

# LESSON 4

## **LI: 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:

<p><i>Greeting (Dear...)</i> Lord Capulet and Lord Montague,</p>
<p>First Paragraph (<i>explain why you are writing</i>)</p> <ul style="list-style-type: none"> <li>• Violent feud between families gone on for too long</li> <li>• Implore you to find forgiveness in your hearts</li> <li>• Surely you can see this vendetta has gone on for too long?</li> <li>• Stop senseless killing</li> <li>• Don't let lives of children be lost in vain</li> </ul>
<p>Second Paragraph (<i>first point with reasons</i>)</p> <ul style="list-style-type: none"> <li>• Feud is affecting not just your families, whole of Verona</li> <li>• People unable to take violence any longer</li> <li>• They will push you out of your homes</li> <li>• Stop your vendetta to bring peace to our streets once more</li> </ul>

<b>Plan for Persuasive Letter</b>	
<i>Greeting (Dear...)</i>	<u>Success Criteria</u>
<i>First Paragraph (explain why you are writing)</i>	<p><b>First person</b></p> <p><b>Rhetorical questions</b></p> <p><i>Adverbs of possibility (e.g. perhaps, obviously, certainly, surely)</i></p> <p><i>Modal verbs (e.g. should, might, will, must)</i></p> <p><b>Cohesive devices to link paragraphs (e.g. firstly, secondly)</b></p> <p><b>Emotive language</b></p>
<i>Second Paragraph (first point with reasons)</i>	<p><i>Arguments supported by facts and evidence</i></p>
<i>Third Paragraph (second point with reasons)</i>	<p><b>Organised in paragraphs</b></p>

Fourth Paragraph ( <i>third point with reasons</i> ):
Concluding Paragraph ( <i>explain what will happen if they don't listen</i> ):
Sign off ( <i>Yours Sincerely,</i> )

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.