

Unit 2 Persuasive Writing: The Three Little Pigs

Summary and context

The main aim of this unit is to allow children to explore points of view in writing and how points of view can influence the reader. Through these lessons, the children investigate opinion, fact, bias, ambiguity and half-truth.

By the end of the unit, the children can produce a version of an event, from a set character's point of view. A model frame, produced in shared writing, will enable the children to use persuasive techniques in their own independent work.

The text selected in this instance was *The True Story of the Three Little Pigs* by Jan Scieszka. This is a story told from the point of view of the wolf as a parody of the traditional tale of *The Three Little Pigs*, a tale the children were familiar with. Any familiar tale could be used to promote children's exploration of a character's point of view, leading to discussion and persuasive writing.

Overview of objectives

Target statements for writing	NLS Framework objectives
<p>Style: sentence construction</p> <ul style="list-style-type: none"> Adapt or rearrange sentences in relation to text type, using subordinate clauses to add information, to give reasons and to explain. 	Y5 T3 S2
<p>Style: language effects</p> <ul style="list-style-type: none"> Use appropriate grammatical features for different text types. 	Y5 T3 S2
<p>Purpose and organisation</p> <ul style="list-style-type: none"> Use a repertoire of causal and logical connectives as well as those that signal time, e.g. <i>however, therefore, next, meanwhile</i>. Interest the reader through, for instance, including the narrator's viewpoint, the use of humour, gaining suspense through delay, or use of specific detail. 	Y5 T3 S7 Y5 T3 T2 Y5 T3 T17
<p>Process</p> <ul style="list-style-type: none"> Edit in relation to audience and purpose, enhancing or deleting, justifying choices. Map text structure and lines of development. 	Y5 T3 T3 Y5 T3 T13

Outcomes

- To explore point of view and how that can influence the reader.
- To construct an argument, to persuade others of a point of view.

Homework

- Teachers will need to supply discussion texts containing persuasive language. Children look for ambiguity, half-truth and bias.

Suggested text

The True Story of the Three Little Pigs, Jon Scieszka (Puffin)

Letter written to the Big Bad Wolf by a solicitor representing Little Red Riding Hood taken from *The Jolly Postman*, Janet and Allan Ahlberg (Puffin)

Resources

- The opening of *The True Story of the Three Little Pigs*
- Whiteboards and dry-wipe pens
- *Daily Pig* (attached) or an article written from a character's point of view
- Questions on *Daily Pig* article written by Piggy Trotter (attached)
- Individual copies of article used in shared work for children's use
- Flashcards containing words on, and definitions of, *ambiguity*, *half-truth*, *bias* and *opinion*
- Extracts from discussion texts containing persuasive language (for homework)
- Selection of stories which will offer the children the opportunity to investigate a range of points of view

Unit 2 Persuasive Writing: The Three Little Pigs

Lesson 1

Lesson objectives

- to understand how writing can be adapted for different audiences and purposes;
- to identify the point of view from which a story is told;
- to compare writing which persuades;
- to examine the use of ambiguity, half-truth and bias.

Shared whole class work

Shared reading

- Discuss the story of *The Three Little Pigs*.
- Read the beginning of *The True Story of the Three Little Pigs*.
- Compare both versions.
- Identify the 'voice' in *The True Story of the Three Little Pigs*. List its modes of persuasion.

Sentence level

- Identify how sentences have been constructed for the purpose of persuasion.
- Select one or two sentences and extend.

Key points to highlight

- Writing is adapted for the purpose of the content.
- An author or narrator's point of view can affect our opinions.
- Writing can be persuasive. Points of view can influence the reader.

Independent/guided work

Independent task

General task:

- Read an imaginary letter in order to explore how the writer achieves a sense of formality to influence the reaction of the reader.

Guided task

- Continue to read the story started in shared reading. Investigate a point of view, identifying and listing the language effects used.

Plenary

- Clarify definitions of the following words: ambiguity, half-truth, bias and opinion.
- Children to present the outcomes of their independent investigations.
- Complete reading of *The True Story of the Three Little Pigs* and look for examples of ambiguity, half-truth, bias and opinion.

Unit 2 Persuasive Writing: The Three Little Pigs

Lesson 2

Lesson objectives

- to understand how writing can be adapted for different audiences and purposes. Note use of vocabulary and sentence structure;
- to change point of view, look at a situation from another point of view: a different character or perspective;
- to compare writing which persuades;
- to examine the use of ambiguity, half-truth and bias.

Shared whole class work

- Recap on previous lesson.
- Refer to words and definitions written on flashcards that were used in the previous lesson.
- Put up *Daily Pig* article on OHP and read together; children to identify point of view, highlight evidence.
- Identify audience and purpose in article. Discuss sentence construction. Note use of vocabulary.

Key points to highlight

- Select vocabulary to interest and catch the attention of the reader.
- Are you using opinions, ambiguity, bias or half-truth?
- Take different viewpoints when you've decided whom you are trying to persuade.

Independent/guided work

Independent task

- Read and compare article with the wolf's version of events.
- Discuss points of view. Compare sentence construction. Express personal preference with evidence from what has been read. Put forward own point of view.

Guided task

Focus group:

- Read a newspaper article and discuss the language effects using a framework of prepared questions.

Plenary

- Evaluate the article from questions framework. How effective was the article?

Unit 2 Persuasive Writing: The Three Little Pigs

Lesson 3

Lesson objectives

- to use connectives to link clauses within sentences and to link sentences in longer texts;
- to change point of view – describe a situation from another perspective or from another character’s point of view;
- to construct an argument to persuade others of a point of view.

Shared whole class work

Sentence level

- Identify the features of connectives. Examine sentences with connectives (highlighted in bold print).
- As a class, collect words or phrases that can be used to link sentences.

Shared writing

- Refer to lesson 1 and 2 objectives and link with today’s writing objectives.
- Write a first person account of an event using children’s ideas and justifying choices.

Key points to highlight

- Words and phrases which can be used to link points and sentences.
- When writing from a particular point of view, it is important to persuade the reader that your version is the true version.

Independent/guided work

Independent task

- Write from the Third Little Pig’s point of view.

Guided task

- Write from Mother Pig’s point of view.

Plenary

- Read and evaluate a child’s account.

The National Literacy Strategy

Year 5 Booster Units

Unit 2 Persuasive Writing: The Three Little Pigs

Lesson 1 example

Teaching	Teaching and learning strategies
<p>Objectives</p> <p>Teacher: <i>Today we are going to investigate how we write from different viewpoints. First I want us to discuss the story of The Three Little Pigs. Then we will need an account of the events of the story from the viewpoint of the Wolf.</i></p>	
<p>Shared whole class work</p>	
<p>T: <i>T: Let's remind ourselves of the story of The Three Little Pigs. Emphasise that the traditional story is told from the point of view of the pigs</i></p>	<p>Recap through direct questions and invitation to contribute</p>
<p>T: <i>Now we are going to read together the beginning of The True Story of the Three Little Pigs. Shared reading.</i></p>	<p>Clarify ideas</p>
<p>T: <i>Remember, the author writes the story and the narrator is the voice. Check that children are clear that the voice/narrator is the wolf.</i></p>	<p>Time out in pairs Listing key ideas</p>
<p>T: <i>I want you to list the ways the wolf tries to make us believe his point of view. How does he try to gain our confidence and trust? Discuss with a partner. Include:</i></p> <ul style="list-style-type: none"> ■ <i>how the wolf uses evidence and reason;</i> ■ <i>how he captures the reader's interest;</i> ■ <i>how he leads the reader to believe that what he says is agreed by everyone;</i> ■ <i>how he sounds friendly;</i> ■ <i>how he 'tugs at the heart strings'.</i> 	<p>Discussion and feedback – giving reasons for views</p>
<p>T: <i>How does the wolf try to turn the traditional tale on its head? Do we believe him? If so, why? Has the wolf – the narrator – affected how we view the events of the traditional tale? Which parts of the story, if any, could begin to influence your view? Could what he is saying be true?</i></p>	

Teaching	Teaching and learning strategies
<p>T: Look at the sentences in the extract. What do we notice about the length of each sentence? The sentences are short.</p> <p>T: The sentences are short. Why do you think this is so?</p> <p>T: Who is the wolf's audience? What is the purpose of his version of events? The sentences are direct.</p> <p>T: Look for language used that is persuasive.</p> <p>T: Now we are going to select one of the sentences in the extract. We are going to extend the sentence, we are going to add more detail. With children extend sentence and write up.</p> <p>T: Is this sentence we have written effective? Would our extended sentence suit the wolf's purpose?</p> <p>T: An author or narrator's point of view can affect our opinions. We change the style of the writing to make the reader see an event 'our way'.</p>	<p>Text marking and note making</p> <p>Highlighting key points</p>
<p>Independent task General task: T: Read the letter written to the Big Bad Wolf from a solicitor representing Little Red Riding Hood (from <i>The Jolly Postman</i> by Janet and Allan Ahlberg). Mark where the writer is using words and phrases to convince the reader of the seriousness of the situation. With a partner, discuss and choose three of your examples. Write some notes that will help you explain why you chose them (to be used in the plenary).</p>	<p>Paired discussion</p> <p>Note making Preparation</p>
<p>Guided task Continue to read the story started in shared reading. Children point out how the wolf continues to try to persuade the reader that his version is true. Children state whether or not they believe the wolf, quoting four examples of language that support their opinion. Annotate text.</p>	<p>Investigate through discussion and questions</p>
<p>Plenary T: We are going to read the following four words and then read the definitions for them. Opinion, ambiguity, half-truth and bias.</p>	<p>Silent reading to recap</p>

Teaching	Teaching and learning strategies
<p>T: Now we are going to complete the reading of The True Story of the Three Little Pigs. Read.</p>	
<p>T: Remember your reading of the definitions. Let's start with 'opinion'. Whose opinion is given in this story? Take responses. Teacher selects some of the pairs from independent work to present their explanations.</p>	<p>Offering opinion</p> <p>Presenting ideas</p>
<p>T: I want you to think about why writers use opinion, half-truth, ambiguity and bias. When would you use each of them? What would you be trying to do? Trying to get the reader on your side. Using humour. Drawing the reader along. Sounding friendly. Making your opinion sound attractive.</p>	<p>Teacher evaluating – modelling response</p> <p>Reference to prior learning</p>
<p>Homework</p> <p>T: Here is an extract I want you to read. Highlight persuasive language. Look for ambiguity, half-truth and bias.</p>	

The National Literacy Strategy

Year 5 Booster Units

Unit 2 Persuasive Writing: The Three Little Pigs

Lesson 2 example

Teaching	Teaching and learning strategies
<p>Objectives</p> <p>Teacher: <i>Today we are going to read an article written for a newspaper. The article was written after the verdict was announced from the trial of the wolf. We are going to explore point of view, persuasive language and how writing is adapted for different audiences.</i></p>	<p>Recap objectives</p>
<p>Shared whole class work</p>	
<p>T: <i>Yesterday we read the wolf's version of events of the story of The Three Little Pigs. His version tried to persuade us that he was the innocent party. He wanted to influence us, so he tried to make the writing very persuasive.</i></p>	
<p>T: <i>Let's read the words and definitions we discussed in yesterday's plenary. We may want to consider these words when looking at the article we are going to read today. Put up the article by Piggy Trotter on OHP.</i></p>	<p>Recall key points using 'definition cards' Teacher demonstrating</p>
<p>T: <i>Where would an article like this appear? Is the purpose of the article to inform or persuade?</i> Discuss responses.</p>	
<p>T: <i>Let's read this article; we will stop at various points to discuss it.</i> Read together.</p>	
<p>T: <i>Whose opinion is put forward in this article? How do we know?</i> Give each child their own copy of the article.</p>	<p>Time out in pairs</p>
<p>T: <i>With a partner I want you to look at the article and see if there are any examples of ambiguity, half-truth or bias. Highlight any examples.</i></p>	
<p>T: <i>Can you share with the class what you have found?</i> Take responses.</p>	

Teaching	Teaching and learning strategies
<p>T: <i>What is the purpose of this article? Who is the author's intended audience? What do we notice about the length of sentences?</i></p> <p>T: <i>Look at the first paragraph. What do we learn from the last section: 'As the verdict...shared by many'? In the second paragraph, what is the meaning of 'At last justice has been exercised!'?</i></p> <p>T: <i>Vocabulary has been selected to interest and catch the attention of the reader. Different viewpoints can be used to persuade. An event or situation can be explored from different characters' points of view.</i></p>	<p>Highlighting key points</p>
<p>Independent task</p> <p>T: <i>Re-read the article by Piggy Trotter. Make comparisons between the article and A. Wolf's version of what happened. Does Piggy agree with the wolf's account? How does the writing in the article differ?</i></p> <p>Sentences longer and more complex. Different viewpoint.</p> <p>In groups of three or four, children discuss whose version they believe. Children mark text, identifying where the same incident is recorded in both texts. Children also mark the words or phrases that help to lead the reader to take a view.</p>	<p>Backing up with evidence from text</p> <p>Discussion Text marking Comparing text</p>
<p>Guided task</p> <p>Focus group:</p> <p>T: <i>Re-read Piggy Trotter's article, discuss the article using the list of questions (attached) as a guide. Note down brief answers to each question.</i></p>	<p>Responding to questions on the text</p> <p>Teacher modelling note making – leading children to make their own notes</p> <p>Making notes on the text</p>
<p>Plenary</p> <p>Put up the article on the OHP.</p> <p>T: <i>Let's look at these questions. Does the article contain facts? Does it contain opinions? If it contains more than one opinion, who do these opinions belong to?</i></p> <p>Take responses.</p> <p>T: <i>Let's compare today's article with the wolf's version. Do we believe one particular viewpoint? Why?</i></p> <p>Lead children to discuss whose viewpoint they believe. Their views should be backed up with evidence.</p>	<p>Comparing evidence</p> <p>Using evidence to support an opinion</p> <p>Expressing a viewpoint</p>

Unit 2 Persuasive Writing: The Three Little Pigs

Lesson 3 example

Teaching	Teaching and learning strategies
<p>Objectives</p> <p>T: <i>We are going to look at words and phrases that can be used to link sentences. In shared writing we are going to plan a version of the events in the story of The Three Little Pigs, from another character's point of view.</i></p>	<p>Clarify objectives</p>
<p>Shared whole class work</p> <p>Put up the word 'connective' on OHP.</p> <p>T: <i>What do we mean by the word 'connective'?</i></p> <p>Gather answers.</p> <p>T: <i>A connective is a word or phrase used to link clauses or sentences. Connectives can be conjunctions, e.g. but, when, because, or connecting adverbs, e.g. however, then, because.</i></p> <p>T: <i>With a partner I want you to write down connectives you have used in your writing.</i></p> <p>Give a few minutes for this.</p> <p>T: <i>We are going to list the connectives you have come up with.</i></p> <p>Scribe as children give ideas.</p> <p>T: <i>Look at these sentences I have written; what are the words in bold?</i></p> <p>Connectives.</p> <p>T: <i>Do we have these words in bold on our list? If not, add them to the list.</i></p>	<p>Time out in pairs</p> <p>Listing</p>
<p>The list compiled should be clearly displayed for the children to refer to during the shared writing and independent activities.</p> <p>Remind children of work completed in lessons 1 and 2.</p> <p>Build upon this learning.</p>	<p>Recall prior learning</p>
<p>T: <i>Now we are going to write the events of The Three Little Pigs, from another person's point of view. We are going to write about what happened to the First Little Pig and his home, from his neighbour's point of view. This is going to be an account of what the neighbour saw.</i></p>	

Teaching**Teaching and learning strategies**

Whilst we are writing I want you to refer to the list of connectives we have made together. We can use these connectives when linking our sentences. Now let's set the scene.

The neighbour must be somewhere in their home or garden in order for them to see what happens.

We need to decide if the neighbour favours the First Little Pig's version or the wolf's version.

Make a decision.

T: *Give me your ideas. I will scribe down your account as we go.*

Keep the children focused.

Teacher scribing and explaining decisions
Evaluating ideas

T: *Let's read back over what we have written. Is the account based on fact or opinion? It is mainly factual but it is definitely from a particular point of view.*

Re-reading to check effect and meaning

T: *When we are writing there are a variety of words and phrases we can use when linking sentences. When writing a version or an account of an event it has to be from a particular point of view. If you want the reader to believe your version, then the writing has to be persuasive.*

Highlighting key points

Independent task

Children write a version from the Third Little Pig's point of view.

Guided task

T: *Write from Mother Pig's point of view. Firstly, discuss how Mother Pig must have felt when she heard the news of what the wolf had done.*

How did she hear about it?

Where was she when she heard?

How did she feel?

Plenary

T: *Remember, the focus for today's lesson was to persuade readers that your version of an event was true. I also wanted you to refer to the list of connectives when writing, in order to use a variety of words to link your sentences.*

Select a child to read their account of events from Mother Pig's point of view.

Presentation

T: *How persuasive is this piece of writing? What elements of the account do we agree with or disagree with? Can we identify connectives used? (List these.) Is there a variety? Could we suggest more suitable connectives? Writing can be more interesting, depending upon connectives. Writing can also be improved by the way they are used.*

Daily Pig

Wednesday 22 November

By Piggy Trotter

VERDICT - GUILTY!

The jury at Durham Crown Court announced their verdict at the end of the trial of A. Wolf (he prefers to be FONDLY known as Al). Al was found guilty of the harassment of the Three Little Pigs. As the verdict was announced an overwhelming cheer echoed around the courtroom. Oinks of sheer delight were shared by many.

The prosecution team, led by Piggy Parker, were delighted by the result. Miss Parker declared, "At last justice has been exercised!"

The innocent, harmless pigs won the day. The scoundrel, Al, will now be punished for his unscrupulous, wolfish behaviour. "Revenge is sweet," snorted Miss Pig, with glee!

The defence team, led by Foxy Ramsey, were immensely disappointed by the outcome. Foxy Ramsey issued the following statement, "A great injustice has been bestowed upon our client. Mr. Al is devastated by the result."

The defence team were jeered at as they left the courtroom. One person in the courtroom referred to them as a 'pack of liars'. They were extremely subdued as they retreated to their den. What little hope they had of victory, was now gone. They never really had a strong case. Mr. A. Wolf was quite obviously guilty. It was clearly evident that he was determined to ruin the lives of the peace-loving pigs. During the trial 'Al' tried to portray himself as a caring soul. He claimed he only wanted to borrow a cup of sugar from the pigs. (What a sweetie!)

Whilst giving evidence, he said that, the Pigs' homes were destroyed by his uncontrollable sneezing. Mr. A. Wolf claimed that he had a terrible cold. He wanted us to believe that as he approached the homes of the Pigs, his nose

twitched and before he could say, "Bless me," he sneezed, puff, down fell the houses.

Has Mr. Wolf heard of 'Beechams Cold Capsules'?

Judge Porky Panting beamed with joy as the verdict was announced. He thanked the foreman of the jury and then sentenced A. Wolf to 7 years. He issued a warning to all would-be pig stalkers. He said that pigs must be allowed to live life without harassment. He warned wolves to beware.

"Any wolf out there," he cried, "who wants a cup of sugar, should do what any other decent animal would do – go to the local SUPERMARKET!"

And so oink all of us!

Questions on *Daily Pig* article written by Piggy Trotter

1. Does Piggy Trotter write an unbiased account of the events of Mr. A. Wolf's trial?
2. Is there any evidence that indicates how Piggy Trotter feels about the verdict? List your findings.
3. List all of the adjectives that are used to describe Mr. A. Wolf.
4. Does Piggy Trotter like Mr. Wolf? How do you know?
5. Do you think Piggy Trotter believes him?
6. Do you think Piggy Trotter joined in with the 'Oinks of sheer delight'?
7. What is the meaning of 'they retreated to their den'?
8. At the end of the article is there any sympathy for the wolf? If not, how do you know?
9. Write the definitions for the following words:

ambiguity
half-truth
bias.

Use a dictionary to help you.

Oink, oink to success!