

## LESSON 5

### **U: TO EDIT AND IMPROVE MY WRITING BY PROPOSING CHANGES TO VOCABULARY, GRAMMAR AND PUNCTUATION.**

*N.B. Before the lesson, make sure you have highlighted 3 words in each child's work that have either been over-used or could be improved with a more powerful word choice.*

#### National Curriculum Links

##### Writing

Pupils should be taught to evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

##### SPAG:

- Use a thesaurus
- Use semicolons, colons or dashes to mark boundaries between independent clauses

### **STARTER:**

Write the word 'feud' on the whiteboard. Can the children think of any 'synonyms' for this word? (i.e. words with the same meaning).

Write down the children's ideas and then discuss how we could find more. What can we use to find synonyms for a word? **A thesaurus.**

Remind children how to use a thesaurus. They then work with a partner to find as many words for feud as they can. Record these on the board for the children to use to help them improve their writing.

### **MAIN TEACHING:**

#### Part 1: Improving Word Choice

Before the lesson, type up one child's persuasive speech onto the interactive whiteboard. Read it out loud to the class and ask them to pick out examples of persuasive sentences, with reference to the success criteria.

Now ask the class to look at the words in the writing that have been highlighted. Ask:

- Why do you think I have highlighted this word?
- Is it over-used? Could we use a more powerful word choice?
- What could we use to find a better word?

Ask the children to work with a partner to use a thesaurus to find a list of synonyms for the first highlighted word. Take feedback and discuss which word works best in the sentence.

The children now use a thesaurus to find synonyms for the 3 highlighted words in their own work.

## Part 2: Using Semi-Colons

Remind children of the work they have been doing in grammar lessons on semi-colons.

Refresh their memories by showing the following film clip:

<https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zshfdxs>

Ask when we use semi-colons: to link two independent sentences which are on the same subject.

Show the following sentences and ask the children where the semi-colon should go in each example:

**I am only fourteen years old and so still a child I want to spend time with my family before becoming a wife and leaving home.**

**During our ball, I overheard Paris talking to his friends about the cost of the party he seemed to be excited about the prospect of marrying into a family with so much money.**

Once you have agreed on the correct place for each semi-colon, ask the children to read through their work, with a partner, and find two sentences which are on the same subject that could be separated with a semi-colon.

Take feedback from the class and ask them to share the sentences they have linked with a semi-colon. Do the rest of the class agree this is appropriate?

## Part 3: Peer Assessment

Now ask the children to find a new partner to work with. They should read their letter to their new partner. Their partner should then think of two things they really liked about the letter (with reference to the success criteria) and one thing that would make the letter even better.

You might like to model this to make it clear. For example:

**I really liked that you used rhetorical questions in your letter.**

**I liked that you used emotive language e.g. 'untimely, tragic deaths'**

**Please think of another word for 'violent' because you have used it too many times.**

Now give the children time to respond to their peer assessment before they swap roles with their partner and repeat.