

Summer Term 2 Overview Year 5 – English

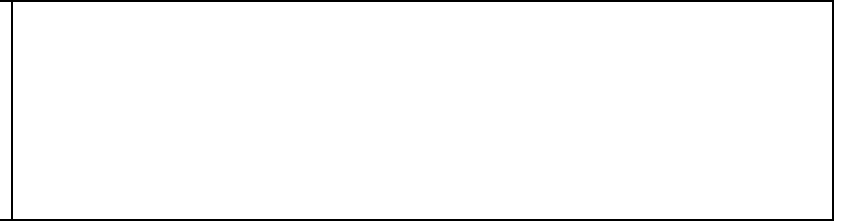
Summer Term Book – Mortal Engines

Topic - Persuasive speech		Guide Time = 3 weeks
Assessment:	<p>Ongoing writing assessment using the statutory end of year assessment grids as a guide. For this unit, there will be a focus on ...</p> <ul style="list-style-type: none"> • Use a wide range of clause structures, varying their position within the sentence for effect. • Use a wide range of cohesive devices, including adverbials, within and across sentences and paragraphs. • Use the full range of punctuation taught in lower key stage 2 and year 5 mostly correctly. <p>The specific Year 5 key knowledge and skills to be taught are:</p> <ul style="list-style-type: none"> • Use appropriate modal verbs • (Y5 GD) Range of sentence structure • Use a range of punctuation • Use a range of cohesive devices 	<p>Very Important Points (VIPs):</p> <ul style="list-style-type: none"> • Second person is the use of the pronouns 'you' and 'yours' as you are speaking directly to the reader. • Present tense places an action or state of being in the current time. • Persuasive tone – created through carefully chosen sentences structures and vocabulary. • Rhetorical questions cause the reader to think and engage with the text directly. • Play on words and puns create a playful, fun tone to aid the persuasive message. • Facts and statistics are used to support persuasive points with evidence. • Alliteration is where words start with the same letter • Opinions and exaggeration to sway the reader to believe a particular viewpoint • Themed, cohesive paragraphs ensure the ideas all fit well together and flow logically. • Cohesive devices such as using pronouns to avoid the repetition of a noun are used to ensure writing flows. • Fronted adverbials are words or phrases at the start of a sentence to modify the main clause. • Varied sentence structures - change how you build sentences to create interest and aid cohesion.
Links to prior learning (sequencing)	<p>This unit will build on LKS2 skills:</p> <ul style="list-style-type: none"> • Use of fronted adverbials • Use of different complex sentence structures • Development of formal tone 	
Links to other learning (cross fertilisation)	<p>Children will be reading the canon book 'Mortal Engines' and learning about the Stone Age in History and Evolution in Science over the term. Reading for Purpose and Productivity lessons will also have some resources that link to this.</p>	

	<p><u>Thematic Questions:</u></p> <p><u>The World Beyond Us:</u> What will our towns and cities look like in 1000 years time? What is the likelihood that we could live on traction cities such as in 'Mortal Engines'?</p> <p><u>The World Around Us:</u> How can we safeguard our futures by the decisions we make today regarding the environment? What impact do world conflicts have on our towns and cities?</p> <p><u>Modern Britain:</u> Which aspects of modern towns and cities persuade people to visit them? Which aspects encourage people to select a location to live in?</p> <p><u>Healthy Bodies & Healthy Minds:</u> How can town and cities contribute to people's health and well-being? To what extent are green areas and parks important for a person's health and well-being?</p> <p><u>Culture:</u> How important is it for a town or city to develop their own identity and culture? Compare two cities with very different cultures.</p> <p><u>Technology in Action:</u> Is it possible for technology to regress over time or after a particular event such as a war? How and why? How has technology in towns and cities progressed over the last 200 years?</p>	<ul style="list-style-type: none"> Relative clauses are clauses that describe a noun or pronoun and start with a relative pronoun: who, whose, whom, that, which. The full range of higher level punctuation : ; () - ... to mark boundaries between independent clauses <p>Coverage of the above VIPs will depend both on the lesson within the teaching sequence and the prior knowledge of the children, ascertained by frequent AfL.</p> <p>Fat Questions:</p> <p>Considering the changes cities have undergone in the last 100 years, what changes do you predict for the next 100 years? Will they improve our lives and how? Why might someone want to live in a city such as London? Why might a traction city be better than a land-based city?</p>
<p>Links to future learning</p>	<p>Year 5 children will further develop their persuasive writing skills through the Autumn term persuasive unit in Year 6 'Persuasive leaflets' based on the canon book 'Cosmic'. A lot of the persuasive language techniques are transferable from a speech to a leaflet so they will be able to build on skills such as using rhetorical questions, puns</p>	
<p>Character/Wider Development ('50</p>	<p>Children should be given the opportunity to practise speaking and listening skills through holding live debates persuading others to their points of view or developing their verbal persuasive skills by creating pitches.</p>	

things', cultural capital, skills)

Where possible, link to your school's 50 themes – eg. A question and answer session with an MP or town planners to discuss the features of Pontefract that would persuade someone to visit, a visit to the Pontefract Museum, looking at artefacts and what they can tell us about life in the past. This would all link effectively with our themes of 'Culture' and 'Modern Britain'.



OVERVIEW OF TEACHING SEQUENCE

Key Facts/Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/ Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
Phase 1: Reading and analysing	<p>To identify the key features of a persuasive speech</p> <p>To analyse, compare and evaluate different persuasive speeches.</p>	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	<p><u>Genre specific:</u> Traction City Dwelling Municipal Darwinism 60 Minute war Valentine Persuade Mayor Population Community London Inhabit Reside Persuade Persuasion</p> <p>Ensure WAGOLLS contain suitably challenging vocabulary for y5/6 (See WAGOLLS on Trust shared).</p>	<p><u>GD:</u> Have access to WAGOLLS of persuasive speeches that have more challenging vocabulary in them and where vocab and grammar structures have been used purposefully and effectively to create the formal tone.</p> <p>Ensure that they can identify the effect different literary devices have on the reader and why the authors chose to use them where they did.</p> <p>Compare, evaluate and rank 3 or more persuasive speeches with detailed justifications.</p> <p><u>SEND:</u> Use texts with language that is accessible for their reading ability.</p>	<p>That a speech may involve more than one person in a dialogue.</p> <p>Show famous people conducting historical speeches from video clips and discuss the purpose of their speeches and the intended audience. What are they hoping to achieve from their speeches?</p>	<p><u>To identify the key features of a persuasive speech</u></p> <p>Read/watch two or more persuasive speeches (WAGOLLS on Trust drive) and discuss what a persuasive speech is, identifying its key text features. Create a VIP list to help write their own persuasive speech.</p> <p>Deepen the Moments: Suggest different reasons that someone might make a persuasive speech and identify who their intended audience might be.</p> <p><u>To compare and evaluate different persuasive speeches</u></p> <p>Use the VIP list created last lesson to analyse and compare several different speeches, identifying the strengths areas for development of each one.</p> <p>Deepen the Moment: Use your VIP list to edit and improve a section of the least effective speech that you have read so that it meets more of the VIPs.</p>

			Y5/6 Statutory spelling list word mats	Compare and evaluate two or more persuasive speeches.		
Phase 2: Planning and gathering ideas	<p>To research and make notes about London from 'Mortal Engines'.</p> <p>To make notes on the various reasons for living in London or a similar traction city</p> <p>To create a detailed plan for a persuasive speech to encourage people to 'Join London'.</p>	Noting and developing initial ideas, drawing on reading and research where necessary.	<p>Y5/6 Statutory spelling list word mats</p> <p>Persuasive speeches Vocabulary banks and sentence opener banks (see Trust shared)</p>	<p>GD: Children use their VIP list to ensure that they have planned opportunities to meet all the identified features. Have opportunities to discuss and debate the points on their plan and use the language of debate.</p> <p>Ensure the GD have provided evidence to support their points and have considered the cause and effect or impact certain actions would have.</p> <p>GD peer coaching to challenge and improve each others' plans. Thesaurus work.</p> <p>SEND: Children use word banks to support.</p> <p>Possible use of small group planning to enable discussion of ideas as support.</p>	<p>Children may have heard speeches which result in the orator shouting and in which the vocabulary and sentence structures lack formality. Ensure that in persuasive speeches, the children aim to keep the level of formality and may even use sentence opener sheets to support them.</p>	<p><u>To research and make notes about London from 'Mortal Engines'</u></p> <p>Use the relevant pages from the novel about London and possibly clips from the movie of Mortal Engines. Allow the children to write notes.</p> <p>Deepen the moment: Which city would you rather live in and why: London today or London in 'Mortal Engines'? Justify your choice.</p> <p><u>To make notes on the various reasons for living in London or a similar traction city</u></p> <p>Provide children with extracts and clips from the movie to help them make notes about the reasons someone would want to join the traction city of London. Give children time to discuss ideas and viewpoints of their own and research modern day London to further inspire ideas.</p> <p>Deepen the moment: Name three reasons a traction city is a better place to live than a land-based city.</p>

				SEN could sort 'points' on slips of paper into order of most persuasive to least to use on their plans.		<p>To create a detailed plan for a <u>persuasive speech to encourage people to 'Join London'</u>.</p> <p>Model to children how to complete the planning format that they started yesterday so that they have detailed notes for all the paragraphs, including the opening and concluding paragraph. Also provide opportunities to review the VIPs and plan opportunities to meet all the criteria.</p> <p>Deepen the moment: Describe the intended audience for your persuasive speech and what you hope to achieve from it.</p>
Phase 3: Drafting	<p>To draft the opening to my persuasive speech.</p> <p>To continue drafting my persuasive speech.</p> <p>To draft the conclusion of my persuasive speech.</p>	<p>(Recap) Parenthesis (brackets, commas, dashes)</p> <p>Formal vocabulary choices</p> <p>Cohesion (across paragraphs/fronted adverbials – making appropriate choices)</p>	<p>Y5/6 Statutory spelling list word mats</p> <p>Persuasive speech Vocabulary banks and sentence opener banks (see Trust shared)</p>	<p>GD: Children to use the VIP lists to continuously assess progress towards the key features throughout the drafting process. Children to have discussions as guided GD groups or 1:1 on</p> <p>Y6 GD skills such as cohesive devices, use of the subjunctive, passive sentence structures and achieving formality.</p>	<p>Children can sometimes try to write a lot in one sitting if they are excited about their ideas, but the quality can wane the further through they get.</p> <p>Aim to write a section a lesson but not continue to the next section until they have checked and edited. Use the WAGOLLS to model expectations of quality and amount.</p> <p>Ensure that they constantly refer to their plans whilst drafting. Children easily forget to</p>	<p>To draft the opening to my persuasive speech.</p> <p>To continue drafting my persuasive speech.</p> <p>To draft the conclusion of my persuasive speech.</p> <p>The activities for the above lessons should include careful analysis of the WAGOLLS on Trust shared and regular references to the planning format the children created. SPAG elements for whole class teaching should be identified through AfL from the class teacher.</p>

				<p>SEND: Children to have opportunities to discuss ideas before writing. Possible peer coaching opportunities. Use of vocabulary banks and sentence openers to support. Some may prefer to draft on ICT to aid the editing process.</p>	<p>use them and the quality of their writing dips.</p>	<p>Possible Deepen the Moments: What conclusion do you expect someone will draw after listening to your persuasive speech?</p> <p>What techniques have used in your writing to develop the formal tone?</p> <p>Practice performing parts of your speech out-loud to a friend and ask for feedback that you can use to improve that section.</p> <p>Explain how you want your audience to feel at the end of your speech – what would you link them to think and do as a result of your speech?</p>
Phase 4: Editing	<p>To edit my persuasive speech for spelling, punctuation and grammar.</p> <p>To edit my persuasive speech to include all the VIPs.</p>	<p>Assessing the effectiveness of their own and others' writing.</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Proof-read for spelling and punctuation errors</p>	<p>Y5/6 Statutory spelling list word mats</p> <p>Persuasive speech Vocabulary banks and sentence opener banks (see Trust shared)</p>	<p>GD: Children to coach and support each other in achieving all the VIPs. Teachers to model Y6 GD skills such as cohesive devices, use of the subjunctive, passive sentence structures and achieving formality. Discuss how effectively each other has used the devices.</p> <p>SEND: Ensure that SEND children spend a suitable amount of time editing 'the</p>	<p>Careful modelling of how to edit and even practising editing on a WABOLL (a poor version) is needed before children can do this to their own work.</p> <p>Children often read through or around their own errors, so coaching and peer work can be effective to not only support but hold each other to account.</p> <p>Ensure children have checklists they can use to support the editing process (See Trust shared)</p>	<p><u>To edit my persuasive speech for spelling, punctuation and grammar.</u></p> <p>Children should have the editing process modelled to them using a WABOLL. This may be done as a separate SPAG lesson to allow this lesson for applying those skills to their own text.</p> <p>Deepen the moment: Why is it important to edit the 'basics' of sentence structure, punctuation and grammar before the more complex writing skills?</p> <p><u>To edit my persuasive speech to include all the VIPs</u></p>

				<p>basics' – sentence structure and basic SPAG elements before attempting to enhance their texts with more complex devices. These skills may need further modelling for SEND</p>		<p>Once children have addressed editing the sentence basics from yesterday, they should edit to enhance their text so that it meets all the VIPs. AfL will determine which VIPs need further modelling for your class.</p> <p>Deepen the moment: What is cohesion? Explain with examples from your speech.</p>
<p>Phase 5: Publishing/ performing</p>	<p>To publish the final version of my persuasive speech.</p> <p>To perform my persuasive speech for an audience</p>			<p>SEND: Ensure correct letter formation and cursive handwriting, modelling where needed.</p>	<p>Children's handwriting can wane if they are writing for extended lengths of time, so it may be worth considering copying up the argument in different sittings or in handwriting time.</p> <p>Children may assume reading fast shows they are a competent reader. Model different aspects of performance skills so they know what they are aiming for, including how to slow down effectively and pause after key points.</p>	<p><u>To publish the final version of my persuasive speech.</u></p> <p>Give time for children to copy up their final draft.</p> <p>If possible, allow time for reading aloud and performing parts of their speeches to an audience.</p> <p><u>To perform my persuasive speech for an audience</u></p> <p>Give children time in pairs or small groups to rehearse their performance, proving feedback to each other on performance skills. Perform speeches out-loud either to a live audience or as an audio/video recording</p> <p><u>Deepen the Moment</u> Provide specific feedback to a friend on two or three performance skills that could improve their persuasive speech.</p>

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Context (big picture learning):

Children will learn that cities develop and transform over time as technology changes. They will understand more about the reasons someone may have for wanting to settle somewhere and how people can be persuaded to live in different locations. Children will understand the power persuasive speeches can have on an audience and change people's thinking.

Link to resources (Mortal Engines > English > Term 6 > Persuasive speech)

Folder name (Persuasive speech)

Week 1 L1-5

Week 2 L1-5

Week 3 L1-5

Week 4 L1-5

Week 5 L1-5

Week 6 L1-5

Week 7 L1-5

Knowledge Organiser – Year 5

English – Writing a Persuasive Speech

Context: To write a persuasive speech about visiting the traction city of London, based on our learning, research and the canon book, 'Mortal Engines'.

Year 6 VIPs for writing a Balanced Argument

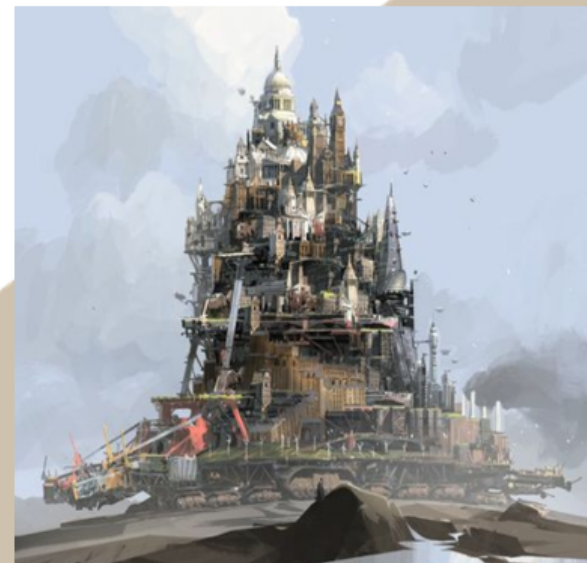
- Second person is the use of the pronouns 'you' and 'yours' as you are speaking directly to the reader.
- Present tense places an action or state of being in the current time.
- Persuasive tone – created through carefully chosen sentences structures and vocabulary.
- Rhetorical questions cause the reader to think and engage with the text directly.
- Play on words and puns create a playful, fun tone to aid the persuasive message.
- Facts and statistics are used to support persuasive points with evidence.
- Opinions and exaggeration to sway the reader to believe a particular viewpoint
- Themed, cohesive paragraphs ensure the ideas all fit well together and flow logically.
- Cohesive devices such as using pronouns to avoid the repetition of a noun are used to ensure writing flows.
- Fronted adverbials are words or phrases at the start of a sentence to modify the main clause.
- Varied sentence structures - change how you build sentences to create interest and aid cohesion.
- Relative clauses are clauses that describe a noun or pronoun and start with a relative pronoun: who, whose, whom, that, which.
- The full range of higher level punctuation : ; () - ... to mark boundaries between independent clauses

Fat Questions

Considering the changes cities have undergone in the last 100 years, what changes do you predict for the next 100 years? Will they improve our lives and how?

Why might someone want to live in a city such as London?

Why might a traction city be better than a land-based city?



Useful genre vocabulary

Traction

City

Dwelling

Municipal
Darwinism

60 Minute war

Valentine

Persuade

Mayor

Population

Community

London

Inhabit

Reside

Persuade

Persuasion

community

Knowledge Organiser – Year 6

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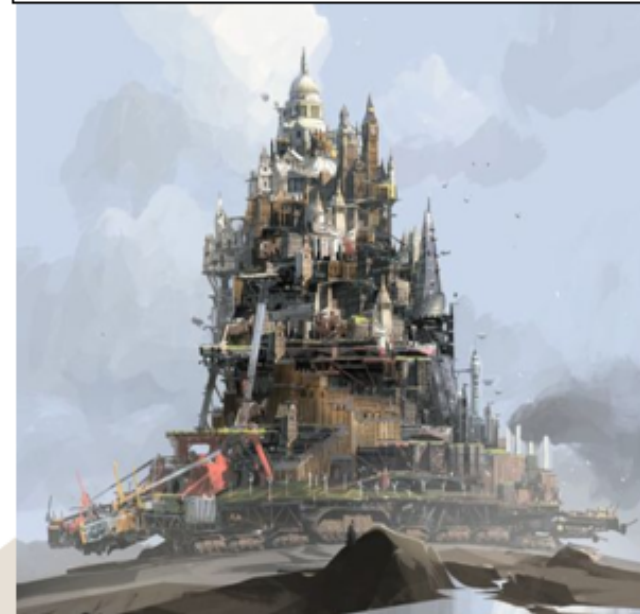
- Second person is the use of the pronouns 'you' and 'yours' as you are speaking directly to the reader.
- Present tense places an action or state of being in the current time.
- Persuasive tone – created through carefully chosen sentences structures and vocabulary.
- Rhetorical questions cause the reader to think and engage with the text directly.
- Play on words and puns create a playful, fun tone to aid the persuasive message.
- Figurative language such as alliteration (words starting with the same sound), onomatopoeia (words that make the sound they are describing – eg, 'crash') and rhyming words (that have the same sounds at the ends of the words).
- Facts and statistics are used to support persuasive points with evidence.
- Opinions and exaggeration to sway the reader to believe a particular viewpoint
- Themed, cohesive paragraphs ensure the ideas all fit well together and flow logically.
- Cohesive devices such as using pronouns to avoid the repetition of a noun are used to ensure writing flows.
- Fronted adverbials are words or phrases at the start of a sentence to modify the main clause.
- Parenthesis a word or phrase inserted as an explanation or afterthought, using (), , --
- Varied sentence structures - change how you build sentences to create interest and aid cohesion.
- Relative clauses are clauses that describe a noun or pronoun and start with a relative pronoun: who, whose, whom, that, which.
- The full range of higher level punctuation: ; () - ... to mark boundaries between independent clauses

Fat Questions

Considering the changes cities have undergone in the last 1000 years, what changes do you predict for the next 1000 years? How will they effect people's lives in those cities?

Which aspects of a city might persuade someone to settle there?

What advantages could a 'traction city' have over a land-dwelling city?



Useful genre vocabulary

Traction

City

Dwelling

Municipal
Darwinism

60 Minute war

Valentine

Persuade

Mayor

Population

Community

London

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