

LESSON 5

LI: TO WRITE A PERSUASIVE LETTER IN ROLE.

National Curriculum Links

Writing

Pupils should be taught to draft and write by:

- composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme

SPAG:

- Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although

STARTER:

Show children one of the persuasive letters they looked in Lesson 3. What are the features of persuasive letters that will make their writing successful today?

Draw out and record the following features:

- **Written in the first person**
- **Organised in paragraphs (including introduction and conclusion)**
- **Adverbs to organise paragraphs (e.g. firstly)**
- **Rhetorical questions**
- **Extended noun phrases to create emotive language**
- **Sentences extended with subordinating conjunctions (grammar focus)**

Main Teaching:

Explain that today the children are going to use their plans from yesterday to write their persuasive letters, in role as Prince Escalus. Show part of a completed plan (use work from children's book or the example below):

Plan for Persuasive Letter

Greeting (Dear...)

Lord Montague and Lord Capulet

First Paragraph: **Introduction** (*explain why you are writing*)

- I am writing to persuade...
- irresponsible feud
- Caused so much pain in Verona
- Can you now see why this vendetta needs to stop?

Second Paragraph (*first point with reasons*)

- Firstly...
- Whole city suffers
- Once peaceful streets are full of blood
- People are scared to leave their homes

Model using the plan to write the beginning of your persuasive letter, explicitly referring to the plan, saying your sentences out loud before writing them and leaving a line after each paragraph. Then ask the children to help you write a few more sentences.

N.B. Make sure children know that their plan is a guide only – they need to make sure they write in full sentences and add more detail to the key ideas they have in their plan.

Example of the Beginning of Modelled Writing

Dear Lord Capulet and Lord Montague,

I am writing to persuade you to end your irresponsible feud which has caused so much violence and sadness to the people of Verona. Can you now see why this violent vendetta needs to stop? I beg you to think carefully on the points in my letter and leave this pointless grudge in the past.

Firstly, I ask you to stop your feud because of the never-ending violence it brings to the streets of Verona. Our whole city suffers because of the fighting between your two families. The once peaceful streets of Verona are now stained with blood. Our citizens are scared to leave their own homes as they fear for their lives. If you put an end to your feud, our streets would be peaceful once more.

Remind children of the success criteria they discussed at the beginning of the lesson (drawing particular attention to sentences with subordinating conjunctions) before asking them to start writing.

After about 10 minutes of writing, ask a few children to read out their letters so far. Celebrate sentences where the children have used persuasive features effectively, before asking the children to finish their letters.

Plenary

Ask each child to read their letter to their partner to check for any parts that do not make sense, missing words and missing punctuation.

Then ask children to pick out one sentence, which they think is really persuasive to share with the rest of the class. They should also explain why they think it is persuasive.

Publishing

After editing, the children could write their letters on tea-stained paper for display.