

# Unit 1 Persuasive Writing: Animal rights

## Summary and context

The objectives for the three lessons are taken from the text and sentence level strands, Y5 T3. The material also lends itself to use in Y6 T2.

Prior to the three lessons, the Y5 class had investigated the features of persuasive texts, using letters and materials from published schemes.

The focus of the lessons was to use a structured approach to produce a piece of persuasive writing, applying features of the genre. A specific topic, familiar to the children, was selected. However, teachers could adapt this structure to match a curriculum area of their choice.

There is an opportunity to use drama/role-play as a stimulus to promote discussion and to develop ideas. The role-play element of lesson 1 could be done prior to the actual lesson.

## Overview of objectives

Target statements for writing	NLS Framework objectives
<b>Style: sentence construction</b>	
<ul style="list-style-type: none"> <li>Adapt or rearrange sentences in relationship to persuasive texts, using subordinate clauses to add information, to give reasons and to explain.</li> </ul>	Y5 T3 S6
<ul style="list-style-type: none"> <li>Write complex sentences, selecting and using a wide range of subordinators.</li> </ul>	Y5 T3 S2
<b>Style: language effects</b>	
<ul style="list-style-type: none"> <li>Use well-chosen phrases and vocabulary to engage the reader.</li> </ul>	Y4 T3 S4
<ul style="list-style-type: none"> <li>Use appropriate grammatical features for different text types.</li> </ul>	Y5 T1 S1
<b>Purpose and organisation</b>	
<ul style="list-style-type: none"> <li>Draw writing, both narrative and non-fiction forms, towards a defined conclusion.</li> </ul>	Y4 T3 T21
<ul style="list-style-type: none"> <li>Use a repertoire of causal and logical connectives as well as those that signal time, e.g. <i>however, therefore, next, meanwhile</i>.</li> </ul>	Y4 T3 T23
<ul style="list-style-type: none"> <li>In non-fiction, elaborate the basic structure of text types in order to make writing more effective in relation to audience and purpose.</li> </ul>	Y5 T3 T17 Y5 T3 T19

### **Outcomes**

- To be able to use the features of persuasive writing in a piece of independent writing.
- To present speech to an audience.

### **Homework**

- To extend vocabulary and use of emotive language.
- Activity: complete speech bubbles for two opposing interest groups – circus owner v. animal rights campaigner.

### **Resources**

- Text 1: Opening statements (attached)
- Text 2: 'Whose side are you on?' (attached)
- Text 3: to be cut up into separate statements (attached)
- Cool connectives (attached)
- Writing frame (attached)
- *Grammar for Writing* p.154 produced as a checklist
- It would be helpful to have a checklist of the key features of non-fiction text at levels 3, 4 and 5

# Unit 1 Persuasive Writing: Animal Rights

## Lesson 1

### Lesson objectives

- to construct an argument using note form or full text to persuade others of a point of view;
- to understand how writing can be adapted for different audiences and purposes.

### Shared whole class work

- Link with speaking and listening and drama. (See QCA publication *Speaking and Listening at KS1 and 2*.)
- Children given scenario that animal rights campaigners are protesting about the use of animals in visiting circus.
- Half of class take role of animal rights campaigners and the other half assume the role of circus owners.
- Children use whiteboards to make demonstration placards, e.g. 'Stop exploiting animals'.
- Teacher models changing phrases to sentences.
- In pairs, children change phrases to sentences.

### Key points to highlight

- Use of emotive language (link to previous lessons).
- Bias – making sure that the writer's view is woven strongly and persuasively throughout the argument.
- Making writing work for different purposes.

### Independent/guided work

#### Independent task

- Working in mixed ability pairs.

#### Guided task

- Keeping in role and working in pairs, pupils have a statement from the placard and two or three blank strips.
- Elaborate on initial statement – writing to extend and elaborate on key idea.
- Using whiteboards, children generate and record their ideas on strips of paper.

### Plenary

- Display statements and supporting evidence in 'For' and 'Against' columns.
- One pair of children from each of the opposing viewpoints to show and discuss the key statement giving additional evidence and comments.
- Whole class to evaluate effectiveness and persuasive style, e.g. use of emotive language, force, opinions and questions.

# Unit 1 Persuasive Writing: Animal Rights

## Lesson 2

### Lesson objectives

- to construct an argument to persuade others of a point of view;
- to use connectives to link clauses within sentences and to link sentences in longer texts.

### Shared whole class work

- Revise features of persuasive writing – listed in previous shared reading sessions. Use p.154 *Grammar for Writing* as prompt sheet.
- Draw attention to list of connectives. (See Cool connectives.)
- Generate frame for this argument. Statement to open will be different depending on viewpoint. (See Writing frame and Text 1: Opening statements.)
- Shared writing: write a speech for a public hearing.
- Model using connectives.

### Key points to highlight

Features of persuasive text

- simple present tense;
- mainly logical, e.g. *this shows, however, because;*
- arguments often in the form of points plus elaboration.

Link clauses and sentences using connectives to write complex sentences.

Use a writing frame to support writing.

### Independent/guided work

#### Independent task

General task:

- Children work individually collecting and sorting ideas to use on the frame. Then they begin writing the speech.

#### Guided task

Extension task:

- Guided Writing: Teacher has photocopied compilation of lesson 1's ideas on separate 'For' and 'Against' sheets. Work with extension group to sort and organise existing ideas from sheets, adding to them, colour coding for different paragraphs.

Focus group:

- Work with additional adult, using a frame to generate a persuasive speech. Additional adult acts as scribe.

**Plenary**

- Evaluate opening sentences.
- Write on whiteboard. Evaluate sentences, e.g. use of connectives and clauses. Improve sentences.

# Unit 1 Persuasive Writing: Animal Rights

## Lesson 3

### Lesson objectives

- to construct an argument to persuade others of a point of view;
- to use connectives to link clauses and sentences (see pp.130–1 *Grammar for Writing*);
- to investigate clauses.

### Shared whole class work

- Use teacher-constructed sentences or examples from children's work to show how connectives could be used to make more complex sentences.
- Use a sentence from a text earlier in the week to investigate clauses.
- Remind class of suitable endings.

### Key points to highlight

- Edit to improve sentence structure.

### Independent/guided work

#### Independent task

General task:

- Children complete their speeches from previous lessons, using non-fiction checklists level 4 and 5.
- Use response partner.

Extension task:

- Highlight places to use expression, intonation, etc., in preparation for presentation.

#### Guided task

- Teacher works with chosen group to re-read work so far and further develop text.
- Additional adult continues to work with focus group, making sure sentences make sense and practising use of simple connectives.

#### Plenary

- More able children read their speeches.
- Whole class choose an effective sentence. Discuss.
- Evaluate general features of a persuasive text.

Extended writing time allowed for finishing speeches, preparing for public hearing and making placards.

# The National Literacy Strategy

## Year 5 Booster Units

# Unit 1 Persuasive Writing: Animal Rights

## Lesson 1 example

Teaching	Teaching and learning strategies
<p><b>Objectives</b></p> <p><b>Teacher:</b> <i>In this lesson we're going to investigate the use and structure of persuasive language. We are going to come up with ideas that will help us to write a persuasive speech later this week.</i></p>	
<p><b>Shared whole class work</b></p> <p><b>T:</b> <i>I want you to imagine that a group of animal rights campaigners have protested about the circus that has just arrived in your town. They claim that it is wrong to exploit animals in this way.</i></p>	
<p>Teacher in role as animal rights campaigner: <i>Ban the use of animals now! What right have you to humiliate animals in this way?</i></p>	<p>Teacher in role</p>
<p>Take points from children in role as circus owner.</p>	<p>Children in role</p>
<p><b>T:</b> <i>Now I'm going to ask half of you to take the role of circus owners and half of you to be animal rights campaigners. I want you to use your whiteboards to come up with a demonstration placard to use outside the town hall where a meeting has been called.</i></p> <p>Refer to Text 1: Opening statements.</p>	<p>In pairs – mixed ability</p> <p>Time out</p>
<p><b>T:</b> <i>Let's see what you've come up with.</i></p> <p>Lead feedback, e.g.:</p> <p><i>I like the way you've used short phrases/emotive language.</i></p> <p><i>Have you always told the truth? Why/why not?</i></p> <p><i>Can we think of any phrases that are even more expressive than ...?</i></p>	<p>Show me</p>
<p><b>T:</b> <i>What I want to do now is to use these phrases and these key ideas to make sentences that put our case more clearly. We will need to organise these passionate views into an argument. Let me give you an example:</i></p> <p><i>You said 'Stop exploiting animals!' We can expand this adding 'By treating animals in this way you are degrading them.'</i></p>	<p>Drama – alternately shout out protests/ points of view</p>

Teaching	Teaching and learning strategies
<p><b>Key points to highlight</b></p> <p><b>T:</b> <i>This is an example of how writing changes for different purposes. Short, snappy and emotive for a demonstration, more structured in sentences for a public speech.</i></p>	<p>Highlighting key points</p>
<p><b>Independent task</b></p> <p>General task: Hand out a strip of paper to each pair.</p> <p><b>T:</b> <i>You now have your strip of paper with a sentence on it. I want you to back this statement up with more ideas to develop your point of view. Look at this example on the flipchart:</i></p> <p>The animals are caged for long periods of time. <i>(Original strip)</i></p> <ol style="list-style-type: none"> <li>1. These poor creatures spend hour after hour locked in an unstimulating environment.</li> <li>2. How can anyone be so cruel as to confine these large animals in such small, tight spaces?</li> </ol> <p><i>Take your own sentences and two blank strips to develop your argument.</i></p> <p>Extension task: Give children extra strips to develop two or three statements if necessary.</p>	<p>Modelling</p>
<p><b>Guided task</b></p> <p>Focus group: Works with teacher to generate ideas. Teacher records group's ideas on strips. (Use whiteboards.)</p>	<p>Teacher models/ supports/scribes.</p>
<p><b>Plenary</b></p> <p><b>T:</b> <i>Let's have two pairs with opposite viewpoints. Blu-Tack your original statements here and add your supporting statements. Explain what you did.</i></p> <p><i>Can everyone see the link? Have they used any persuasive techniques? (emotive vocabulary, questions, exclamations). I would like everyone to display their strips in these 'For' and 'Against' columns.</i></p>	



# The National Literacy Strategy

## Year 5 Booster Units

# Unit 1 Persuasive Writing: Animal Rights

## Lesson 2 example

Teaching	Teaching and learning strategies
<p><b>Objectives</b></p> <p><b>Teacher:</b> We are going to use what we know about persuasive texts together with the material you generated yesterday, to write a winning speech for the public meeting (Animals Rights Campaigners versus Circus Owners). We are going to concentrate on using connectives to improve our writing.</p>	
<p><b>Shared whole class work</b></p>	
<p><b>T:</b> What do we need to remember when writing a persuasive text? Let's look at the checklist we made. We can also look at our prompt sheet. (p.154 Grammar for Writing)</p>	<p>Prompt sheets</p>
<p><b>T:</b> Remember we need to think about a range of sentences – some using the connectives we've investigated. (Cool connectives)</p>	<p>Time out (pairs) Whiteboards to come up with suggestions</p>
<p><b>T:</b> So, we're writing a speech to put forward our point of view – forcefully! How should we start if we are circus owner or if we are an animal rights campaigner? (Text 1: Opening statements)</p>	
<p><b>T:</b> Now, we need to think how our argument might develop, using some of our persuasive phrases and cool connectives. I'm going to suggest this – you can use this frame or adapt it slightly. (Writing frame)</p>	<p>Teacher models</p>
<p><b>T:</b> I am going to take the role of circus owner and begin to plan my speech, using the frame. Write: 'I am outraged by the proposal that the circus should not be allowed to have animals. I have owned a circus for twenty years.'</p>	<p>Teacher models</p>
<p><b>T:</b> Let's look at these two sentences. Can I incorporate the two – using <b>as</b> I could use it as a connective between the two sentences – or at the beginning. Which sounds best? Write: 'As a circus owner of twenty years, I am outraged...'</p>	

Teaching	Teaching and learning strategies
<p><b>T:</b> <i>Why is 'outraged' better than 'upset'?</i> Continue to model writing and suggest linking some sentences.</p> <p>Key points to highlight</p> <p><b>T:</b> <i>Can you see how we are following the frame for a persuasive text? (layout, tense).</i></p> <p><b>T:</b> <i>How have we used connectives?</i></p>	<p>Highlighting key points</p>
<p><b>Independent task</b></p> <p>General task:</p> <p><b>T:</b> <i>In your independent work, I want you to work individually, using the writing frame, the relevant opening for your character and the material we have available. I have photocopied everyone's statements from yesterday (and their supporting evidence). You'll need the sheet that matches your character – circus owner or campaigner. Remember to write some complex sentences to add interest to your writing. You want to convince people that you have thought this through carefully.</i></p>	<p>Sorting material Organising material Highlighting Colour coding</p>
<p><b>Guided task</b></p> <p><b>T:</b> <i>I am going to work with a group, sorting and organising existing ideas.</i></p> <p>An additional adult works with focus group, using the writing frame.</p>	<p>Scribing</p>
<p><b>Plenary</b></p> <p>Evaluate opening sentences.</p> <p><b>T:</b> <i>What are the best features of these sentences? Can we improve them in any way? Have they used connectives, clauses?</i></p>	<p>Improving</p>

# The National Literacy Strategy

## Year 5 Booster Units

# Unit 1 Persuasive Writing: Animal Rights

## Lesson 3 example

Teaching	Teaching and learning strategies
<p><b>Objectives</b></p> <p><b>Teacher:</b> <i>By the end of this lesson we should have written persuasive speeches with examples of emotive language, questions and complex sentences.</i></p>	
<p><b>Shared whole class work</b></p> <p><b>T:</b> <i>I've written some more sentences on the board since yesterday. But I'm not totally happy with them. Can you help me turn some of these simple sentences into complex ones?</i></p> <p>For example: 'The animals are well looked after. They are fed and groomed everyday. / The animals, fed and groomed every day,...'</p> <p><b>T:</b> <i>How can I link this sentence to the previous paragraph?</i></p> <p>Look at some ideas of sentences from texts used previously. Look at a sentence from half of the children. Can they be improved?</p> <p><b>T:</b> <i>As I work through the text I need to think of a good ending. Can anyone help?</i></p>	<p>Demonstration</p>
<p><b>Key points to highlight</b></p> <p>Sentence structure Improving work Emotive ending.</p>	<p>Highlighting key points</p>
<p><b>Independent task</b></p> <p>General task:</p> <p><b>T:</b> <i>I want you to work on finishing your speeches and concentrate on an emotive ending.</i></p> <p>Extension task:</p> <p>Children use checklist cards prepared by teacher to see if their work meets requirements of level 4/5. Children use response partner and prepare speech for presentation by highlighting where to use expression, etc.</p>	

**Teaching****Teaching and learning strategies****Guided task**

Teacher works with chosen group. Read work so far and further develop text to improve writing.

Additional adult continues to work with focus group, making sure sentences make sense and use at least one example of a connective to improve text.

Additional adult scribes

**Plenary**

Read speeches and evaluate.

Choose effective sentences.

**T:** *Have they followed the general features of a persuasive text?*

- Extended time needed for finishing speeches, making placards, preparing for and holding public hearing.
- A future lesson could be a discursive essay looking at both points of view.

## **Text 1: Opening statements**

### **Circus Owner**

We are outraged by the proposal that animals should be banned from circuses.

### **Animal Rights Campaigner**

We strongly believe that the use of animals in circuses should be banned.

## Text 2

### Whose side are you on?

The animals have been taken out of their natural environment.

We develop the animals to their full potential.

Acting for an audience takes away the animal's dignity.

The animals are happy and contented.

The circus would still exist without animals.

The animals are caged for long periods of time.

The animals have first-class care and attention – they are part of our family.

Our livelihood depends on the circus having animals.

### Text 3: to be cut up into separate statements

The animals have been taken out of their natural environment.



We develop the animals to their full potential.



Acting for an audience takes away the animal's dignity.



The animals are happy and contented.



The circus would still exist without animals.



The animals are caged for long periods of time.



The animals have first-class care and attention – they are part of our family.



Our livelihood depends on the circus having animals.

## Cool connectives

### Causal

because  
therefore  
thus  
so  
as a result  
consequently  
thanks to  
then  
in view of

### Temporal

then  
next  
in due course  
up to that time  
before  
at first  
to begin with  
meanwhile  
at the same time

### Contradicting

but  
on the other hand  
against that  
instead

### Contrasting

however  
yet  
nevertheless  
in contrast

### Referring back

the above  
those

### Referring forwards

as follows  
the following  
in this way



## Writing frame

Opening statement:

Firstly, a major concern/reason is...

Secondly,...

A further point is that...

In conclusion...

Remember to use:

- connectives
- emotive language
- an appeal to the listener, e.g. a question or exclamation.