

Writing Term 2A

Writing to persuade:

**BOOK BLURB/
REVIEW**

<p>on a particular point of view and to encourage the reader/listener towards the same way of seeing things.</p>		
<p>Structure</p> <p>Statement (thesis) that sums up the point of view being presented. (Greentrees are the most beautiful in the world. School uniforms are the best.)</p> <p>Organised information presents the main points of view on the desired topic. (I am very happy to have been a school councillor and I have ...)</p> <p>Repetition repeats and reinforces the main points. (All the evidence shows it is clear that ... Having seen all the evidence, there can be no doubt that ...)</p>	<p>Grammatical features</p> <ul style="list-style-type: none"> Written in the present tense. This can include other forms such as present perfect e.g. people have said... Often refers to generic rather than specific participants e.g. Vegetables are good for you. They ... This means that cohesion is created through the combined use of nouns and pronouns. Uses adverbials e.g. therefore, however to create cohesion within and across paragraphs. Uses logical conjunctions, adverbials and prepositions e.g. This proves that ... So it's clear ... Therefore ... Paragraphs are useful for organising the content into logical sections. Requires the writer to make formal and informal vocabulary choices by moving from generic statements to specific examples when key points are being presented. (The hotel is comfortable. The beds are soft, the chairs are specially made to support your back and all rooms have thick carpet.) 	<p>Planning and Preparation</p> <ul style="list-style-type: none"> Decide on the viewpoint you want to present and carefully select the information that supports it. Organise the main points to be made in the best order and decide which persuasive information you will add to support each. Plan some elaboration/explanation, evidence and example(s) for each key point but avoid ending up with text that sounds like a list. Think about counter arguments your reader might come up with and include evidence to make them seem incorrect or irrelevant. Try to appear reasonable and use facts rather than emotive comments. Choose strong, positive words and phrases and avoid sounding negative. Use short sentences for emphasis. Re-read the text as if you have no opinion and decide if you would be persuaded. Remember that you can use persuasive writing within other text types.
		<ul style="list-style-type: none"> Sentence types include rhetorical questions e.g. Do you want to get left behind in the race to be fashionable? Want to be the most relaxed person in town? So what do you have to do to? Modals can be used to suggest degrees of possibility e.g. this could be...you should...you might want to... Sometimes the second person is useful for appealing to the reader e.g. e.g. this is just what you've been looking for. This also enables adaptation of the Degrees of formality and informality so that the text appeals to the reader. Adjectives can be used to create persuasive noun phrases e.g. delicious chocolate...evil hunters... In some formal texts, it may be possible to use the passive voice e.g. It can be said...it cannot be overstated... Repetition can be used to strengthen your point of view. This also acts as a cohesive device. Because arguments include hypothetical ideas, conditional language, such as the subjunctive form can sometimes be used e.g. If people were to stop hunting whales...

Features of text type: BOOK BLURB/ REVIEW

2	<p>Written in present tense</p> <p>Rhetorical questions</p> <p>Effective use of noun phrases</p>
3	<p>Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions</p> <p>Use present perfect form of verbs</p>
4	<p>Create cohesion through the use of nouns and pronouns</p> <p>Use adverbials e.g. therefore, however...</p> <p>Use paragraphs to organise ideas</p> <p>Effective use of expanded noun phrases</p>

We are focussing on:

Year 4 Core



write for both fictional and non-fictional purposes, with a growing awareness of the reader
use expanded noun phrases and adverbials to develop descriptions of settings and characters
use a range of co-ordinating and subordinating conjunctions
use a range of adverbs to add detail to writing
use preposition phrases to expand noun phrases
use fronted adverbials
use present, past, progressive and perfect tense verb forms accurately
use pronouns and nouns to aid cohesion and avoid repetition
use paragraphs or sections to organise and structure according to purpose and audience
use the full range of punctuation taught in KS1 and so far in KS2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and possession, inverted commas)
use commas after fronted adverbials and with a reported clause
maintain Standard English forms correctly, e.g. <i>I was (not I were), should have (not should of), ours (not <u>ores</u>),</i>
spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3/Y4)
produce legible joined handwriting
make simple additions, revisions and proof-reading corrections to their own writing

Monday

Reading assessment during
English lesson

Tuesday

Daily spelling practice

Grammar Phase
Lesson 1

Look at these sentences. Can you spot the word that is spelled incorrectly. Write the sentence correctly on your whiteboard.

I couldn't beleev it when they said that my sister had won.

I'm afraid that it is not posibble to keep the noise down.

Yesterday, I reached an extreem level on my favourite game.

When we were at the beach, we found an actewel fossil.



Which of these sentences sounds better?
Why?

**Tom went upstairs to the bedroom. Tom
opened the door and Tom sat on the bed.**

**Tom went upstairs to the bedroom. He
opened the door and he sat on the bed.**

Can you re-write this so it sounds better?

Beth started to eat Beth's ice cream really quickly because Beth's ice cream was dripping all over Beth's hand.

Nouns and pronouns

Grammar Phase
Lesson 1



Use pronouns for cohesion



Choose the correct pronoun to fill the blank



Re-write the sentence with correct pronoun



Re-write a short paragraph with pronouns



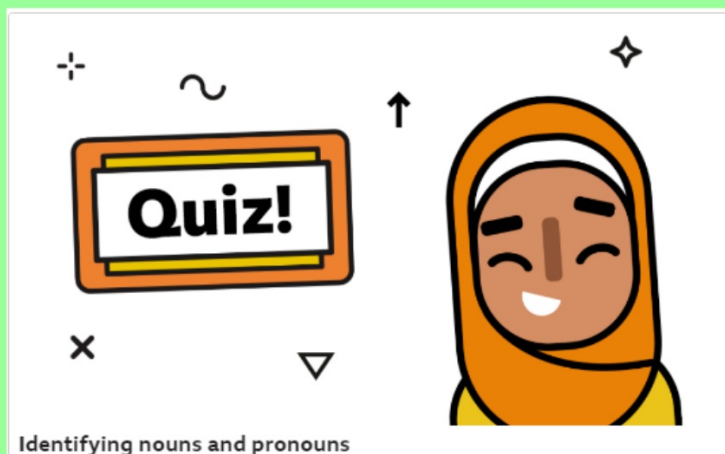
Re-write a more complicated text using pronouns

Complete independent work in English books

Nouns and pronouns

Grammar Phase
Lesson 1

Plenary: Complete the quiz



Wednesday

Daily spelling practice

Grammar phase
Lesson 2

Look at these sentences. Can you spot the word that is spelled incorrectly. Write the sentence correctly on your whiteboard.

Did I menshun that the winner would receive a prize?

Achelly, I think you'll find that I was right all along.

Amazingly, this coin was buried over a senturie ago!

Althow I like eating peas, I don't enjoy eating pea soup.



Grammar phase
Lesson 2

Are you looking for a new reading obsession? Do you like action, adventure and laugh-out-loud writing?

How to Train Your Dragon by Cressida Cowell is one of the best books you'll read this year. It is action-packed, hilarious and a really great read. If you haven't discovered this crazy but awesome book yet, you are missing out on a fantastic experience.

The book tells the story of Hiccup Horrendous Haddock the Third. Hiccup is the quiet and thoughtful son of the Chief of the Hairy Hooligans and this novel tells the tale of his struggle to train his dragon and pass his initiation. Can Hiccup do it without being torn limb from limb? You'll have to read it to find out!

Join his adventures and misadventures as Hiccup finds a new way to train dragons - and becomes a hero. This thrilling, silly and perfectly illustrated novel is a modern classic beloved by millions across the globe. I recommend it to 10 year olds and younger but even teenagers and adults would enjoy it.

After reading this, I'm sure you'll be running all the way to the library to get your hands on this amazing book!

Can you find
the pronouns?

Grammar phase
Lesson 2

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Join his adventures and misadventures as Hiccup finds a new way to train dragons - and becomes a hero. This thrilling, silly and perfectly illustrated novel is a modern classic beloved by millions across the globe. I recommend it to 10 year olds and younger but even teenagers and adults would enjoy it.

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Which words
make the book
sound most
appealing?

Which of these words are positive?
Which are negative?

Positive

Negative

best-selling
heart-warming
pa
ful



Use evaluative adjectives to persuade



Learn new powerful adjectives



Sort adjectives into positive/negative



Re-write sentences to make them positive



Adapt a short text so it is positive

Complete independent work in English books

Thursday

Daily spelling practice

Grammar phase
Lesson 3

Look at these sentences. Can you spot the word that is spelled incorrectly. Write the sentence correctly on your whiteboard.

Gisela's dress was made from a very shiny mateeriel.

"That's enuff!" exclaimed the unsuccessful dog trainer.

My stepsister has a real inturest in model trains.

When the rollercoaster lurched forwerds, we all screamed.



What type of sentence is this?

Can you be more specific?

How can you resist picking up this fantastic book?

Do you like action, adventure and thrilling stories?



Look through PPT for more information

Rhetorical questions

Grammar Phase
Lesson 3



Recognise and use rhetorical questions



Match the topic to the question (with support)



Match the topic to the question



Identify the questions that are rhetorical and those that aren't



Write a rhetorical question to persuade

Complete independent work in English books