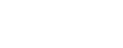
Term: Summer







Subject: English

'Plastic Planet'

Author: Georgía Amson-Bradshaw Publísher: Franklín Watts

Outcome: Information & Persuasion	Writing outcome: To write a persuasive speech campaigning for the reduction in plastic waste to an audience of peers.
	Greater depth writing outcome: To write persuasively to an audience outside of their school community e.g. local shops, local community, local MP or council, and decide on the form of their persuasive information e.g. leaflet, letter, video.

National Curriculum Skills				
Spoken Language	Reading Comprehension	Writing Composition		
Ask relevant questions Build vocabulary Articulate and justify answers Participate in discussions, presentations, performances, role-play, improvisations and debates	 Identify and discuss themes and conventions Make comparisons Draw inferences (characters' feelings, thoughts and motives); justify with evidence Summarise main ideas Identify how language, structure and presentation contribute to meaning Evaluate authors' language choice Distinguish between fact and opinion Retrieve, record and present information from non-fiction 	 Identify the audience for and purpose of writing Note and develop initial ideas, drawing on reading and research Enhance meaning through selecting appropriate grammar and vocabulary Précis longer passages Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings Use consistent and correct tense Choose the appropriate register 		
		 Proofread for spelling and punctuation error 		

Pathways to Write Keys			
Gateway keys	Mastery keys	Feature keys	
Extend the range of sentences with	 Use relative clauses 	Information	
more than one clause by using a	beginning with who, which,	 Use precise word choices 	
wider range of conjunctions,	where, when, whose, that or	 Use a formal tone 	
including when, if, because,	an omitted relative pronoun	 Provide well-developed factual 	
although	(Y5)	information for the reader	
 Organise paragraphs around a 	 Use a wider range of 	 Include a summarising statement 	
theme	devices to build cohesion	 Clarify technical vocabulary 	
 Use fronted adverbials 	e.g. conjunctions,		
Choose appropriate pronouns or	synonyms, adverbials,	Persuasion	
nouns within and across sentences	punctuation	 Use emotive language including use of 	
to aid cohesion and avoid	 Use a colon to introduce a 	modals and adverbs for possibility (e.g.	
repetition	list and use semi-colons	surely, every right-thinking person would)	
Use punctuation at Y4 standard	within lists	 Directly appeal to the reader 	
correctly (full stops, capital letters,	 Use hyphens to avoid 	 Support points using persuasive 	
exclamation	ambiguity	examples and provide evidence	
marks, question marks, commas in		 Create authority through a formal style 	
a list, commas after fronted		where appropriate	
adverbials, apostrophes for		Pre-empt reader objections e.g. you may	
contraction and possession)		disagree but	