

Lesson	Teaching Overview	Weblinks/Resources
1 To identify the features of a persuasive speech	<p>Pupils are to be inspired by the 'real reason for writing' purpose of this task and the chance to take part in the performance competition itself. Share knowledge about the 4 areas of climate change seen in the video (Teachers may want to add in an additional lesson creating notes from the video, compiling research online and from real texts and/or interviewing experts to compile an information bank for pupils to use for the content of their writing as well as to boost background knowledge). Share images to relate to the 4 areas of focus: Recycling, Homes, Nature and Transport. Children are encouraged to choose one area to focus on in their speech. Reveal the texts which are examples of speeches written by Greta Thunberg and a Year 6 pupil. Identify text layout and language features for the texts to highlight how to style their writing. Establish their audience/purpose and formality. Children highlight these features in pairs using different coloured pens for language and layout. Model how the language creates the mood by performing each of the texts in a strong/weak manner. Extra task: identify how to develop strong sentence types and to use openers to organise their arguments.</p>	<p>Lesson 1 Resource Texts</p> <p>https://www.fridaysforfuture.org/</p>
2 To plan and organise ideas	<p>Remind children about the texts they looked at initially and share a list of shocking stats and facts that might link to their areas of writing. What is a shock tactic? Why must we be careful to avoid bias? Discuss the 'dos and don'ts' of writing to persuade. Ensure children know which area of focus they are writing about. As their audience is other children it is important to clarify the facts of climate change initially and then follow it up with examples of what we can do to make changes. Children are encouraged to organise their writing into the planning sheet (or an alternative) to formulate their text. Discuss the key features including putting the strongest argument first and summarising their main point in the summary section. Remind children of the importance of writing information as bullet points on the plan only. Create a class A-Z of vocabulary to support the next lesson (take from planning sheets)</p>	<p>Lesson 2 Planning your Speech Facts and Stats example Sheet Lesson 2-3 A-Z of Vocabulary</p>
3 Write in an effective persuasive style	<p>Remind children of how to use the ideas from the plan to create a focused list of ideas to ensure cohesion in their writing. How will they incorporate the ideas from their planning and the language features of the text type to effectively collate a text? Spend time structuring sentences in draft before starting to write their arguments. Write two paragraphs only focusing on the introduction and second paragraph. Take a break to read each other's texts and magpie ideas. Leave peer feedback to highlight the successes and areas for improvement. Pause to reflect on how much of the success check they have completed.</p>	<p>Success Check List Lesson 2-3 A-Z of Vocabulary (filled in by teacher and copied)</p>
4 Evaluate paragraphing and text structure	<p>Spend this final session writing the second two paragraphs and focusing on the conclusion, putting clearly what they want to happen and what they want people and politicians to do to ensure changes. Take time to read their written work aloud, on their own initially, then to a partner or small group. What do they notice when they read it aloud? What changes do they perhaps need to make? Carry out your usual editing process to ensure accuracies and consider re-drafting if this is their usual practice. Take time to perform to the school, community or in public to cement the idea of writing for a real reason.</p>	<p>Editing and Review Sheet</p>