

Year: 5

Class Teacher: TC, MB and SP

Week Beginning: 13.3.23

Theme of the Week: Persuasion - innovation

English Weekly Plan

Day	Learning Objectives	Main teaching	Differentiation/SEN provision	Plenary
<i>Mon</i>	WALT: identify my 'persuasive' toolkit.	<p>Reactivate (focus: retell ALL of the imitation text in pairs – babble gabble) – 5 minutes</p> <p>Persuasion game: in pairs, children to persuade their teacher to give them the day off school. However, they must only say one word at a time (and then swap), working in pairs to create a persuasive masterpiece!</p> <p>Introduce the WALT, explaining that the aim of today's session is to create our very own persuasive 'writer's toolkit' in our <u>writing journals</u>. Play 'crack the code' – on the powerpoint, display the introductory paragraphs of the imitation text (red section). The 'tools' for our writer's toolkit have been colour coded ... can they work in pairs to discuss and 'crack the code'?</p> <p>Using flipchart paper (to display on washing line), identify the toolkit:</p> <ul style="list-style-type: none"> • RED: power of three • BLUE: rhetorical questions • PURPLE: persuasive openers <p>Encourage the children to identify any further 'tools' that they would like to add to the kit (only take an additional two appropriate suggestions max).</p> <p>'We do' – ask the children to work in pairs to discuss and identify examples on the toolkit in the next section of the imitation text (displayed on the powerpoint).</p>	<p>'You do' – ask the children to work in their <u>writing journals</u>, splitting the page into 4 sections with the overall heading 'Persuasive toolkit' (see powerpoint for example of how to set it out). Provide the children with a text version of the imitation text. Ask them to identify and record examples of each of the persuasive writing toolkit elements in their <u>writing journal</u>.</p> <p>SEN: work with TA or teacher to identify examples and record them in their books.</p> <p>Silver challenge: children to work in pairs to identify and discuss examples.</p> <p>Gold challenge: children to work independently through the task.</p>	Reflect: play 'get up and go' – children to magpie other examples of the toolkit from their peers, challenging each other to ensure that their toolkit examples are appropriate.
<i>Tues</i>	WALT: use a range of persuasive openers.	<p>Reactivate (focus: recap on the persuasive toolkit. Can they think of any examples?)</p> <p>Persuasion game: in pairs, children to take one minute to persuade around funny themes (e.g. a snowman to come into</p>	Display an image of a skiing resort on the powerpoint. The children must select a challenge level and complete the following tasks:	Reflect: children to read back through their short burst writing, proof-

		<p>the kitchen from outside, a dragon to stop eating maidens). Display a range of persuasive openers on the powerpoint to support them as they play this game.</p> <p>Introduce the WALT. Discuss why persuasive openers are a really useful 'tool' in persuasive writing. Display an example of a sentence with and without a persuasive opener to illustrate their effectiveness.</p> <p>Use the powerpoint to model each challenge level, with an 'I do' and 'We do' (see powerpoint).</p>	<p>Bronze challenge: children to match the persuasive opener to the most appropriate main clause (about the ski resort), copying each complete sentence out into their English books.</p> <p>Silver challenge: children to write isolated sentences, using the persuasive opener word bank provided to persuade the reader to visit the ski resort.</p> <p>Gold challenge: children to a paragraph to persuade the reader to visit the ski resort. Each sentence must flow into the next and there should be evidence within the paragraph of 3-4 persuasive openers.</p>	<p>reading, editing and revising their word choices for further impact on the reader.</p>
Wed	<p>WALT: use the power of three technique to persuade.</p>	<p>Reactivate (focus: persuasive openers – which openers have been used APPROPRIATELY?)</p> <p>Pen blast – words or phrases to describe the image (on powerpoint) that will persuade others to visit (provide SEN/LA with word bank version of pen blast – ask them to identify appropriate words to describe the image and colour them in). Collect in the word choices on flipchart, encouraging them to “keep going” until you have filled the whole paper. Encourage them to uplevel language choices where possible by identifying improved synonyms.</p> <p>Introduce the WALT. Talk about ‘the power of three’ technique and its impact on the reader.</p> <p>‘I do’ - Using the slides, model the use of the tell: show 3 technique.</p> <p>‘We do’ - ask the children to rehearse each stage in their books underneath the WALT/I can statements. Repeat with one more example using a different holiday destination image in their books.</p>	<p>Provide the children with a range of images of different holiday destinations and ask them to use the power of three technique to persuade the reader to visit each destination (one sentence per image).</p> <p>SEN/LA: scaffolded list of options for children to choose from.</p> <p>Focus group: guided write with teacher.</p> <p>MA/HA: paired work option to build confidence.</p>	<p>Reflect: Read it out loud to themselves and make blue pen changes.</p> <p>Play ‘get up and go’ – children to receive feedback from their peers based on the I can statements.</p> <p>Traffic light.</p>

<i>Thurs</i>	<p>WALT: use the power of three technique to persuade.</p>	<p>Reactivate (focus: understanding of colons and semi-colons using the 'tell: show 3' technique)</p> <p>Introduce the WALT, recapping on the importance of using the power of three in persuasive writing. Explain that it also gives us the opportunity to showcase our understanding of higher-level punctuation.</p> <p>'I do' – using the powerpoint, demonstrate examples of how to use the 'when; when; when, then' technique, inspired by a range of images.</p> <p>'We do' - children to rehearse examples of this technique in their writing journal (using the format provided).</p>	<p>'You do' (short burst writing) – provide the children with a range of images. Ask them to select an image and set it into their book. They must then write a sentence for each image using the 'when; when' when, then' technique.</p> <p>Bronze challenge: work with teacher in shared write on flipchart.</p> <p>Silver challenge: work in pairs.</p> <p>Gold challenge: work independently.</p>	<p>Reflect: children to read back through their short burst writing, proof-reading, editing and revising their word choices for further impact on the reader.</p>
<i>Fri</i>	<p>WALT: use rhetorical questions.</p>	<p>Reactivate (focus: understanding use of semi-colons to demonstrate the power of three)</p> <p>Introduce the WALT and explain what rhetorical questions are. Ask the children to shared read the imitation text, identifying examples of rhetorical questions in the text.</p> <p>'I do' – using the powerpoint, model how to use the 'double bind' technique.</p> <p>'We do' - children to rehearse examples of this technique in their writing journal (using the format provided).</p> <p>'I do' – model short burst writing an introduction to a persuasive advert to go on an action/adventure holiday. Model including the double bind technique to showcase understanding of rhetorical questions.</p>	<p>'You do' – short burst writing challenge. Ask the children to write an introduction to a persuasive advert to go on an action/adventure holiday (see image stimulus on powerpoint). In their introduction they must showcase their understanding of rhetorical questions.</p> <p>Bronze challenge: work with teacher in shared write on flipchart.</p> <p>Silver challenge: work in pairs.</p> <p>Gold challenge: work independently.</p>	<p>Reflect: children to read back through their short burst writing, proof-reading, editing and revising their word choices for further impact on the reader.</p>