

## What they will learn this week....

### National Curriculum Objectives

- Discuss key events, character and motivations from Act 2.
- Identify and explain the features of a persuasive letter.
- Plan writing carefully.
- Organise paragraphs around a theme.
- Use persuasive language effectively.
- Writing is coherent, expressive and follows appropriate structure.
- Read their own work back and make improvements to punctuation, word choice and spelling.

## Act 2, Lesson 1

Learning Intention	To explore and understand a character's feelings and motivations.
Key Vocabulary	emotions, feeling, character, adjectives, verbs
Activities/ Lesson	<p><u>Starter</u>          Quick recap quiz of Act 1 (partner task)</p> <ul style="list-style-type: none"> <li>Who is Hermione?</li> <li>What has Leontes started to believe?</li> <li>Who is Paulina?</li> </ul> <p><u>Main input: Freeze frame</u>          Display Act 2 of The Winter's Tale comic or read a short, child friendly version of Act 2. Focus on the event where Paulina takes the baby to Leontes and pleads with him to free Hermione from prison:</p>

Ask the class the question: *What does Paulina want?* Pupils may give answers such as she wants to help her friend, she wants justice, she wants Hermione to be treated fairly.

In small groups, pupils create freeze frames of Act 2 moments:

- Paulina begging Leontes
- Leontes rejecting the baby
- The court reacting

Main activity: Character mapping

Children complete sheet for Paulina.

Plenary

Ask the children: If Paulina wrote a private letter to Leontes at this moment, what might she want to say?

Adaptive Teaching	Support: Pupils could use a word bank of emotions and adjectives. Stretch: Pupils encouraged to use precise adjectives and verbs beyond the word bank.
Resources	The Winter's Tale comic of Act 2 Character Mapping sheet Emotions word bank (optional)

## Act 2, Lesson 2

Learning Intention	To identify and understand the features of a persuasive letter.
Key Vocabulary	letter, greeting, closing, paragraph, persuasive language, formal, purpose
Activities/ Lesson	<p><u>Introduction</u>  To see what the children already know about persuasive letters, ask them to match up vocabulary to definition (see resources).</p> <p><u>Main input:</u>  Show a model persuasive letter (see resources or select one suitable for your class). Highlight and discuss the features of persuasive letter writing. Annotate the model on the board with all/some of these features:</p> <ul style="list-style-type: none"> <li>• Date</li> <li>• Greeting</li> <li>• Opening explaining purpose</li> <li>• Paragraphs</li> <li>• Clear persuasive sentences</li> <li>• Conjunctions</li> <li>• Emotive language</li> <li>• Formal tone</li> <li>• Closing</li> </ul> <p><u>Main activity: Identifying features of a persuasive letter</u>  First, children will identify the features of a persuasive letter in small groups. Here, teacher could select a new model or use the same one. To do this, children could stick post-its on copies of the model or colour code with highlighters.</p> <p>Then, bring pupils back together. Ask them (on whiteboards or books) to write three persuasive sentences using <i>because</i> or <i>so</i>. To support children, encourage them to create sentences that are connected to the theme of the model letter. If you are using the model letter provided, then pupils might come up with sentences such as:  <i>Children can improve their reading skills <u>so</u> they can do better in class.</i>  <i>Reading will become more fun <u>because</u> everyone will have more time to choose books.</i></p> <p><u>Mini Plenary (optional)</u>  On mini-whiteboards, pupils will write one sentence Paulina might use in her letter.</p>
Adaptive Teaching	<p>Support: Pupils could identify features in the same model used for the teacher-led input.</p> <p>Stretch: Pupils could identify features in a different model.</p>
Resources	Persuasive letter vocabulary match up Model persuasive letter

## Act 2, Lesson 3

Learning Intention	To generate and organise ideas for writing.
Key Vocabulary	plan, idea, argument, persuasive point, reason, audience, opinion
Activities/ Lesson	<p><u>Introduction</u></p> <p>Show pupils the emotions thermometer and ask: How is Paulina feeling in Act 2? Explain that the children will be writing letters from Paulina to King Leontes, persuading him to forgive Hermione. Today they will be making a plan for the letter.</p> <p><u>Main input: Conscience Alley</u></p> <p>Pupils stand in two equal lines facing each other with a space in-between that is large enough for a pupil to walk down.</p> <ul style="list-style-type: none"> <li>• One child walking down the alley represents King Leontes.</li> <li>• One side whispers reasons to show mercy / trust Hermione.</li> <li>• The other side whispers reasons to continue being suspicious.</li> <li>• Children reflect: <i>Which reasons would Paulina use in her letter?</i></li> </ul> <p>Then, build a class word bank of feelings and persuasive openers:</p> <ul style="list-style-type: none"> <li>• Feelings: <i>shocked, disappointed, hopeful, pleading</i></li> <li>• Persuasive openers: <i>Surely you can see... It is clear that... You must understand...</i></li> </ul> <p><u>Main activity: Letter planning (Boxed-Up Grid)</u></p> <ol style="list-style-type: none"> <li>1. Greeting and reason for writing</li> <li>2. Why Hermione is good / innocent</li> <li>3. What happens if Leontes is angry / mean</li> <li>4. Ask for something / show mercy</li> <li>5. Closing</li> </ol> <p>Children complete their own plan using ideas from conscience alley.</p> <p><u>Plenary/Share</u></p> <p>Think-pair share: <i>Which persuasive point is the strongest? Why?</i></p>
Adaptive Teaching	<p>Support: Pupils use class word bank to complete Boxed-Up Grid.</p> <p>Stretch: Pupils encouraged to generate original persuasive arguments.</p>
Resources	Emotions thermometer Letter planning: Boxed-Up Grid

## Act 2, Lesson 4

Learning Intention	To write a persuasive letter using persuasive language and clear reasons.
Key Vocabulary	draft, paragraph, sentence starter, conjunction, persuasive, opinion, vocabulary
Activities/ Lesson	<p><u>Introduction</u></p> <p>Explain that today the children will write the letter from Paulina to King Leontes, persuading him to forgive Hermione.</p> <p>Sentence warm-up: Transform simple sentences into more powerful sentences. See possible sentences below.</p> <p><i>Hermione is sad. → Hermione feels heartbroken and worried.</i></p> <p><i>Leontes is wrong.</i></p> <p><i>Paulina is brave.</i></p> <p><i>The baby is small.</i></p> <p><i>Leontes is angry.</i></p> <p><i>People are upset.</i></p> <p><i>Paulina talks to Leontes.</i></p> <p><i>The king is unfair.</i></p> <p><u>Main input: Teacher Model</u></p> <p>Teacher models the opening paragraph on the board that sets a respectful but firm tone. You may also want to model the next persuasive paragraph and model carefully using the plan to support writing.</p> <p><u>Main activity: Independent writing</u></p> <p>Children write their own letters using their plan. Give pupils an appropriate sentence starter sheet to support their writing.</p> <p><u>Plenary/Share</u></p> <p>Pick pupils to read a paragraph aloud. Ask pupils to listen and identify a strong persuasive word or phrase.</p>
Adaptive Teaching	<p>Support: Pupils use sentence starters and vocabulary banks. Teacher could work with guided group.</p> <p>Stretch: Pupils use 'stretch' version of sentence starters which encourages the use of rhetorical questions, stronger persuasive openers, and emotive language.</p>
Resources	Sentence starters (Two versions)

## Act 2, Lesson 5

Learning Intention	To read their own work back and make improvements to punctuation, word choice and spelling.
Key Vocabulary	edit, improve, punctuation, spelling, paragraph, clarity, effect
Activities/ Lesson	<p><u>Introduction</u> Spot the mistake starter. Pupils need to find mistakes in a short letter shown on the whiteboard. NB: use the example in the resources or write your own to 'trouble shoot' the mistakes you are seeing in your classes' letters.</p> <p><u>Peer editing</u> Pupils swap letters with a partner. Using the peer-review checklist, pupils give feedback and suggest one or two improvements for their partner's letter.</p> <p><u>Independent editing</u> Pupils use peer feedback to edit and improve their own paragraph. Pupils also complete the self-review checklist. Encourage them to:</p> <ul style="list-style-type: none"><li>• Check capital letters (Leontes, Paulina, Hermione)</li><li>• Improve adjectives/emotive words</li><li>• Add conjunctions to clarify arguments</li><li>• Ensure paragraphs make sense.</li><li>• Ensure they are consistently use formal tone.</li></ul> <p><u>Plenary/Share</u> Reader's Theatre: Children read a line or paragraph of their letter as Paulina addressing King Leontes.</p>
Resources	Starter: spot the mistake Editting checklist

## Resources

### Lesson 1

#### Character mapping sheet

Character mapping sheet: Paulina	
What she thinks	What she feels
What she wants	What she fears
Words to describe her	

## Word Bank (optional)

Emotions word bank		
Afraid Angry Brave Caring Concerned	Determined Frustrated Hopeful Loyal Passionate Pleading	Serious Shocked Strong Surprised Worried

## Lesson 2

### Persuasive letter vocabulary match up

Vocabulary	Definition
Greeting	A group of sentences about the same idea or point
Closing	The way a letter starts, e.g., "Dear King Leontes,"
Paragraph	Words or phrases used to convince or influence someone, e.g., "Surely you can see..."
Persuasive language	The way a letter ends, e.g., "Yours sincerely, Paulina

### Model persuasive letter

Dear Headteacher,

I am writing to you because I would like to ask for my class to have an extra library day each week. I think this would help children enjoy reading more and improve our learning.

Currently, we only have one library day, which is not enough time for everyone to choose the books they want. Many children love reading, but some feel disappointed when they cannot get the books they want. If we had another library day, everyone could borrow the books they enjoy and have more time to read.

I also think having a quiet reading area during lunch would be a great idea. Some children like to read quietly when the playground is too noisy. This would make reading more relaxing and enjoyable for everyone.

Please could you consider these changes? I really hope you will agree that giving us more time in the library will make school happier and help us learn better.

Yours sincerely,

Aisha

## Lesson 3

### Emotions thermometer

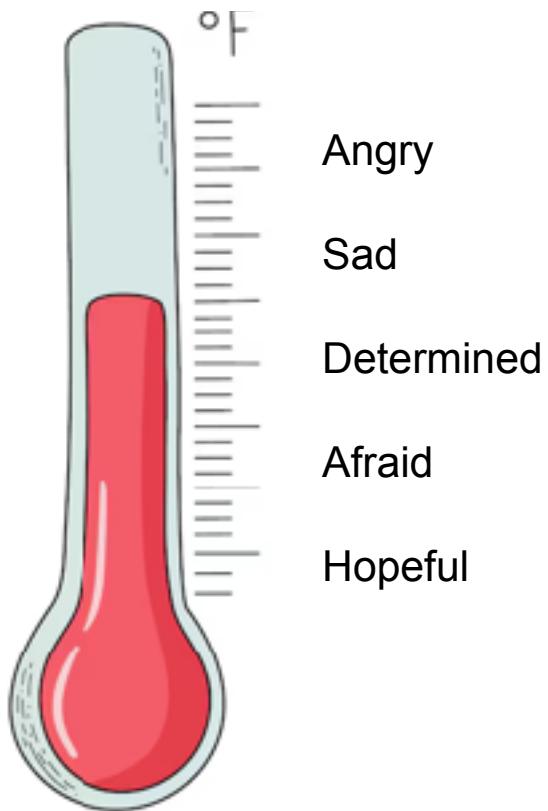


Image retrieved from: <https://www.freepik.com/free-photos-vectors/thermometer-graphic>

## Letter Planning: Boxed-Up Grid

Greeting and reason for writing	
Why Hermione is good / innocent	
What happens if Leontes is angry / mean	
Ask for something / show mercy	
Closing	

## Lesson 4

### Sentence starters (Year 3 version)

#### **Greeting + reason for writing**

Dear King Leontes,

I am writing to you because...

I want to tell you about...

#### **Why Hermione is good / innocent**

Hermione is innocent because...

She has always...

Everyone knows that Hermione...

#### **What happens if Leontes is angry / mean**

If you continue to be angry...

This might make...

People could feel...

#### **Ask for something / show mercy**

Please, I ask you to...

I hope you will...

Could you...

#### **Closing**

Yours sincerely, Paulina

Thank you for reading my letter.

I hope you will listen to my request.

## **Sentence starters (Year 4 version)**

<b>Greeting + reason for writing</b>
Dear King Leontes, I am writing to you because I feel it is very important to... I hope you will carefully consider... Have you thought about how...?
<b>Why Hermione is good / innocent</b>
Hermione has always been... and deserves... Surely you can see that Hermione... It is clear that Hermione... Everyone knows how...
<b>What happens if Leontes is angry / mean</b>
If you continue to act this way, it could... This may cause... and make... Imagine how it would feel if... People might be upset because...
<b>Ask for something / show mercy</b>
I strongly urge you to... Please consider changing your mind and... Could you find it in your heart to...? I hope you will see that the best choice is...
<b>Closing</b>
Yours sincerely, Paulina Thank you for taking the time to read my letter. I trust you will make the right decision. I hope you will listen to my plea carefully.

## Lesson 5

### Spot the mistakes

Dear King Leontes

I am writing to you because I think Hermione is innocent and should not be blamed. She has always been a good friend to everyone in the court and she is kind and helpful to all the people around her. Please dont be mean to her. I hope you can see that it is extremly important to be fair.

I hope you understand that its important to consider all the facts. We all want the court to be happy and safe, and I believe that showing mercy is the right thing to do. It is particlarly important to think carefully before making decisions.

Yours sincerely  
Paulina

#### Mistakes to spot:

Capital letters: "king Leontes" → "King Leontes"

Contraction: "dont" → "don't", "its" → "it's"

Informal phrase: "Please dont be mean to her" → could be more formal

Misspelt statutory words: "extremly" → "extremely", "particlarly" → "particularly"

## Editting Checklist

	Me	My partner
I have checked that my letter has a greeting.		
I have checked that my letter has a polite closing.		
I have written using a formal tone.		
I have used persuasive words and phrases to convince the reader.		
I have used conjunctions.		
I have written my ideas in clear paragraphs.		
I have checked that all my sentences make sense.		
I have used rhetorical questions to make the reader think.		
I have varied my sentence starters to make my writing more interesting.		
I have used emotive language to show feelings and influence the reader.		