learning needs of a new class
- secure the progress made in writing during Year 5
- support communication of learning needs between Year 5 and Year 6.

Utilising their knowledge from the previous poetry unit on the classic narrative poem *The Highwayman* by Alfred Noyes, the class present a written paper and an oral presentation to a judge to persuade the authorities to reopen the case into the death of the highwayman and the landlord's daughter, Bess. The children's role is to submit evidence that their deaths could and should have been avoided, with both characters being arrested and given the fair trial they did not receive.

- Building on the children's understanding of the basic text type, from non-fiction unit 4 in Year 4, the unit supports the children to progress as readers and writers of simple persuasive texts to the use of organisation devices.
- Links to the Year 5/6 targets for the key strands are clearly marked. Opportunities for moving children forward to achieve the targets are specifically referred to in the suggested shared, independent and guided sessions for reading and writing. Targeted use of guided reading and writing to address strands 7, 9, 10 and 11 are also exemplified.
- To provide clear audience and purpose for the writing, the unit is set in the context of the children working in role as 'cold case investigators'. It is their job, as the latest apprentices at the special investigation unit, to put together an initial paper designed to convince a judge that the deaths of Bess and the highwayman could have been prevented. The teacher works in role during the phases as the head of department charged with inducting the apprentices into the art of developing an effective, persuasive case.

At the end of Year 5, the final paper is then used as a discussion point to secure effective transition of the children's skills as writers into Year 6. Time to read and discuss the papers by both year-group teachers needs to be planned into the unit to ensure the transfer of information.

Year 5

Phase 1: Reading comprehension

Focus (Strand 7)

- Inferring writer's perspectives from what is written and implied
- Finding evidence in written, pictorial and physical texts

During Phase 1, the children use their prior knowledge of the text, characters and author to form an opinion of the text regarding the deaths of Bess and the highwayman. They use a range of note taking and text marking approaches to support their work.

Phase 2: Reading as writers

Focus

- Identifying the way in which language, sentence and text structures manipulate readers of persuasive texts
- Identify an appropriate style of persuasive text to persuade a particular reader

Phase 2 revises basic language, sentence and structure facts from Year 4. Building on prior knowledge, the phase goes on to identify which elements of the text type the children need to expand on to develop as successful, persuasive writers. The children develop a class checklist of devices used by confident writers of formal, persuasive texts to support their independent reading and writing.

Phase 3: Planning for persuasion – structuring evidence and deciding on an appropriate style

Focus (Strand 10)

- Organise writing into clear sections or paragraphs considering the audience and purpose of the writing
- Organise the ideas within a paragraph or section considering the audience and purpose of the writing

Phase 3 has two sections, clearly demarcating the planning process into organisation of ideas and style of presentation. During the first section, the emphasis is on securing children's skills in organising opinions and evidence into the most effective order to present to the audience. The children are encouraged to take risks and experiment with chronological and non-chronological presentation of key points, according to their confidence as writers. The second section focuses on choosing an appropriate style with which to present the case to the judge, utilising their knowledge of the language, phrases and sentence structures of informative persuasive texts.

Phase 4: Writing for effect – constructing the text

Focus (Strand 11)

- Using a variety of sentence types to have an effect on the reader
- Manipulating the clauses in sentences for different effects on the reader

Using modelled, supported and guided writing approaches, the children work to produce a succinct, written paper for presentation to the judge asked to oversee the case. Phase 4 builds on the work in Phase 3, where children have been encouraged to find their own persuasive style. Using writing partners and oral rehearsal, the children write and assess their work against the success criteria developed during the earlier phases of the unit. The final paper is presented to the court for consideration before the final oral presentation to summarise the main points in the case.

Year 6

Phase 5: Re-purposing writing for an oral presentation

Focus (Strand 11)

- Editing a written text to support a succinct oral presentation on the main persuasive points of an argument

Through independent writing and guided writing workshops, the children identify the main evidence contained in their final piece of writing from Year 5. Using drama and role-play techniques and the language and phrases from persuasive texts, the children rehearse presenting their opinions and facts in one final push to persuade the judge why the case needs to be reopened. Guided writing workshops provide the children with time to acquaint the new class teacher with those areas they need to develop as writers.

Phase 6: Presentation of case to the judge

Focus

- Using a range of oral and linguistic techniques to present a persuasive argument

In the final phase, the children rehearse and then present their case to the presiding judge, who will then decide if the written facts and the hypothetical oral presentation are sufficient to warrant the commissioning of further investigation. The children could present their cases to judges from the new Year 5 class or work in groups to present the evidence to the Year 6 teacher in role as the presiding judge. If appropriate, the children could include visual and physical evidence to support their argument.

Build on previous learning by checking that children can:

- understand the differences between literal and figurative language and can use the text to explain the effects of imagery in a poem
- express personal opinions to compare and contrast a range of texts using evidence from the text to support their opinion
- identify key language features in persuasive texts.

Aspects of learning

For further information, see the booklet, *Progression in key aspects of learning* from the *Learning and teaching in the primary years* publication http://www.standards.dfes.gov.uk/primary/publications/learning_and_teaching/1041163/

Information processing

Children will be able to locate and refer to relevant examples from pictorial and written text.

Reasoning

Children will be able to give reasons for their opinions about the evidence for a particular point of view and to discuss the impact of persuasive texts.

Communication

Children will develop their ability to discuss points for development in their own and others' writing as they work in pairs, groups and whole-class contexts. They will use persuasive devices to communicate orally and in writing.

Building assessment into teaching

For further information, see the booklet, *Assessment for learning* from the *Learning and teaching in the primary years* publication http://www.standards.dfes.gov.uk/primary/publications/learning_and_teaching/1041163/

Phase 1

- Discuss their opinion of the author's implied point of view based on evidence in the written and visual text (teacher observation and self-assessment)
- Identify an individual writing target to support their writing as they transfer to Year 6 (teacher observation and self-assessment)

Phase 2

- Identify which facts/evidence would have the most persuasive impact on a reader (marking and feedback against agreed success criteria)
- Know which sentence structures are used at key points in a persuasive text (teacher observation and self-assessment)
- Make notes using contractions and other devices when working independently (teacher observation and self-assessment)

Phase 3

- Organise writing into clear sections or paragraphs considering the audience and purpose of the writing (teacher observation and self assessment)
- Identify appropriate language and phrases for each section of a persuasive text (teacher observation and self assessment)

Phase 4

- Use a variety of sentence types to persuade a reader (marking and feedback against agreed success criteria)
- Manipulate the clauses in sentences for different effects on the reader (marking and feedback against agreed success criteria)

Phase 5

- Edit their written text to identify the main persuasive points that will support a succinct oral presentation (marking and feedback against agreed success criteria)

Phase 6

- Use a range of oral and linguistic techniques to present a persuasive argument (teacher observation and self-assessment)

Resources

- IWB file
- Grammar for Writing, Years 5 and 6: <http://www.standards.dfes.gov.uk/primary/publications/literacy/63317/>
- Writing Flyer 9, Persuasion http://www.standards.dfes.gov.uk/primary/publications/literacy/63353/nls_teachwriting053201pers9.pdf
- Comprehension flyers <http://www.standards.dfes.gov.uk/primary/publications/literacy/1162245>

Suggested teaching approaches

Note: children working significantly above or below age-related expectations will need differentiated support, which may include tracking forwards or back in terms of learning objectives. EAL learners should be expected to work within the overall expectations for their year group. For further advice, see the progression strands and hyperlinks to useful sources of practical support.

Before using the unit, the following need to have taken place:

- appropriate interventions needed to accelerate the progress of particular children have been agreed and discussed with Year 6 staff
- Year 5 and Year 6 staff need to agree how the unit is to be delivered to ensure the effective transfer of information about the children including:
 - Who will deliver the unit? The current Year 5 teacher or the Year 6 teacher for the next academic year?
 - If the Year 5 teacher is delivering the unit, could the TA for Year 6 in the next academic year transfer to Year 5 for the period of the unit?
 - Have joint tracking meetings to discuss the children on the cusp of level 4 and level 5 been planned for?
 - In what form and with whom is the written outcome to be kept between year groups?

If the unit on narrative poetry has not been covered by the current Year 5 class, the unit could be adapted based on the following cross-curricular links:

- links to historical events such as the Tudors and the execution of Anne Boleyn
- local historical events – such as smuggling, true crimes/events from the past
- the moral argument against child labour during the Victorian era
- a class novel, familiar to the children, featuring a dilemma.

When adapting the unit, the following elements need to be retained:

- the focus on the target statements and key strands
- the use of the guided sessions
- progression of the children's ability to use persuasive language and structures.

Phase 1 (three to four days)

Teaching content

Reading comprehension

Introduce the children to the structure of the unit and the written and oral outcomes for Year 5 and Year 6. Explain that they are an elite group of apprentice cold-case investigators who have been chosen to persuade a judge to reopen the case of ‘the highwayman’. Preliminary investigations have raised doubts that the highwayman was guilty. There are also questions regarding the conduct of the soldiers in the events leading to the death of Bess and her lover.

Issue the children with individual folders in which they must keep all their evidence and case notes.

- The ‘apprentices’ will need time to familiarise themselves with the background to the case. Provide copies of the illustrated text for the children to reread. Allow time for the children to discuss the text, share reactions and opinions.
- Warn the children that this account of events may be biased and that it is important to know who the author and the illustrator wanted a reader to feel empathy with: Bess, the highwayman, Tim or the authorities trying to bring a criminal to justice. This will support them as investigators forming a strong case. Remind the children that they will need to refer to their personal opinion, the evidence in the pictorial text and the evidence in the written text.
- Inform the class that they have been chosen to reopen the case into the death of Bess and the highwayman. They will need to determine whether their deaths should have happened or whether the highwayman and Bess should have simply been arrested and brought to trial. As part of the inquest team, the class will have to provide opinions and evidence to the judge against certain key points:
 - In their opinion, how should soldiers behave when they are trying to arrest a suspect?
 - Could the soldiers have prevented the death of Bess? If so, how?
 - Was there any evidence to suggest that the highwayman was guilty of the crime of robbery?

Allow the children time to discuss their initial responses to the questions.

- Explain your role as the ‘head of department’ in supporting new apprentices in building a case on old, ‘cold’ evidence. Focus attention on the three double pages showing the arrival of the soldiers and their behaviour towards Bess. Allow the children time to look at the images in detail to support their answers to the inquest questions, beginning with the first question about the behaviour of the soldiers sent to arrest the highwayman.
- Model underlining evidence of the soldiers’ inappropriate behaviour that could be used as part of their case to persuade a judge to reopen the case. Using the first of the double page spreads showing the soldiers’ arrival and drinking in the inn, underline the words, ‘no word’ and ‘instead’. Annotate, under the written text, notes of the children’s opinions on what the author was implying about how the soldiers should have behaved. What should the soldiers have done as they entered the inn? Save the notes for the children to use later in formulating their case, using the IWB for shared ideas and the children’s case files for individual notes.
- Display the pictorial text of the soldiers drinking at the inn on the IWB. Using the spotlight tool of the IWB, focus on the expressions of the soldiers. Through modelled reading and shared discussion, show the children evidence in their expressions that suggests the soldiers may have entered the inn with the direct intention of harming someone. Annotate the image, circling the narrowed eyes and the leering grins. Ask the children to predict who they think the soldiers may be looking at, using the visual evidence to support their opinions. Discuss how persuasive this evidence could be in showing that the soldiers’ behaviour was inappropriate.

- Use the images and text on the following double pages to gather further evidence to continue to formulate a case for the soldiers having behaved unreasonably. Remind the children of the previous whole-class activities; underlining of key words, making notes of their opinions of the author's implied opinion, underlining the expressions on the soldiers' faces and their body posture. Encourage the children to work in pairs or small groups. Share the findings during the plenary. Concentrate on differences of opinion and the evidence the children have used to support these opinions. Reinforce the importance of having an individual opinion based on evidence. Allow time for the children to update their case file notes.
- Display the second question the children will need to answer in order to make their case. Could the soldiers have prevented the death of Bess? If so, how? Allow the children time to discuss where they will need to look for evidence to support their opinions. Encourage the children to scan through the text twice: once to look at the written text for evidence, the second time to look at the pictorial evidence. Using sticky notes ask the children to mark the places in the text where they feel they have evidence to support their opinion.
- To share their findings, the children should present their evidence to another group. The second group then support the group's opinion on evidence the groups have both identified in the text, query any evidence they had not previously noticed and share any evidence the other group may have missed.
- Model for the children how to turn the labelled evidence into notes using the IWB. Add the notes to those previously made to answer the first question for the enquiry. Revisit previous sessions on the skills needed to make successful notes, for example contractions, missing determiners, etc. Demonstrate how the IWB software supports a writer to arrange their notes in different sequences. Explain that this will support the children when they are preparing their plans for the written text to submit to the judge.
- Working independently, the children should make their own brief notes to support their case, referring to evidence in the pictorial and written text in their case file.
- Reintroduce the children to the virtual story sack from the original narrative poetry unit. Allow them time to re-examine the objects and come to an opinion regarding what the physical evidence tells us about the case. Display the question – *Was there any evidence to suggest that the highwayman was guilty of the crime of robbery?* Ask the children to look at the objects and decide if any of them could imply that he was guilty, for example the necklace. Could they be certain that the object was stolen?
- Model reading the entry into a financial ledger, hinting that Tim the ostler was a paid informant of the local soldiers. Discuss how this evidence could bias the case, hinting that there was no real evidence. Talk about the section of the poem where Tim the ostler is discussed. Looking at the written and pictorial evidence, would the children be of the opinion that he was a reliable witness or could he have been biased against the highwayman in any way?
- To close the phase and introduce the following sessions on the art of persuasion, remind the children that the writer of a persuasive text, such as a submission to a judge to convince them to reopen a cold case, needs to communicate the strong opinions of the writer. Looking back at the close reading of the text they have completed, can they summarise their opinions into three key points, recording them in their case file? These key points will form the basic structure of their writing.
- Establish an 'evidence wall' divided into two sections. One section should record pictorial evidence and notes of key points from Phase 1 of the investigation. A second section should display support materials of the company policy on how to form a persuasive text. Materials for children to add new evidence to the wall during the investigation should also be available.

Guided writing

- During Phase 1 of the unit, guided writing sessions should concentrate on the next steps the children need to take as writers to secure progress and identify areas for development during the transition to Year 6.
- In ‘writer’s workshops’, review the children’s most recent pieces of writing. Identify for the children where their strengths as writers lie.
- Discuss with the children which aspects of their writing they would like to strengthen as they move from Year 5 to Year 6 and what support they feel they may need in order to move on as writers.
- Support the children to identify an individual writing target to support their writing as they transfer to Year 6.
- Discuss with the guided group how the current work on persuasive texts could be used to develop their target.

Learning outcomes

- Children can discuss their opinion of the author’s implied point of view, based on evidence in the written and visual text.
- Children can identify an individual writing target to support their writing as they transfer to Year 6.

Phase 2 (four days)

Teaching content

- Begin the second phase of the unit by quickly revising the structures and key elements of persuasive texts. Remind the children of their role as apprentice cold-case investigators and that their future careers will rely on their ability to be the most persuasive in front of the judge. As apprentices, it is part of their training to make sure that each individual is familiar with company policy on the art of persuasion. Therefore the next few days will take the form of workshops to bring them up to date with the latest information on how to influence a judge and win the case.
- The training will begin with a quick refresher on the main elements of the text type. Provide the children with suitably differentiated persuasive texts. Working in pairs, ask them to mark the text to identify the key features, so that they can be compared with the company policy on how to write persuasive texts.
- Display the key features of persuasion for the children to cross-reference with their marked texts. Ask each team of children to discuss and then identify the elements of persuasion that they believe will have the most impact on the judge. Collect the suggestions and record them to use as success criteria during the writing phase of the unit.
- Introduce the children to the ‘evidence wall’ they will be using to build their case. The evidence or working wall should have two sides: one for hard evidence from the text and one to demonstrate how the persuasive case is evolving. Explain to the children what the judge will be expecting from them when they present their case:
 - the judge will need to know that the case warrants the time and expense of further investigation; the facts presented will have to be clear and leave the judge in no doubt that the original investigation was mishandled
 - the judge will expect the cold-case investigators to present strong, biased opinions on the subject and will then make a decision based on the quality of the evidence presented and the style with which it is presented

- judges like to be addressed in a formal manner and be made to feel that they are respected; this requires the use of impersonal, formal language
- the judge will need to see how all the evidence links together quickly, and therefore the use of quality connective and cohesive devices is of the utmost importance.
- During a sequence of shared reading sessions, look at a quality persuasive text to identify how the writer achieved the effects noted in the bullet points above. Add the findings to the 'evidence wall'.
- In one session, concentrate on one of the main elements the whole class needs to develop as writers, for example the use of varied sentences to develop pace and flow through the text. Ask the children to underline alternate sentences in the text using different-coloured pens. What is the pattern of sentence use across the text? Where are the shortest sentences used for effect?
- Return to the text model for the children to decide how to identify which of the sentences are simple, compound or complex and mark them with an identification code such as 'Sm' for 'simple', 'Cp' for 'compound' and 'Cx' for 'complex sentences'. In pairs or small groups, ask the children to continue marking the text in this way to identify potential patterns for sentence use across an effective persuasive text.
- During the plenary, add to the evidence wall the children's findings about the patterns of sentence structure use in different paragraphs of a persuasive text.
- Depending on the needs of the class, use modelled and independent reading to support the children to identify and collect other features that they need to develop as writers. For example, connectives and cohesive devices, formal language, fact and opinion. Add the findings to the 'evidence wall'.
- For the final part of Phase 2, set the apprentice cold-case investigators their first persuasive challenge. Provide groups of children with examples of persuasive speeches, preferably showing trials or enquiry scenes, e.g. the trial of Mr. Toad from *'The Wind in the Willows'*. Explain to the children that they are to test out their abilities to apply the company policy on persuasion by grading the selection of texts from most persuasive to least persuasive. In doing so, the apprentices will need to make notes and underline evidence to support their opinions.
- At the end of the session, model for the children how you as head of department would select three main facts to make your case about one of the texts. Use the persuasive techniques that have been established on the evidence wall in your oral text. Ask the children to decide how persuasive you were and offer ideas for other techniques from the evidence wall that could have been used.
- Mix the children's working groups by splitting them in half and pairing half of one group with half of another. Ask the children to repeat the process they have just experienced as a whole class, preparing and then presenting their facts and opinions to members of the other group and receiving feedback on the elements and structures they could have used to be more persuasive.
- Allow time for the children to make their own notes about the persuasive techniques or phrases that they found most effective during the session.

Guided reading

- During Phase 2 of the unit, focus guided reading sessions on one of the more difficult aspects of persuasive texts, the ability of a reader to identify an author's bias. Provide the children with a persuasive text suitably matched to their reading ability. Explain that bias is an important aspect of a writer's skill in persuading a reader and that the session will support them in being able to identify and use bias in their own writing.
- Allow the children time to read through the chosen text to become familiar with the content and the structure.
- Model identifying clues in the text that can indicate bias.
- If the text has photographs or other images, have they been cropped to show a particular aspect of a scene, possibly hiding a more truthful representation?
- Using two coloured pens, underline where the author has included hard facts or evidence and where the author has presented his or her opinion. Identify how to discriminate between the two, highlighting language such as, 'the most popular ... at the present time' used without backing this up by hard numerical data.
- Identify specific language and phrases that are designed to push emotional buttons in the reader.

Guided writing

- Guided writing sessions are ideally placed to secure and extend the children's ability to take notes of facts that may be relevant to their case. Continue the scenario of the skills required of apprentice cold-case investigators. In role as head of department, present the children with their own case file and explain that you are going to show them the department/company protocol for taking notes.
- Return to one of the questions about the case from Phase 1 that the children need to make their own notes on to support their writing later in the unit. Explain what they need to improve as note takers, for example contracting words and sentences. Model how to overcome this barrier. For children who are comfortable with this aspect of note taking, extend their note-taking skills to thinking about organisation techniques for notes, such as mapping.
- Support the children as they record their own notes on a second question from Phase 1 in their case note file.
- The skills from the guided writing sessions will directly support the children in Phase 3 of the unit.
- Where appropriate, support the children with the writing targets they identified in the writing workshops at the beginning of the unit in Phase 1.

Learning outcomes

- Children can identify which facts/evidence would have the most persuasive impact on a reader.
- Children know which sentence structures are used at key points in a persuasive text.
- Children can make notes using contractions and other devices when working independently.

Phase 3 (four days)

Teaching content

Phase 3 of the unit is split into two sections to support the children in choosing the evidence they wish to present to the judge and then the style with which they wish to present their evidence. Phase 3 draws heavily on the 'evidence wall' and the note taking from Phase 1 and the guided writing session running alongside Phase 2.

Phase 3a – What will you say? (two days)

- Remind the children that they are trying to persuade a judge that the soldiers sent to arrest the highwayman acted with unreasonable force and that the case should be reopened because the highwayman was never actually proved guilty of the crime of robbery. Agree as a group what category/type of evidence would impress a judge to reopen the case, i.e. which evidence would have the most impact.
- Provide the children with copies of the notes taken during Phase 1 to answer the four key questions in the case. Ask them to keep these in their case file for future reference. Working in pairs or small groups, ask the children to begin to establish their own list of evidence to fit into the category of evidence that would have the most impact on the judge. Remind the children to use the note-taking techniques covered in the previous guided writing sessions.
- If appropriate, model recording the branches of evidence using a range of organisational devices, for example bullet pointed lists, mapping techniques, skeleton plans, etc.
- At relevant intervals provide mini plenaries for the children to feed back the evidence they are collating. Encourage the children to challenge each other's choices. In role as the judge, model asking questions about the evidence provided to encourage the children to discuss and consider whether their evidence is robust enough or may need further exemplification.
- At the end of the sessions, explain to the children that most judges are very busy and will only read a case if they can access the information quickly. As head of the department, tell them that it has been your experience that a judge will usually read a case comprised of:
 - an introduction
 - a first point
 - a second point
 - a third point
 - concluding remarks.
- Provide the children with the 'company five-part planning frame' to organise their notes on. Remind them that the briefest of notes are sufficient to outline the structure of their writing and that they do not need to add every detail.
- Using shared and supported writing approaches, demonstrate how to organise the key points of the case onto the five-part plan.

Phase 3b – How will you say it? (two days)

- Show the children an example of a court scene from film or television. Play the clip once to enable the children to become familiar with the content. Explain that the judge will be impressed by the quality of the language used to present the evidence and that the next part of the training is designed for apprentices to gather a bank of words and phrases that will help them to communicate their evidence to best effect.
- Once the children are familiar with the clip, play it a number of times, stopping when relevant to enable the children to make notes of key words and phrases in their case file. If necessary, use modelled writing to support the children to select appropriate examples.
- Display the example of a completed 'company five-part planning frame' from the previous session. Using shared writing approaches, annotate the plan with appropriate language and phrases to communicate the evidence in each section of the text. Allow the children time to annotate their own plan and share their ideas with a writing partner.

Guided writing

The focus of the guided writing during Phase 3 is to secure the children's skills in text structure and organisation, using the writing targets from the Year 5/6 materials. Page 5 of the Year 5 targets suggests possible targets related to strand 10 of the Framework, 'Experiment with the order of sections and paragraphs to achieve different effects'.

- Based on the level of support the children require, focus the session on either securing the children's ability to organise their writing into clear sections/paragraphs or experimenting with the way in which the paragraphs could be organised to create the greatest effect.
- Use the children's five-part plans and case notes as a focus for discussion during the session.
- Provide the children with sticky notes and a photocopy of their original plan. Outline the focus of the session and what they need to secure in order to progress as writers.
- If the children are working on securing the organisation of their text, review their paragraph outlines to make sure that they have the appropriate content for the audience and purpose. If there are sections that require revision, replace the section on the plan with a blank sticky note and work with the children to revise the content by adding notes to this.
- For children working on altering the order of their paragraphs, cut the photocopy of the five-part plan into separate sections. Encourage the children to experiment with reordering the five sections by moving the different sections around on a blank sheet of paper. Discuss which order will have the greatest impact on the judge. Identify which elements will need to remain intact and help to lead the reader to the strongest conclusion.
- Where appropriate, support the children with the writing targets they identified in the writing workshops at the beginning of the unit in Phase 1.

Learning outcomes

- Children can organise writing into clear sections or paragraphs considering the audience and purpose of the writing.
- Children can identify appropriate language and phrases for each section of a persuasive text.

Phase 4 (four days)

Teaching content

Phase 4 concentrates on combining all the elements together, concluding with the children having written their own paper to present to the judge, outlining their case.

- Working in role as the head of department, remind the children that the judge will be influenced to reopen the investigation by the quality of the evidence, the structure of the writing leading to a powerful conclusion and the power of the language used to sway the emotions.
- Refer back to the working wall and the success criteria that the children/apprentices have identified in the previous phases.
- Using modelled, shared and supported writing approaches, support the children to turn their initial thoughts on the evidence and language they might use into the formal structured writing required by the judge.
- Begin the work by using paired talk to suggest effective ways of opening the text for the reader. Would the judge prefer a formal, deferential opening statement begging their permission to lay the case before them, or should the opening line begin with a dramatic sentence aiming to grab the attention of the audience?
- Work through the sessions, alternating between short shared sessions and longer independent writing sessions to build up the written paper.
- In the shared sessions, build in the work from Phase 1 on the style of sentence appropriate for each section of the text. Use supported composition to encourage the children to alter the structure of their sentences to increase the impact of the evidence they are offering to the judge.
- In the plenary sessions, ask the children to identify one element of their text that they believe is particularly persuasive and one with which they require further support. Working with response partners, ask the children to share and justify their choices. Response partners should repeat the approach used in Phase 2, using the evidence wall to offer evidence as to why the chosen aspects are particularly persuasive or which aspects they could use to improve their style as a writer.
- The children should record their area of work requiring support to share with the Year 6 teacher in the initial writer's workshops.

Guided writing

Guided writing in Phase 4 uses the target statements from the Year 5/6 materials. The focus of the phase 4 guided sessions is to secure or extend the children's use of sentence structure to adapt their construction to different purposes and readers.

- Use the children's current piece of work as a focus for the session. Explain to the children that the emphasis is on supporting their use of sentence structure to adapt their writing to the current audience and purpose.
- For some groups, the emphasis is likely to be on making sure that the children have been using a range of sentence types appropriate to the section of the text that they are writing. For children who are secure with this element, focus their attention on manipulating the clauses in the sentence for best effect.
- Ask each child to identify one sentence they would like to improve. In pairs, ask the children to discuss how they think they could alter their sentence, either by changing the type of sentence or the clause structure, depending on their particular focus.

- Support the children to orally rehearse and redraft the construction of the sentence, sharing their sentences with the others in the group. When the children are happy with the way in which the sentence sounds, replace the original sentence in the text.
- To encourage independent application of the skills, ask the children to read through the work one section at a time, underlining three sentences they feel are a priority for improvement. The children should then orally rehearse and redraft each sentence, gradually replacing the originals as they go.
- Where appropriate, support the children with the writing targets they identified in the writing workshops at the beginning of the unit in Phase 1.

Learning outcomes:

- children can use a variety of sentence types to persuade a reader
- children can manipulate the clauses in sentences for different effects on the reader.

Between Phase 4 in Year 5 and Phase 5 in Year 6, discussion about the children's targets and their writing needs to have taken place.

Phase 5 Year 6 (two to three days)

Teaching content

The final sessions of the unit need to link with the establishment of class routines and structures at the beginning of the year. Prior to the work in Year 6, the final written presentations from the children should have been read and discussed by both the Year 5 and Year 6 teachers and, where possible, the Year 6 teaching assistants. Targets should be shared and progress towards age-related expectation discussed, including the children's end of year assessment outcomes in Key Stage 1.

- The focus of the sessions at the beginning of Year 6 is to enable the teacher and children to share and discuss their work so that they have a shared understanding of how to move forwards over the coming year.
- In role as an experienced cold-case investigator, explain to the children that you have been assigned to support them in their oral presentation to the judge. Emphasise that they have done extremely well in being asked to present to the judge; only the most convincing of investigators reaches this stage in the proceedings. It is therefore of the utmost importance that the apprentices give a succinct and powerful presentation in the five minutes allowed.
- Using one of the apprentices' written texts from the end of Year 5, model how you, as an experienced investigator, would condense the argument down to the most persuasive facts by underlining the most powerful elements and justifying your choices.
- The children should then return to their own work, using underlining to identify the key points they think may finally persuade the judge.
- Continuing in role, ask the children to offer one of the key elements they have chosen and model how to present this effectively to the judge using powerful personal language such as, 'You cannot fail to agree ...' or, 'It is with the greatest respect that I ask you to consider the seriousness of ...' with the emphasis on personal pronouns such as 'you'.
- The children should then work in pairs to rehearse presenting their key points to the judge, jotting down their ideas using appropriate note-taking strategies used in Year 5.
- In the plenary, remind the children that they will have only five minutes in front of the judge and will therefore need to be succinct. Ask the children to return to their notes and underline the three most powerful points that they feel the case rests on. This will form the basis of their presentation.

Guided writing

- Following the pattern of the guided writing session in Phase 1 of the unit, the guided writing session at the beginning of Year 6 should also be a writer's workshop based on the written presentation to the judge.
- Identify for the children where their strengths as writers lie.
- Discuss with them which aspects of their writing they would like to strengthen in Year 6 and what support they feel they may need to move on as writers, referring to the discussions in Year 5.
- Support the children to reflect on the target they have already identified. Will the target continue to support them in Year 6 or would they like to revise and adapt their target?
- Discuss with the guided group how the next unit of work could be used to develop their target.

Learning outcomes

- Children can edit their written text to identify the main persuasive points that will support a succinct oral presentation.

Phase 6 (one to two days)

- The children should be paired with a member of the new Year 5 class who will act in role as the judge. Provide the Year 5 child with a copy of the children's written presentation to read prior to the session.
- In role as the judge, the Year 5 children should listen to the five minute presentation of the Year 6 cold-case investigator, asking questions to clarify particular points at the end of the presentation.
- Based on the evidence, the judge should then decide if the case should be reopened or remain closed.
- During the presentations, assessments of the children's speaking and listening skills could be made by teachers and TAs from each class.

Learning outcomes

- Children can use a range of oral and linguistic techniques to present a persuasive argument.