

Blue text shows success criteria used across the 3 week unit. Yellow highlighted text is from National Curriculum,

Reading:

I can retell part of a leaflet from memory. I know the features of a persuasive leaflet. (discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar)

I can 'notice and define' new words (teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary).

I can read around a new word to help me work out its meaning

I can 'reuse' new words (checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context)

I understand how non-fiction texts are organised (identifying how language, structure, and presentation contribute to meaning)

I can retrieve information from non-fiction texts (retrieve and record information from non-fiction)

I can summarise information

Drama

I can prepare a play script to read aloud and to perform (pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama)

I can use my voice expressively (preparing play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action)

Composition:

I can show the teacher what I already know about writing a persuasive leaflet

I can use subheadings to organise my writing (learn the conventions of different types of writing) (in non-narrative material, using simple organisational devices [for example, headings and sub-headings])

I can plan and write paragraphs around a key idea (organising paragraphs around a theme)

I can 'reuse' new words (... progressively building a varied and rich vocabulary)

I can tell a friend what they did well and suggest improvements (evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements)

Vocabulary, grammar and punctuation

I can use a wide variety of prepositions

I can use commands to persuade

I can write a compound sentence

I can use capital letters for proper nouns.

UNIT: Persuasive leaflet/information leaflet

MODEL TEXT: i360 leaflet

Notes about specific groups within the class:						
Session	LO/Success Criteria	Daily sentence/word game (fun, playful)	Direct teaching	Independent activities	Guided activities	Plenary
Phase one: get to know the model text						
1	I can show the teacher what I already know about writing a persuasive leaflet	<p>Playful warm up: Guess the slogan – look at the front cover of the i360 leaflet (attached).</p> <p>What is a slogan? (a very short and striking phrase, often used in adverts) What is the slogan on this leaflet? Do you know any slogans? What makes a good slogan?</p> <p>Try guessing some very famous slogans (see lesson 1 presentation)</p>	<p>Hook the class Look at a range of leaflets that promote places to visit (there are a few scanned examples attached). What are these? Where do you find them? What are they for? (Spend some time with this question because it is not straight forward. Leaflets can advertise the attraction but also act as a guide and give essential information. What is your favourite one? Why? Have you already seen an idea you may steal?</p> <p>Introduce the idea that – over the next two lessons – children are going to create a leaflet about their own adventure park (think zoo or theme park). Look at slides 9 and 10 in the presentation. I'd like to find out what you already know about writing a leaflet.</p> <p>Give children time to work through the planning sheet (attached) – generating ideas and collecting ideas from other leaflets if they wish.</p> <p>Great Depth opportunity – there may be writers in the class who do not need the structure of the planning sheet. These writers can create their own structure as they plan.</p>			<p>Shared writing Agree on a class definition of what a slogan is. Scribe it for the class.</p> <p>Add it to the washing line.</p> <p>Share some slogans the children have created today.</p> <p>Scribe them and Add them to washing line</p>



2	I can show the teacher what I already know about writing a persuasive leaflet	<p>Playful warm up: 'Say a summary' – look at the 'summary' part of our class model leaflet (see lesson 2 PowerPoint)</p> <p>Look at the slides for Flamingoland and Diggerland. Can you think of one full sentence that would describe a day out here?</p> <p>Shared writing: Scribe one or two of the children's summary sentences and add to the washing line.</p>	<p>Extended writing time for cold tasks.</p> <p>Children write a three panel (or column) leaflet following the structure of the plan they created yesterday. They could organise their leaflet this way:</p> <table border="1" data-bbox="842 427 1850 707"> <tr> <td data-bbox="842 427 1178 512">Name of your adventure park</td> <td data-bbox="1178 427 1514 512">Description of two activities</td> <td data-bbox="1514 427 1850 512">Description of two special events</td> </tr> <tr> <td data-bbox="842 512 1178 571">Slogan</td> <td data-bbox="1178 512 1514 571"></td> <td data-bbox="1514 512 1850 571"></td> </tr> <tr> <td data-bbox="842 571 1178 707">Summary of the day out in one sentence</td> <td data-bbox="1178 571 1514 707"></td> <td data-bbox="1514 571 1850 707"></td> </tr> </table> <p>GD opportunity – some writers may need more freedom to design and write their leaflet in different ways.</p> <p>Assess these and consider targets – adapt planning to meet needs of the class</p>	Name of your adventure park	Description of two activities	Description of two special events	Slogan			Summary of the day out in one sentence			<p>Read the model text or learn parts of it using a class generated text map.</p> <p>Today, you could try learning the title, slogan and summary sentence of the model text.</p>
Name of your adventure park	Description of two activities	Description of two special events											
Slogan													
Summary of the day out in one sentence													



<p>3</p>	<p>Vocabulary work – first of a two part lesson</p> <p>I can “notice and define” new words</p> <p>I can read around a new word to help me work out its meaning.</p>	<p>Learn the text up to ‘...London Eye’:</p> <p>Walk on air BritishAirwaysi360.com</p> <p>Take to the skies and, creators of the London Eye.</p> <p>Notice it! Were there any words in the part of the text we have just said aloud that you did not understand? (enclosed, futuristic, viewing pod, conceived, designed, architects, creators)</p> <p>shared writing Scribe the words the children say on your new ‘Notice it, define it, reuse it’ flipchart sheet. This will form the start of a class collection of new words that you can build on as the unit progresses.</p>	<p>What does vocabulary mean? Which of these statements is true?</p> <ol style="list-style-type: none"> 1. Good readers understand every word they read. 2. Good readers notice new words and find out what they mean. 3. Good readers don’t need any help with new words. <p>Introduce today’s learning objective.</p> <p>On day one of this project, we talked about slogans. Let’s all take on a new slogan of our own: “Notice it, define it, reuse it.” When you don’t know a word, shout about it and celebrate it! You can find out what it means and your vocabulary will grow!</p> <p>Notice it! Text marking Stick copies of the model text in books. Ask children to text mark every word they are unsure about. ‘Notice it’ is a skill!</p> <p>Shared writing Read around one of the words the children have ‘noticed’. Under the visualiser, model using today’s “Notice it, define it, reuse it!” strips. Just the notice and define it boxes today!</p>	<p>Define it!</p> <p>There are three differentiated versions of the same task today – the only difference is the level of vocabulary involved.</p> <ol style="list-style-type: none"> 1. Put children in pairs to generate talk around new words. Each child needs a recording sheet made up of 5 ‘strips’ (attached). I would blow these up to A3. 2. Each pair needs a set of 10 tricky words and a set of 10 definitions (attached) 3. Ask children find the tricky words in the model text, read around the words and then match them with a given definition. 4. When children have matched words with definitions, they can write on their five ‘strips’. Because each child has five strips, all ten words will be used. They must fill in the ‘notice it’ and ‘define it’ boxes on each strip (attached in resources). They can work as a team on this. <p>Children will do the ‘reuse it’ part tomorrow – leave this blank!</p> <p>Example - pairs complete up to ten of these strips (5 each):</p> <table border="1" data-bbox="1279 1182 1877 1305"> <tr> <td rowspan="2">Notice it view</td> <td>Define it (What does it mean?) how far a person can see</td> </tr> <tr> <td>Reuse it (Use it in a sentence of your own)</td> </tr> </table>	Notice it view	Define it (What does it mean?) how far a person can see	Reuse it (Use it in a sentence of your own)	<p>Children can swap work and use the peer marking sheet to mark another pair’s work.</p> <p>Add some more words to the ‘Notice it, define it, reuse it’ flipchart sheet.</p>
Notice it view	Define it (What does it mean?) how far a person can see							
	Reuse it (Use it in a sentence of your own)							



4.	<p>Vocabulary work – second of a two part lesson</p> <p>I can 'reuse' new words</p>	<p>Learn the text up to '...and the Isle of Wight.':</p> <p>Walk on air BritishAirwaysi360.com</p> <p>Take to the skies and and the Isle of Wight.</p> <p>Warm up! With a partner, pick a word from the "Notice it, define it, reuse it!" flipchart. Make up a new sentence that has your word in it.</p> <p>Yesterday we noticed new words – something good readers always do!</p> <p>We also defined words. What does 'define' mean?</p> <p>What do you think we are learning about today?</p> <p>Introduce learning objective.</p>	<p>Today we are going to reuse our new words.</p> <p>What does the prefix 're' mean? (again)</p> <p>What does 'reuse' mean?</p> <p>Shared writing Show some of the 'new words' that have been 'noticed' on the screen. Also use images to support meaning. Orally make up new sentences reusing the new language (see lesson 4 presentation).</p> <p>"Let's think our whole sentence through carefully before write anything down."</p> <p>Under the visualiser... Teacher to scribe some of the children's new sentences using the empty 'reuse it' box on the recording sheet from the previous lesson.</p>	<p>Reuse it!</p> <p>Put children back in the same pairs as the previous session.</p> <p>As with the previous session, they have 5 (now partially completed) strips each.</p> <p>Decide if you are partner A or partner B.</p> <ol style="list-style-type: none"> Partner A, pick one of your strips from yesterday and think of a sentence to reuse your new word. Say your sentence to partner B – say the punctuation too. Partner B must help edit improve the sentence – still no writing yet! When both partners are happy with the sentence, partner A writes it onto the chosen strip. Swap roles! <p>In this way, children take it in turns to orally compose and then write sentences to reuse their tricky words.</p> <p>Example:</p> <table border="1" data-bbox="1272 1137 1874 1262"> <tr> <td rowspan="2" style="vertical-align: top;">Notice it view</td> <td>Define it (What does it mean?) how far a person can see</td> </tr> <tr> <td>Reuse it (Use it in a sentence of your own) My view was blocked by a large oak tree.</td> </tr> </table>	Notice it view	Define it (What does it mean?) how far a person can see	Reuse it (Use it in a sentence of your own) My view was blocked by a large oak tree.	<p>Add some 'Reuse it' sentences to the washing line.</p> <p>Do you think you will be able to use any of these words in your own leaflets?</p>
Notice it view	Define it (What does it mean?) how far a person can see							
	Reuse it (Use it in a sentence of your own) My view was blocked by a large oak tree.							



<p>5</p>	<p>Short burst writing: 'Radio advert'</p> <p>I can prepare a play script to read aloud and to perform</p> <p>I can use commands to persuade</p> <p>Continued... I can 'reuse' new words</p>	<p>Learn the text up to '...award-winning sparkling wine.'</p> <p>Walk on air BritishAirwaysi360.com</p> <p>Take to the skies and award-winning sparkling wine..</p> <p>Look some advert slogans eg:</p> <ul style="list-style-type: none"> • Taste the rainbow • Think different • Say it with flowers • Go to work on an egg • Fly the friendly skies <p>What does each sentence open with? (a verb or action)</p> <p>What do we call sentences that begin with verbs? (commands)</p> <p>Why do you think advertisers do this?</p> <p>Can you make up a command of your own?</p> <p>Text mark the slogan on the copy of the model text in your book</p>	<p>Listen to a radio advert. Here is one possible example: https://www.youtube.com/watch?time_continue=29&v=rYaXaoDPkyI</p> <p>We are going to do some short burst writing. We are going to create radio adverts that persuade people to visit the i360.</p> <p>Let's also try and include some commands and really tell people what we want them to do!</p> <p>Shared writing: Model the 'question and response' structure of today's short burst writing.</p> <p>I am going to use these questions (attached) and the original leaflet to help me write the script for a persuasive radio advert. I am going to use as many commands (opening with bossy verbs!) as I can.</p> <p>Person A: Would you like to walk on air? Person B: Yes! Person A: Visit the British Airways i360 and take to the skies in our futuristic viewing pod</p> <p>Children will continue this script during independent time.</p>	<p>Stick this part of the task into children's books (attached):</p> <p>I can use commands to persuade</p> <p><i>Continue this playscript by adding in commands for person A. How many sentences can you open with bossy verbs?</i></p> <p><i>Person A: Would you like to walk on air?</i></p> <p><i>Person B: Yes!</i></p> <p><i>Person A: Visit the British Airways i360 and take to the skies in our futuristic viewing pod.</i></p> <p>Give children the prewritten 'question' parts of the radio advert (attached).</p> <p>They need to write persuasive responses, making use of the 'bossy verb word bank'.</p>	<p>Greater depth opportunity</p> <p>Some writers will not need the structure provided by the bank of questions. Give these writers access to a bank of bossy verbs and the original leaflet. They can compose their own radio advert perhaps taking inspiration from adverts they have seen/heard.</p> <p>Encourage these writers to reuse the tricky words we have been working on.</p> <p>Support Use the 'radio advert support' task. Select from arrange of vocabulary by circling words in a grid. Then write your sentence. The sentences should combine to produce a persuasive advert.</p>	<p>Listen to children reading individual lines from their radio adverts. Ask children to pick out the bossy verb that turns the sentence into a command.</p> <p>Ask children to identify and new words from the text that have been 'reused'.</p>
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6	<p>I can use my voice expressively</p> <p>I can use commands to persuade</p> <p>Continued... I can 'reuse' new words</p>	<p>Learn the text up to '<i>...the best Sussex ingredients.</i>'</p> <p>Walk on air BritishAirwaysi360.com</p> <p>Take to the skies and, the best Sussex ingredients.</p> <p>Think again about commands</p> <p>Text mark the bossy verbs on the copy of the model in your books</p> <p>In pairs, think of commands that adults give you:</p> <p>Stop talking now! Don't press that button.</p> <p>Share a few with the class.</p> <p>Shared writing Teacher to scribe one for the washing line.</p>	<p>If necessary, give children time to complete their radio adverts from yesterday.</p> <p>Those that have finished can use the 'tricky word bank' (attached) and edit their work to reuse as much new vocabulary as they can.</p> <p>Before the session, ask a child if they would be happy to perform their radio advert with you.</p> <p>Shared drama As you and a child perform a radio advert, model using your voice in a persuasive and expressive way!</p>	<p>Put children in pairs</p> <p>First both children perform one child's radio advert (one child as person A and one child as person B). Then they swap roles and perform the other child's advert.</p> <p>Change partners and repeat the task again.</p>	<p>If possible, give children the opportunity to record their adverts using 'audacity' software on a computer. They could link this with computing skills and add sound effects and music.</p>	<p>Pick a few pairs at radio, (using pot of fairness or similar) to perform radio adverts to the class.</p>
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7	<p>Reading comprehension</p> <p>Organisational devices</p> <p>I understand how non-fiction texts are organised</p> <p>I can retrieve information from non-fiction texts</p>	<p>Learn the text up to '<i>...with a private sea facing terrace.</i>'</p> <p>Walk on air BritishAirwaysi360.com</p> <p>Take to the skies andwith a private sea facing terrace.</p> <p>Warm up: Fast fact finders</p> <p>What are headings and sub headings?</p> <p>Why do authors use them?</p> <p>How do they help readers?</p> <p>Play fast fact finders using the attached PowerPoint. Share strategies for finding information quickly:</p> <p>Using to headings – quickly go to the section you need</p> <p>Skimming – run your eye quickly across the text for key words</p>	<p>Today children need copies of the i360 leaflet – it would be better to use the actual leaflet and not the model text version. This will give children a practical experience of finding information in a leaflet.</p> <p>We are going to use our fact finding skills and our skill of 'reading around a word' to answer questions about the i360.</p> <p>Shared writing</p> <p>I am going to model how to answer a question using my reading skills to help me.</p> <p>"Where would you find more information about opening times?"</p> <p>First I am going to skim across the whole leaflet for the phrase 'opening times'. Here it is! Now I am going to scan along each line. The phrase 'visit British Airwaysi360.com for full details' seems important for this question. Now I'm going to write my answer. <i>There is more information about opening times on the</i></p>	<p>Give children further reading comprehension questions. They need to use the reading skills being developed over this unit to answer questions quickly and accurately.</p> <p>There are three versions of the 'comprehension questions' attached. The high attainers also requires the Hove Museum leaflet (attached).</p>	<p>Now ask children to look at the types of questions they were asked.</p> <p>Can they use the i360 leaflet and change one of the questions to create a new question?</p> <p>Can they ask their question to the class?</p>
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			website Britishairwaysi360.com .			
<p>Phase 2: make changes to the model to create a text of your own Before the next session, children need time to draw and label their own viewing towers. Encourage them to look at lots of images of towers (https://www.amusingplanet.com/2015/12/20-most-beautiful-observation-towers.html) and establish some agreed ground rules – these will help with their innovations later on:</p> <ol style="list-style-type: none"> 1. The tower has to have a viewing pod 2. The tower has to have at least two places to get food and drink 3. The tower has to have a shop <p>Children must label all of the above features – see example in lesson 8</p>						
8	<p>Boxing up – how is the leaflet organised? Can you summarise each panel?</p> <p>What is the purpose of each panel?</p> <p>I can summarise information</p> <p>I can plan my own leaflet using sub headings</p> <p>Grammar skills/text features</p>	<p>Learn the text up to ‘...local Brighton artists.’</p> <p>Walk on air BritishAirwaysi360.com</p> <p>Take to the skies and local Brighton artists.</p> <p>Make sure children have full copies of the i360 leaflets</p> <p>Look through each panel, one by one. Ask children to explain the purpose of each panel in no more than one sentence.</p> <p>Text mark the subheadings on the copy of the model in your books.</p>	<p>Shared writing Under the visualiser, on A4 paper folded in the same way as the i360 leaflet, begin to plan a mock-up of the Tulip Tower leaflet. (see the Tulip Tower design attached). Just add headings, features and notes – no full sentences needed. If desirable, the children could work as a class through each panel.</p> <p><i>The front panel of the i360 leaflet has a the name of the tower, a picture, a slogan and a website, so I am going to write ‘Tulip Tower’, ‘slogan’ and draw a ‘picture box’ on my Tulip Towers mock-up.</i></p> <p><i>The next panel has the name of the tower and a sentence about the experience of using the tower. I am just going to write: ‘Tulip Tower’ and ‘summary sentence’</i></p> <p><i>The next panel is all about what you can do in the viewing pod. I am going to add a subheading ‘Inside the Tulip</i></p>	<p>Children make mock ups for their own towers using subheadings, features and notes.</p> <p>Children can refer to the i360 leaflet to help them organise their own leaflet.</p> <p>Greater depth opportunity: Some children may wish to draw upon other leaflets they have seen and structure their work in a different way. They should be encouraged to do so.</p>	<p>Finding it tricky to organise your leaflet?</p> <p>Children from across the range of attainment may find it tricky to organise information in this way.</p> <p>Make available copies of the ‘mock up template’ attached (you can print this double sided by flipping along short side) which children may wish to use to help them organise their ideas.</p> <p>SEN/low attainers On a leaflet folded in advance, organise provided subheadings and stick them down (SEN activity attached). These writers have less</p>	<p>What is the difference between a plan or a mock-up and a finished leaflet?</p>



			<i>Tower viewing pod'</i>		content to organise.	
9	<p>I can write a compound sentence</p> <p>I can write a command</p>	<p>Learn the text up to: '...save 10% or call 03337 720 360.'</p> <p>Walk on air BritishAirwaysi360.com</p> <p>Take to the skies and save 10% or call 03337 720 360</p> <p>Can you think of a slogan for your tower? Be tough with yourself – can you do it in less than 6 words. Mine could be 'Climb the Tulip' or 'Flower in the sky'</p> <p>Shared writing: For the next two sessions children will work on the final version of their viewing tower leaflet (on a folded piece of blank A4) They should have their mock-up from yesterday available to help them organise their ideas.</p> <p>Teacher add slogan to front of own leaflet.</p> <p>Talk with a partner.</p> <p>Add your slogan to the front panel of your leaflet – as it is on the</p>	<p>Let's look closely at the panel that begins: Take to the skies and see Brighton and the South coast.</p> <p>What job do you think this section of the leaflet does?</p> <p>What type of sentence is it?</p> <p>There are two commands joined by and.</p> <p>Shared writing Now I'm thinking about Tulip Tower. How could I write a summary of the day out in a way that makes it sound like a wonderful experience?</p> <p>Climb the only tulip that reaches high into sky and admire breathtaking views of Brighton.</p>	<p>Give children a bank of bossy verbs.</p> <p>In English books, working in pairs draft compound command sentences that summarise a day out at your tower.</p> <p>See if you can write three for each tower.</p> <p>Which one is best for your tower?</p> <p>Add your sentence to the second panel of your leaflet.</p>	<p>GDS opportunity When GD writers have written two or three commands, consider this question:</p> <p>Could figurative language improve this part of the leaflet?</p> <p>Add a simile before your bossy verb for example:</p> <p><i>Like a fairytale character, climb the only tulip that reaches high into sky and admire breathtaking views of Brighton.</i></p> <p>Make a decision about whether the simile has improved the sentence or not.</p> <p>Add your favourite sentence to your leaflet.</p>	<p>Look ahead to tomorrow.</p> <p>Look at your mock-up. What panel do you think we will be doing next?</p> <p>We will be writing about the things people can do at your tower.</p>



10	<p>Grammar prepositions</p> <p>I can use a wide variety of prepositions</p> <p>Continued... I can use commands</p>	<p>original i360 leaflet.</p> <p>Learn the text up to '<i>...a shutdown period in January.</i>'</p> <p>Walk on air BritishAirwaysi360.com</p> <p>Take to the skies and a shutdown period in January.</p> <p>Can you tell me anything about prepositions?</p> <p>They help us explain where nouns are.</p> <p>Examples are: PLACE across, around, below, beyond, near, under, within, alongside, underneath, by, down, in, into, on past, up TIME about, after, before, between, during, from, since, at, by, for, in, on, to, until</p> <p>'with' is an interesting one that we often forget (along with 'of and 'for')!</p> <p>Can you text mark any prepositions in the copy of the model text in your book. (On, At, of, with...)</p>	<p>shared writing</p> <p>Today we are going to write the next two panels of our tower leaflets, but I am giving you a challenge: we are going to open as many sentences as we can with prepositions or bossy verbs.</p> <p>Let's look at our mock-ups. The next panel is all about things to do in the pod. Here I go...</p> <p><i>I'm finding it hard to get started – what could I do? Yes! Look at the model! It starts with sub heading and a bossy verb 'glide'.</i></p> <p><i>I am going to write: 'Inside the flower head' as my subheading.</i></p> <p><i>My first sentence will be Drift (bossy verb) upwards in our completely unique tulip viewing pod, designed by the famous Cloke and Beer Architects Company.</i></p> <p><i>Now I want to talk about the view so I am going to write 'Gaze out to sea and enjoy views that can usually only be seen by seagulls.'</i></p> <p><i>I haven't used a preposition yet, In the model they use 'On board'. I am going to use 'inside'. Inside the viewing pod, enjoy a drink at the Petal Sky Bar, which serves a range of local drinks including Flower Burst,</i></p>	<p>Children write the next two panels of their leaflets.</p> <p>These two panels describe all the things you can do at the attraction (on board the pod, places to eat, places to shop).</p> <p>Encourage children to use a bank of prepositions and bossy verbs (attached). This will enable them to pick up the style of a promotional leaflet.</p> <p>Children can refer back to the model as much as they like at this stage.</p>	<p>GDS opportunity</p> <p>Along with taking on prepositions, ask these writers to select their language carefully, making sure that their tower is made to sound as attractive as possible.</p> <p>Encourage them to mirror the original text and expand nouns like 'food' to '<i>delicious food created from the best Sussex ingredients</i>'.</p>	<p>Ask children to read out sentences from their writing.</p> <p>Ask the rest of the class to identify bossy verbs and prepositions.</p>
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11	I know the features of a persuasive leaflet	<p>As you did in previous session, learn the text up to ‘...a <i>shutdown period in January.</i>’</p> <p style="text-align: center;">Walk on air BritishAirwaysi360.com</p> <p>Take to the skies and a shutdown period in January.</p> <p>Now that we have been learning about persuasive leaflets for a few weeks, can you tell me any features that are often included? What do we expect to see in a persuasive leaflet?</p> <p>As a class, see if you can generate a toolkit of useful features that you will try and include in your own writing.</p> <p>For guidance take a look at today’s resource: I can find the features of a persuasive leaflet. It has lots of possible features.</p>	<p><i>only available at Tulip Tower.</i></p> <p>Shared writing:</p> <p>Now let’s be reading detectives and see if we can find examples of these features in real leaflets.</p> <p>Give the children access to a range of persuasive leaflets.</p> <p>Model filling in one or two sections of today’s resource (attached: I can find the features of a persuasive leaflet) under the visualiser.</p>	<p>In the same way as in the whole class session, children search for examples of the features of persuasive leaflets and complete the grid.</p> <p>Greater Depth Opportunity Some children could be challenged by have access to different leaflets with more varied content and rich vocabulary.</p>	<p>Support Some children could look for less features, for example see the support version of the grid attached.</p>	<p>Share some examples that children found. Add popular ones to the washing line to inspire writing later on.</p>
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<p>Phase 3: create a text of your own using the skills you have been learning</p> <p>If time permits, before the phase 3, give children time to finish off their 'viewing tower' leaflets. They could complete the booking and location panels. They could add illustrations and colour.</p> <p>Also before phase 3, children need time to visit a local tourist location. If this is not possible, they need to time to gather information about a local tourist location and its facilities and attractions.</p>						
12	<p>I can use subheadings to organise my writing</p> <p>I can plan paragraphs around a theme</p>	<p>Learn the text up to '<i>...visit BrishAirwaysi360.com for full details.</i>'</p> <p>Walk on air BritishAirwaysi360.com</p> <p>Take to the skies and ... visit BrishAirwaysi360.com for full details.</p> <p>Let's look back at the mock-ups we made for our viewing towers in session 8.</p> <p>We are not going to write our new leaflets about a different tourist attraction today - we are going to plan exactly what goes where.</p>	<p>Shared writing</p> <p>Under the visualiser, teacher to create a mock-up for A DIFFERENT ATTRACTION TO THE CHILDREN (example teacher mock up 'Brighton Palace Pier' included in resources)</p> <p>This isn't my leaflet – it is a plan which will help me to organise my writing. I am going to decide what to include and where I'm going to put it.</p> <p>Teacher to include:</p> <ul style="list-style-type: none"> • A main title • Where the slogan will go (does not have to be created yet!) • Summary sentence • Named empty boxes for pictures and other graphics or tables (eg admission prices) • Sub headings to show where paragraphs will go. • Anything else (boxes for maps, quotes from happy customers). 	<p>Give children access to the full i360 leaflet and time to create mock ups of their leaflets</p> <p>Underneath sub-headings, they may also want to add key facts and information that will be useful at the writing stage.</p> <p>Finding it tricky to organise your leaflet?</p> <p>Children from across the range of attainment may find it tricky to organise information in this way.</p> <p>Make available copies of the 'mock up template' attached (you can print this double sided by flipping along short side) which children may wish to use to help them</p>	<p>GDS opportunity</p> <p>Give these writers a chance to explore a wider variety of leaflets. They may not need the structure of the model to support their writing.</p> <p>Give them the chance to create innovative ways of organising and presenting their leaflet. They may wish to fold the leaflet in different ways to facilitate this.</p> <p>SEN/low attainers</p> <p>On a leaflet folded in advance, organise provided subheadings and stick them down (SEN activity attached). These writers have less content to organise.</p>	<p>Begin to generate possible slogans and add them to your mock up.</p>



13	I can use prepositions and commands to write leaflet	<p>Learn the text up to 'To book and discuss your access needs, please call 03337 720 360.'</p> <p>Walk on air BritishAirwaysi360.com</p> <p>Take to the skies and ... To book and discuss your access needs, please call 03337 720 360.</p> <p>Let's look at the mock-ups we made yesterday (session 11).</p> <p>Now look at the original i360 leaflet.</p> <p>Do you think the i360 leaflet could help you with your own leaflet today?</p>	<p>Shared writing – Teacher to model using the mock up to support writing a final leaflet.</p> <p>Teacher to show a partially completed leaflet: Front panel complete with slogan and website and name of attraction. Inside panel complete with summary sentence describing the whole day out.</p> <p>Teacher to model the 'on board' section in front of the children. For example:</p> <p><i>My sub heading is: 'Walking along Brighton Palace Pier' I'm not sure how to start so I'm thinking back to the model (command: Glide up gently). I can't use 'glide' so I'm going to say 'Stroll 525 metres out to sea on our historic pier, conceived and designed by Richard St. George Moore in 1881. Admire breathtaking views of the Victorian sea front and our across the English Channel. At the end of the pier, enjoy a drink at the newly refurbished Hoartios Bar, which often has live music. Laugh and scream as you enjoy the largest funfair on the south coast including the 'Turbo Coaster' and the</i></p>	<p>organise their ideas.</p> <p>Children need extended writing time and their mock up from yesterday to complete:</p> <p>Their front cover including slogan, website and name of attraction</p> <p>Their 'summary' panel.</p> <p>Their 'on board panel'</p> <p>Children may find it easier to write on strips of lined paper and stick them onto their leaflet when they are happy with them.</p>	<p>Make the bossy verbs and preposition banks available in the learning environment (from session 10).</p>	<p>Take a look at some children's work under visualisers.</p> <p>How many commands and prepositions can you spot?</p>
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			'Booster'.			
14	<p>I can use subheadings to organise my writing</p> <p>I can write a paragraph about one key idea.</p> <p>Continued... I can use prepositions and commands to write leaflet</p>	<p>Learn the text up to 'British Airways i360 is a 10-minute walk from Brighton station.'</p> <p>Walk on air BritishAirwaysi360.com</p> <p>Take to the skies and ... British Airways i360 is a 10-minute walk from Brighton station.</p> <p>Let's look at the mock-ups we made two sessions ago and our final leaflets from yesterday.</p> <p>Today we are going to write about different things on offer at our attraction.</p> <p>Look back at the 'West beach Bar and Kitchen' panel of the original i360 leaflet and discuss how subheadings and paragraphs have been used.</p> <p>Can you spot any prepositions or commands?</p>	<p>Shared writing Teacher to look back at own mock up. Model writing one subheading and one paragraph. I am going to make sure I keep my paragraph focused on one key idea. I am not going to wander off and start writing about other ideas!</p> <p>For example: My subtitle is... Moo Moos Milkshakes</p> <p>I am going to write a few sentences and I'm sticking to writing about Moo Moos. I'm also going to try to use the prepositions and commands we have been learning about.</p> <p>Halfway along the pier is our fun milkshake bar. Try one of our mouthwatering milkshakes or one of our sensational smoothies. Take a picture with Madam Moo Moo the cow.</p>	<p>Children will need extended writing time to complete their leaflets:</p> <p>Today write about:</p> <ul style="list-style-type: none"> • various attractions • booking • opening times • accessibility <p>Leave the 'location' panel until tomorrow.</p>		<p>Under the visualiser, take a look at how children have organised their writing.</p> <p>Have they stuck to one theme per paragraph?</p>



15	<p>Revising proper nouns</p> <p>I can use capital letters for proper nouns.</p>	<p>Learn the text up to: <i>'British Airways i360 is a 10-minute walk from Brighton station.'</i></p> <p><i>What do you know about proper nouns?</i></p> <p><i>If the class are not confident with these, use the presentation attached.</i></p> <p><i>Text mark all of the proper nouns on the copy of the i360 model that you already have in your books.</i></p>	<p><i>Give children time to look at maps that show where the attraction they are writing about is located in relation to a local train station or bus stop.</i></p> <p><i>What proper nouns may we need to describe how to get to our attraction?</i></p> <p><i>Shared writing. Tell the children that you are adding a 'By foot' section to the location panel of the i360 leaflet. Tell children that you will be taking extra care with proper nouns.</i></p> <p><i>For example:</i></p> <p>By foot <i>Leave the train station and walk along Queens Road. When you reach King's Road, turn right and walk towards the West Pier. In ten minutes you will reach the British Airways i360.</i></p>	<p>Give children time to complete the location panel of their leaflets.</p> <p>Make sure they are punctuating proper nouns accurately.</p>	<p>Children should now complete their leaflets and make them look attractive.</p>	<p>Share work with a response partner.</p> <p>Use the peer assessment sheet attached.</p> <p>Immediately improve own writing based on feedback.</p>
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So what next?

Children take their finished work and change it into a webpage, using a PowerPoint slide
Children could change their leaflet into a script for a radio advert, as they did with the i360 leaflet.

You could:

Evaluate further - give children time to compare hot and cold tasks and have discussions about feedback and progress made

Publish/perform/display/illustrate/blog/share and enjoy

Famous slogans:

KFC – “Finger Lickin’ Good”

Subway – “Eat Fresh”

Kit Kat – “Have a Break, Have a Kit Kat”

Heinz – “Beanz Meanz Heinz”

Skittles – “Taste the Rainbow”

Rice Krispies – “Snap! Crackle! Pop!”

Kelloggs Frosties – “They’re GR-R-R-reat”

Nike – “Just Do It”

Ronseal – “It Does Exactly What it Says on the Tin”

Energizer – “It Keeps Going, and Going, and Going...”

Apple – “Think Different”