

<b>Theme</b>	<b>Sea Pollution</b>
<b>Text Type</b>	<b>Persuasive</b>
Pre-study vocabulary	Each topic should begin with a vocabulary focus. These words can be introduced in a variety of fun ways. Time connectives: firstly, secondly, thirdly Other vocabulary: important matter, problems, world, looking after, worried, information, highlight, issue, polluted, becoming, killing, sometimes, sea creatures, trapped, nets, drown, oil, situation,
Day 1	
Content learning objectives	Write a persuasive text: intro
Language Learning Objective	Present continuous + ing
Activity	Read the persuasive letter. Read persuasive letter: highlight the present continuous in the letter. Explain that present continuous is about describing the 'now' e.g. I am sitting (now) - I am + ing  Can they give some examples? Children think of other examples of how +ing may be used in the introduction of a letter by brain storming as many verb+ing words as they can.  Shared write of an introductory paragraph using I am ... Children write their own introductory paragraph using 'I + am + ing' and the writing frame.
Day 2	
Content learning objectives	Write a persuasive text: main points
Language Learning Objective	Time connectives, firstly, secondly, thirdly
Activity	Children discuss the problems of sea pollution (show images of sea pollution). Teacher use the writing frame to write the problems and then solutions paragraphs. Children use the writing frame provided.
Day 3	
Content learning objectives	Write a persuasive text: Conclusion
Language Learning Objective	Do you... (Questions)
Activity	Discuss writing a concluding paragraph and focus on the rhetorical questions in the persuasive letter. Children could create more questions using the phrase 'Do you...?'  They can also use different starter question. For example: Why don't you.. Can you...  Use the writing frame to write the conclusion to the story.
Day 4	
Content learning objectives	Write a persuasive text
Extended writing	Children should be given time at the end of every theme to write creatively and extend their use of the English Language based on their knowledge. Writing should be modelled a reconstruction of the text during shared writing. They should be able to access all the tools they used during the theme e.g. writing frames, word lists, and daily language learning objectives. They should use this to reconstruct the text independently.

Pre study activity:

Vocabulary	Picture	Your language
important matter		
problems		
looking after		
worried		
information		
highlight		
issue		
polluted		
becoming		
killing		
sometimes		
sea creatures		
trapped		
nets		
drown		
oil		
Situation		

Day 1

## Checklist

What is in your persuasive letter?

	Tick
<b>Introduction</b> - What you are thinking - What is the whale is thinking	
<b>Main facts</b> -what are the problems -what are the solutions	
<b>Conclusion</b> -Questions -End statement with exclamation mark!	

Use your:

Writing frame	
Present tense	
Connectives e.g. firstly, secondly, thirdly, finally, I strongly believe, I believe that this is a good idea because...	
Topic vocabulary (pre study vocabulary)	



Wood End School

19<sup>th</sup> May 2015

Dear Prime Minister,

I am writing to you about an important matter. I am reading a lot about sea life and I am thinking about the problems in the world.

I am looking after a Whale. The Whale has been very worried about the problems.

After looking at all this information I would like to highlight the issue of sea water.

I strongly believe sea water is becoming polluted. People are throwing rubbish in the water and it is killing the fish. Sometimes sea creatures get trapped in nets and they die. Other times they drown in oil. The situation is very sad!

Firstly, I think we should try to throw away things in the right places. We should recycle our rubbish. Secondly, we must not throw rubbish in rivers and the sea. Finally, cars should reuse oil and we must be more careful to look after oil.

Do you think this is acceptable? Do you want to make changes? Do you think we should make a plan?

Please think about these problems. I believe that this is a good idea because we only have one world!

Best wishes,

*Michael*



Day 2

Wood End Academy

19<sup>th</sup> May 2014

Dear \_\_\_\_\_,

I am writing to you about an important matter. I am

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I am looking after a Whale. The Whale is

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Wood End Academy

19<sup>th</sup> May 2014

Dear \_\_\_\_\_,

I am writing to you about an important matter. I am

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I am looking after a Whale. The Whale is

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After looking at all this information I would like to highlight the issue of sea water.

I strongly believe the sea water is (list the problems)

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Firstly, \_\_\_\_\_

Secondly, \_\_\_\_\_

Thirdly, \_\_\_\_\_



Day 4

My School  
19<sup>th</sup> May 2014

Dear \_\_\_\_\_,

I am writing to you about an important matter. I am

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I am looking after a Whale. The Whale is

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After looking at all this information I would like to highlight the issue of sea water.

I strongly believe the sea water is (list the problems)

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Firstly, \_\_\_\_\_

Secondly, \_\_\_\_\_

Thirdly, \_\_\_\_\_

Do you \_\_\_\_\_?

Do you \_\_\_\_\_?

Please think about these problems. I believe that this is a good idea because we  
\_\_\_\_\_!

Best wishes,



## New Words of the Week

Name: \_\_\_\_\_

Date: \_\_\_\_\_

LOOK and THINK > SAY > COVER > WRITE > CHECK

Word	Day:	Day:	Day:	Day:
1. Important				
2. Problem				
3. World				
4. Information				
5. Polluted				
6. Drown				
7. Worried				
8. Situation				

Now write your words into a sentence:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

Read your sentences. Do they make sense?



## Reading Comprehension: Persuasive Text

9 Benchworth Road  
Hillingdon  
19<sup>th</sup> May 2014

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I am looking after a Whale. The Whale has been very worried about the problems.

After looking at all this information I would like to highlight the issue of sea water.

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Firstly, I think we should try to throw away things in the right places. We should recycle our rubbish. Secondly, we must not throw rubbish in rivers and the sea. Finally, cars should reuse oil and we must be more careful to look after oil.

Do you think this is acceptable? Do you want to make changes? Do you think we should make a plan?

Please think about these problems. I believe that this is a good idea because we only have one world!

Best wishes,

*Michael*

## Reading Comprehension Questions: Persuasive text

1. How does Michael introduce the letter?

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2. Name three problems with the sea water:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

3. List 3 solutions to the problems:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

4 . Given one example of a rhetorical question:

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5. Why is there an exclamation mark (!) at the end of the last sentence?

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6. Do you agree with Michael? Why do you think this?

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## Differentiated Text

Reading Comprehension Questions: Persuasive text

9 Benchworth Road

Hillingdon

19<sup>th</sup> May 2014

Dear Prime Minister,

I am writing to you about an important matter.

I strongly believe sea water is becoming polluted. People are throwing rubbish in the water and it is killing the fish. Sometimes sea creatures get trapped in nets and they die.

Firstly, I think we should try to throw away things in the right places. We should recycle our rubbish. Secondly, we must not throw rubbish in rivers and the sea.

Do you want to make changes? Do you think we should make a plan?

Please think about these problems. I believe that this is a good idea because we only have one world!

Best wishes,

*Michael*

## Differentiated Text

### Reading Comprehension Questions: Persuasive text

A. Name two problems with the sea water:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

B. List two solutions to the problems:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

C. Do you agree with Michael? Why do you think this?

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