

WEEK 5: PERSUASIVE LETTER



CONTEXT: ACT 5

At the start of Act 5, we find Romeo in Mantua. His servant, Balthasar, soon arrives and tells Romeo that Juliet has been found, dead. Romeo is distraught and goes to an apothecary (a seller of drugs) to buy some poison. He reveals that he will go to Juliet's tomb, where he plans to kill himself.

Romeo: **Come, cordial and not poison, go with me
To Juliet's grave, for there must I use thee.**

In Scene 2, Friar Laurence speaks to Friar John (who was given a letter for Romeo with details of Friar Laurence's plan concerning Juliet's fake death). However, Friar John reveals that he was not able to take the letter to Mantua due to an outbreak of disease, which forced him to quarantine.

Friar John: **I could not send it—here it is again—
Nor get a messenger to bring it thee,
So fearful were they of infection.**

Friar Laurence is worried that Romeo has not been given the letter and therefore is unaware of the plan. He therefore decides to go to the tomb himself to rescue Juliet and sends another letter to Romeo to update him on the situation.

Friar Laurence: **Now must I to the monument alone.
Within this three hours will fair Juliet wake.
She will beshrew me much that Romeo
Hath had no notice of these accidents.
But I will write again to Mantua,
And keep her at my cell till Romeo come.
Poor living corpse, closed in a dead man's tomb!**

In Scene 3, we find Paris in the churchyard near Juliet's grave. After being warned by his servant that someone is coming, Paris hides. Romeo soon arrives with Balthasar. Romeo tells Balthasar that he is coming to collect a ring from Juliet's tomb and then orders his servant to leave. However, Balthasar is wary of his master's intentions and decides to stay and watch.

Balthasar: (aside) **For all this same, I'll hide me hereabout.
His looks I fear, and his intents I doubt.**

Suddenly, Paris appears from the shadows and starts an argument with Romeo. He believes Romeo is to blame for Juliet's death because he murdered her cousin, Tybalt, which caused her such sadness that she died.

Paris: (aside) **This is that banished haughty Montague,
That murdered my love's cousin, with which grief,
It is supposed the fair creature died.
And here is come to do some villainous shame
To the dead bodies. I will apprehend him.**

(to Romeo) **Stop thy unhallowed toil, vile Montague!**

Despite Romeo trying to get Paris to leave, the two men start to fight and Romeo kills Paris. He takes Paris' body into Juliet's tomb and finds Juliet lying peacefully. He says that he wants to spend eternity with Juliet and so drinks the poison he has brought with him. He kisses Juliet and then dies.

Romeo: **O true apothecary,
Thy drugs are quick. Thus with a kiss I die.**

Friar Laurence arrives in the tomb and finds the dead bodies of Romeo and Paris. Juliet then wakes up and asks the Friar where her husband is. He explains what has happened and encourages Juliet to leave the tomb as a party of people are approaching, but Juliet refuses to leave with the Friar. She sees Romeo's dead body and stabs herself with his dagger. She dies.

Juliet: **O happy dagger,
This is thy sheath. There rust and let me die.**

The Prince, the Capulets and Lord Montague soon arrive on the scene, along with Balthasar and Friar Laurence. The Prince asks Friar Laurence to explain what has happened, which he does. After hearing about the secret marriage, the Prince explains how angry he is with the two families and their feud, which has taken the lives of far too many innocent people.

Finally, the Prince closes the play with a speech, commenting on what a sad story this is:

Prince: **A glooming peace this morning with it brings.
The sun, for sorrow, will not show his head.
Go hence, to have more talk of these sad things.
Some shall be pardoned, and some punished.
For never was a story of more woe
Than this of Juliet and her Romeo.**

LESSON 1

U: TO GATHER EVIDENCE FROM A TEXT.

National Curriculum Links

Reading

Pupils should maintain positive attitudes to reading and an understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- increasing their familiarity with a wide range of books

Pupils should understand what they have read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

MAIN TEACHING:

Ask the children the following question:

How has the feud between the Capulets and the Montagues affected the people of Verona?

Ask them to discuss this with their partner and then take feedback from the class. Explain that today, they are going to be looking at different scenes from the play to explore the different ways the feud affects the citizens of Verona.

To make sure the children understand the task, look at an example together. Show the following extract from Act 1 Scene 1.

Ask the children to consider what this extract shows us about how the citizens of Verona feel about the feud (*pupils might say that it shows how angry the people of Verona are with the two families*).

Ask: Why do you think the people are angry? Which part of the text is evidence of this?

Model highlighting the lines in the text that show how angry the people are with the Capulets and the Montagues.

Tell the children that they are going to be given a range of different extracts from the play. Working with a partner, they need to:

1. Think about what the extract shows about the effect the feud has on others
2. Pick out evidence from the text which best shows this
3. Be ready to share their findings with the rest of the class

Children should work in mixed ability pairs for this activity.

Resources for this activity are found on the next page.

Act 1 Scene 1

Benvolio: **I do but keep the peace. Put up thy sword,
Or manage it to part these men with me.**

Tybalt: **What, drawn, and talk of peace? I hate the word,
As I hate hell, all Montagues, and thee.
Have at thee, coward!**

Tybalt and Benvolio fight. Enter three or four citizens, with clubs and spears.

Citizens: **Clubs, bills, and partisans! Strike! Beat them down!
Down with the Capulets! Down with the Montagues!**

Enter Lord Capulet in his gown, and his wife, Lady Capulet.

Lord Capulet: **What noise is this? Give me my long sword, ho!**

Extract 1: Act 1 Scene 1

Prince: **Three civil brawls, bred of an airy word,
By thee, old Capulet, and Montague,
Have thrice disturbed the quiet of our streets
And made Verona's ancient citizens
Cast by their grave-beseeming ornaments,
To wield old partisans in hands as old,
Cankered with peace, to part your cankered hate.
If ever you disturb our streets again,
Your lives shall pay the forfeit of the peace.
For this time, all the rest depart away.
You, Capulet, shall go along with me,
And, Montague, come you this afternoon
To know our farther pleasure in this case,
To old Free-town, our common judgment-place.
Once more, on pain of death, all men depart.**

thrice = 3 times wield = hold partisan = a type of weapon

What does this extract tell us about the effect of the feud on the citizens?

Highlight parts of the text as evidence of this.

Extract 2: Act 3 Scene 1

Mercutio: **Tybalt, you ratcatcher, will you walk?**

Tybalt: **What wouldst thou have with me?**

Mercutio: **Good King of Cats, nothing but one of your nine lives...
Make haste, lest mine be about your ears ere it be out.**

Tybalt: **I am for you.** (*draws his sword*)

Romeo: **Gentle Mercutio, put thy rapier up.**

Mercutio and Tybalt fight.

Romeo: (*draws his sword*) **Draw, Benvolio. Beat down their weapons.
Gentlemen, for shame! Forbear this outrage.
Tybalt, Mercutio! The Prince expressly hath
Forbidden bandying in Verona streets.
Hold, Tybalt! Good Mercutio!**

Romeo tries to break up the fight. Tybalt stabs Mercutio under Romeo's arm.

Petruchio: **Away, Tybalt.**

Tybalt, Petruchio and other Capulets exit.

Mercutio: **I am hurt.
A plague o' both your houses! I am sped.
Is he gone and hath nothing?**

rapier = sword o' = on/ am sped = I am finished

What does this extract tell us about the effect of the feud on Mercutio?

Highlight parts of the text as evidence of this.

Extract 3: Act 4 Scene 1

Juliet: **O, shut the door! And when thou hast done so,
Come weep with me, past hope, past cure, past help.**

Friar Laurence: **O Juliet, I already know thy grief.
It strains me past the compass of my wits.
I hear thou must, and nothing may prorogue it,
On Thursday next be married to this county.**

Juliet: **Tell me not, Friar, that thou hear'st of this,
Unless thou tell me how I may prevent it.
If in thy wisdom thou canst give no help,
Do thou but call my resolution wise,
And with this knife I'll help it presently.
(shows him a knife)
...I long to die
If what thou speak'st speak not of remedy.**

prorogue = delay

What does this extract tell us about the effect of the feud on Juliet?

Because she has to keep her marriage to Romeo a secret, what is she being asked to do by her parents?

How does this make her feel?

Highlight parts of the text as evidence of this.

Extract 4: Act 5 Scene 3

Romeo: **Good gentle youth, tempt not a desperate man.**

Paris: **I do defy thy commination.
And apprehend thee for a felon here.**

Romeo: **Will thou provoke me? Then have at thee, boy!**

Romeo and Paris fight.

Paris: *(falls)* **Oh, I am slain! If thou be merciful,
Open the tomb. Lay me with Juliet.**

Paris dies.

What does this extract tell us about the effect of the feud on Paris?

Highlight parts of the text as evidence of this.

Extract 5: Act 5 Scene 3

Prince: **Where be these enemies?—Capulet! Montague!
See what a scourge is laid upon your hate,
That heaven finds means to kill your joys with love!
And I, for winking at your discords, too
Have lost a brace of kinsmen. All are punished.**

scourge = great suffering brace = a pair

What does this extract tell us about the effect of the feud on others?

Highlight parts of the text as evidence of this.

Once the children have been given enough time to look at the five different extracts, ask them to share the different ways that the feud between the two families has had an effect on others.

Record a list of their ideas to be displayed in the classroom. The list might include some of the following ideas:

- Feud has caused lots of violence on the streets of Verona
- Older citizens have been forced to fight to try and keep the peace
- Paris and Mercutio have lost their lives
- Two young people (Romeo and Juliet) have died

Plenary

Also ask children to pick out key phrases from the text which show the effect of the feud on others (i.e. the lines they highlighted).

Then ask children to pick one line/phrase and prepare it for performance by learning it off by heart and adding an action.

They should then perform their line to the rest of the class.

E.g. *“Down with the Capulets! Down with the Montagues!”*

“Thrice disturbed the quiet of our streets.”

“A plague o’both your houses!”

“I long to die!”

LESSON 2 DRAMA LESSON

U: TO EXPLORE IDEAS FOR A PERSUASIVE LETTER THROUGH

National Curriculum Links

Reading

Pupils should be taught to:

- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

Spoken Language

- articulate and justify answers, arguments and opinions
- participate in discussions, presentations, performances, roleplay/ improvisations and debates

DRAMA.

STARTER: OBJECT COUNTDOWN

Make sure that you are in a room with enough space for the children to spread out and work in groups e.g. a hall.

Split the children into groups of 5. When each group has found a space, call out the name of an object. Each group then needs to use their whole bodies to make the shape of the object.

The children should make sure that there are different levels in their group (high, middle or low) and that they are joined to at least one other person.

Count down from 10 to 0 and say 'Freeze!' after 10 seconds so the children know their time is up.

Suggested Objects: a car, a clock, a volcano, a computer

Then move onto using objects found in Romeo and Juliet: a sword, a bottle of poison, a tomb

MAIN TEACHING:

Part 1: Freeze Frames

Explain to the children that today's lesson is an opportunity for them to explore and create visual representations of the ideas they will be including in their writing this week. They are going to be writing a letter in role as Prince Escalus at the end of the play, in which he tries to persuade Lord Capulet and Lord Montague to end their feud for good.

First ask the class to think back to the work they did yesterday (reading extracts from the text to explore the effect this feud has had on Verona and its citizens.) Ask them to put themselves in the shoes of the Prince. What might he say to Lord Capulet and Lord Montague to persuade them to end their feud? What could he give as examples to help persuade them to end it?

Create a list of the children's ideas. Here are some possible ideas they might come up with:

- **The whole city suffers because of the violence caused by the feud**
- **People have lost their lives, both in and outside the family**
- **Lies had to be told because of the feud which led to the death of Romeo and Juliet**
- **If Romeo and Juliet could fall in love despite the feud, couldn't their families also become friends?**

Children will now be working in the same groups as they did for the '10 Second Objects' game. Explain that they are going to create freeze frames to represent each of the arguments the class have come up with. Just like in the game, they need to make sure:

- They have a range of different levels in their freeze frame
- They are connected in some way to at least one other person in their group
- They use facial expressions and strong body language to convey meaning
- No movement – this is a snap-shot in time

You may like to model one example by picking a few children to help you create a freeze frame to show a violent scene.

Give the class a few minutes to work on their first freeze frame and then ask them all to show it. This will give you the opportunity to check for understanding and ask the most successful groups to share before moving onto the next idea.

Once the children have had enough time to create their 4/5 different freeze frames, ask each group to choose one freeze frame to perform and then bring the class back together.

Each group will show one of their freeze frames to the class. Ask the rest of the class to work out which idea it is representing.

Part 2: Emotive Language

Tell the children that they are now going to develop their favourite freeze frame by adding some emotive language (language that makes someone feel an emotion). Explain that we can use powerful adjectives and verbs to develop emotive language.

Ask the class what emotion Prince Escalus is trying to make Lord Capulet and Lord Montague feel (regret/sadness).

Model this with one example (e.g. violence on the streets) by thinking of powerful verbs and adjectives to make Lord Capulet and Lord Montague feel regret about the effect their feud has had.

E.g. Vicious violence has plagued our peaceful streets for too long!

Each group then develops their own emotive sentence based on their chosen freeze frame and shows the rest of the class their freeze frame with their added sentence (they should decide if they say it altogether or one member of the group performs the line).

Teacher or TA to record examples of emotive language to refer to later in the week.

LESSON 3

U: TO IDENTIFY THE FEATURES OF PERSUASIVE LETTERS.

National Curriculum Links

Reading

Understand what they read by:

- identifying how language, structure and presentation contribute to meaning

Writing

Pupils should be taught to plan their writing:

- by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

STARTER:

Emotive language – children work with a partner to make the sentences below more emotive by adding adjectives or changing verbs.

The _____ city of Verona, which was a peaceful place before your _____ feud, wants you to restore tranquillity.

Your _____ children have paid the _____ price.

Mercutio and Paris, who were both _____ friends of mine, lost their lives as a result of your _____ feud.

MAIN TEACHING:

Remind the children that they are going to be writing persuasive letters in role as Prince Escalus at the end of the play, writing to both the Capulets and the Montagues to persuade them to end their feud.

Today they are going to be looking at two examples of persuasive letters based on Romeo and Juliet and will be discussing the features which they think make the letters persuasive.

Ask the children what features they would expect to see in a persuasive letter.

Then give out the two examples of persuasive letters below to each talk partner, both of which they should read together. Ask each pair to discuss what makes the letters persuasive. What features has the writer used to persuade the recipient?

Record their ideas and draw out the following key features:

- **First person**

- **Rhetorical questions**
- **Adverbs of possibility (e.g. perhaps, obviously, certainly, surely)**
- **Modal verbs (e.g. should, might, will, must)**
- **Cohesive devices to link paragraphs (e.g. firstly, secondly)**
- **Emotive language**
- **Arguments supported by facts and evidence**
- **Organised in paragraphs**

Make sure these are displayed so that all children can see them for the next part of the lesson.

Using 7 different coloured pencils, they need to find examples of each feature and colour them in different colours (e.g. all the adverbs of possibility might be coloured in red). They should also create a key to show which colour matches which feature.

Examples of Persuasive Letters

Dear Lord Capulet,

I am writing to ask for your fair daughter's hand in marriage. There are three reasons which I believe will persuade you to agree to this match.

Firstly, I'm sure it is clear how much I love your daughter. Surely you and Lady Capulet are aware of the deep affection I have for Juliet. You must never doubt that I will put her needs first in everything I do. If you allow me to marry your beloved daughter, I will treat her like a precious flower and make sure she is kept safe and free from all harm.

Secondly, as well as my absolute love for Juliet, I can also offer her a very comfortable position in Verona's aristocracy. In your excellent care, Juliet has become accustomed to a high standard of living and I'm sure that you want this to continue for her. As you may be aware, I have inherited a substantial estate from my late father. This, as well as my successes in business, would allow me to offer Juliet the kind of life she has always had. She would have everything she desired and more if you allowed me to make her my bride. Certainly that is what every father dreams of when he finds a match for his daughter.

Finally, and perhaps most importantly, I have some concerning news to share. At your ball last night, I saw the lovely Juliet talking to a masked guest. Although I'm sure this conversation was innocent, a friend told me that this mysterious guest was a Montague. Are you willing to risk your only daughter falling into the hands of a Montague? Surely the only way to ensure that this meeting does not blossom into an ill-fated relationship is to make sure they Juliet is married as quickly as possible. You know that you can trust me to make her a happy bride, before she has the chance to fall in love with another unsuitable man.

I hope that you can see what an excellent match your daughter and I would make. Please arrange our wedding as soon as possible before it is too late!

I look forward to hearing from you.

Yours sincerely,

Count Paris

Dear Father,

I know that you are very angry with me because I have not agreed to marry Count Paris. I am sorry that I have upset you and I feel it is important that you know my reasons. I hope that I can persuade you to my point of view.

Firstly, I believe that I am far too young to get married. I know that my mother was already married at my age, but things are different now. 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. Surely you want to hold onto our precious time together too. Perhaps in a few years I will feel more ready for marriage and will be able to accept your proposal. However, I do not yet feel mature enough to become someone's wife.

Secondly, I think it is important to get to know someone before getting married. I have hardly spent any time with Count Paris and have not had the chance to see if I could fall in love with him. When I get married, I want to marry for love. I have noticed that those people who marry to elevate their social status often have unhappy marriages because they do not love their spouse. Do you want me to have a happy life, father? If you do, you will take into consideration my desire to marry for love instead of forcing me into a marriage of convenience.

Finally, I am concerned about the real reasons behind Count Paris' intentions. 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. Are you sure that Paris wishes to marry me out of love? Or could there be other, more superficial, reasons? I know that you would want your daughter to enter into an honest marriage. Can we really trust Paris, a man we hardly know?

Thank you for taking the time to read my letter. I hope you know that I love you very much and I do not go against your wishes easily. I hope you understand my feelings now and will not hold my decision against me. Please do not make me marry a man I hardly know and do not love.

All my love,

Juliet

At the end of the lesson, take feedback from the class and ask them to share the examples of each feature they have found in the persuasive letters.

Finally, each child then writes the success criteria of a persuasive letter in their book, using examples from the models to show their understanding.

LESSON 4

U: TO PLAN AND WRITE A PERSUASIVE LETTER IN ROLE.

National Curriculum Links

Writing

Plan their writing by:

- noting and developing initial ideas, drawing on reading and research where necessary

Pupils should be taught to draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- using a wide range of devices to build cohesion within and across paragraphs

SPAG:

- Use modal verbs or adverbs to indicate degrees of possibility

STARTER:

Ask the children to work in partners to think of as many powerful adjectives as they can to describe the feud. They then pick their best adjective to share with the class and make a word bank for the lesson.

MAIN TEACHING:

Explain to the children that today they will be planning and writing their persuasive letter in role as Prince Escalus, using the ideas they have explored in the first two sessions this week.

Ask the children to discuss with their talk partner the reasons the Prince could use to persuade Lord Capulet and Lord Montague to stop their feud. Note down their ideas on a flipchart.

Hand out the planning scaffold to the children (see next page).

Model filling in the 'Greeting', 'First Paragraph' and 'Second Paragraph' boxes in note form using bullet points and key words, taking ideas from the class list and adding facts from the play.

Your modelled plan might look something like this:

Greeting (Dear...)
 Lord Capulet and Lord Montague,

First Paragraph (*explain why you are writing*)

- Violent feud between families gone on for too long
- Implore you to find forgiveness in your hearts
- Surely you can see this vendetta has gone on for too long?
- Stop senseless killing
- Don't let lives of children be lost in vain

Second Paragraph (*first point with reasons*)

- Feud is affecting not just your families, whole of Verona
- People unable to take violence any longer
- They will push you out of your homes
- Stop your vendetta to bring peace to our streets once more

Plan for Persuasive Letter

Greeting (Dear...)

Success Criteria

First person

First Paragraph (*explain why you are writing*)

Rhetorical questions

*Adverbs of possibility (e.g. **perhaps, obviously, certainly, surely**)*

Second Paragraph (*first point with reasons*)

*Modal verbs (e.g. **should, might, will, must**)*

Cohesive devices to link paragraphs (e.g. **firstly, secondly)**

Emotive language

Third Paragraph (*second point with reasons*)

*Arguments supported by **facts** and evidence*

Organised in paragraphs

Fourth Paragraph (*third point with reasons*):

Concluding Paragraph (*explain what will happen if they don't listen*):

Sign off (*Yours Sincerely,*)

After modelling filling in the plan, give the children time to complete their own plan. Use over the shoulder marking to ensure they are planning properly in note form and using bullet points.

When they have finished their plans, model writing the beginning of the first few sentences of the letter, explicitly referring to your own plan and saying your sentences out loud before writing them. Then ask the children to help you write a few more sentences.

Example of Beginning of Modelled Writing

Dear Lord Capulet and Lord Montague,

As I write this letter, our solemn city mourns the untimely, tragic deaths of your two children, Romeo and Juliet. I can only imagine the pain you must be going through but I write this letter on a matter of urgent importance: you must end the feud between your two families and bring peace to the streets of Verona once more. Surely you can see your vendetta has gone on for too long. I implore you to find forgiveness for one another in your hearts and put this pointless feud in the past.

Draw out the steps to success from the children before setting them off on writing their letters.

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.

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/zvwwwxnb/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.