

What they will learn this week....

National Curriculum Objectives

- Discuss key events, character actions, motivations and emotions from Act 2
- Draw inferences about character's thoughts, feelings and perspectives using evidence from the text.
- Plan writing carefully, selecting appropriate persuasive points and evidence to support arguments.
- Employ persuasive language effectively, including modal verbs, rhetorical questions, and emotive vocabulary.
- Ensure cohesion and coherence throughout the letter using appropriate linking words and paragraphing.
- Maintain consistently formal register suitable for addressing a figure of authority.
- Evaluate and edit own writing for punctuation, spelling, vocabulary choice, sentence structure, and overall clarity.

Act 2, Lesson 1

Learning Intention	To analyse a character's feelings and motivations.
Key Vocabulary	motivation, inference, integrity, loyalty, emotions, justification
Activities/ Lesson	<p><u>Starter</u> Quick recap quiz of Act 1 and 2 (partner task)</p> <ul style="list-style-type: none"> • What evidence is Leontes using to justify his suspicions? • How does Hermione respond to the accusation? • Why might Paulina feel compelled to intervene? <p>Read a short, UKS2-friendly friendly Act 2 adaptation or show The Winter's Tale comic of Act 2. Focus on the event where Paulina takes the baby to Leontes and pleads with him to free Hermione from prison:</p> <p>Main input: Role-on-the-Wall and Thought tracking</p> <p>Create a Role-on-the-Wall for Paulina together as a whole class. Outside: what others might think of her (e.g., outspoken, disobedient). Inside: her true motivations (loyalty, courage, moral conviction, justice for her friend).</p> <p>In small groups, pupils create freeze frames of Act 2 moments (Leontes rejecting the baby, Paulina confronting Leontes). As you tap pupils in the freeze frame, use thought-tracking: <i>What is Paulina thinking in this exact moment? What emotion is driving her behaviour?</i></p>

Main activity: Character mapping

Share the Character Analysis sheet for Paulina. Teacher should model analysis and inference of Paulina's actions, personality or behaviour. Use sentence stems, for example:

- *I think Paulina feels _____ because _____.*
- *This suggests that Paulina is _____.*
- *I can tell Paulina is _____ from _____.*
- *It seems likely that _____.*
- *From the text, I infer that _____.*

Plenary

Ask: If Paulina wrote a private letter to Leontes, what would her strongest moral argument be?

Notes for Teacher	The Character Analysis sheet asks pupils to draw on evidence from the text. Here, choose a text appropriate for your cohort: UKS2-friendly adaptation, the comic strip, or Shakespeare's original play script.
Adaptive Teaching	Support: Pupils use Role-on-the-Wall created at the start of the lesson and sentence stems for inference. Stretch: Pupils encouraged to use evidence-based inference.
Resources	Character Analysis sheet

Act 2, Lesson 2

Learning Intention	To understand the features of a formal persuasive letter.
Key Vocabulary	letter, greeting, closing, paragraph, register, rhetorical questions, persuasive language, formal, purpose, structure, organisation
Activities/ Lesson	<p><u>Introduction</u></p> <p>To see what the children already know about persuasive letters ask them to match up persuasive writing terms to definitions (see resources).</p> <p><u>Main input: Annotating a Model letter</u></p> <p>Show a high-quality model persuasive letter with UKS2 features. Highlight and discuss the features of persuasive letter writing. Annotate the model on the board with all/some of these features, focusing on why each feature is effective:</p> <ul style="list-style-type: none">• Date• Greeting• Opening explaining purpose• Formal register• Cohesive paragraphs• Modal verbs (must, ought to, should)• Emotive, but controlled vocabulary• Clear argument structure• Rhetorical questions• Closing <p><u>Main activity: Expert Feature Hunt</u></p> <p>In pairs, pupils identify the features of a new model persuasive letter. To do this, children could stick post-its on copies of the model or colour code with highlighters. Ask the pupils to discuss which features Paulina herself would realistically use.</p> <p>If there is time, bring pupils back together and ask them (on whiteboards or books) to write three persuasive sentences using modal verbs and cause and effect conjunctions.</p> <p><u>Mini Plenary (optional)</u></p> <p>On mini-whiteboards, pupils will write one rhetorical question Paulina might include in her letter.</p>
Adaptive Teaching	Support: Pupils could identify features in the same model used for the teacher-led input. Stretch: Pupils could identify features in a new (more complex) model.
Resources	Persuasive letter features vocabulary match up Model persuasive letters

Act 2, Lesson 3

Learning Intention	To generate, prioritise and organise ideas for writing.
Key Vocabulary	argument, counter-argument, evidence, perspective, empathy, audience
Activities/ Lesson	<p><u>Introduction</u></p> <p>Show pupils the emotions thermometer and ask: <i>How is Paulina feeling in Act 2?</i> Expect UKS2 children to justify where they place Paulina using evidence. <i>Paulina is at the top of the anger scale because ...</i></p> <p>Explain that today the children will be planning a letter from Paulina to King Leontes to persuade him to forgive Hermione.</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"> • One child walking down the alley represents King Leontes. • One side of the alley whispers arguments for compassion and justice. • The other side whispers arguments based on loyalty to the crown and fear of disobedience. <p>Challenge pupils to use a persuasive opener or model verbs.</p> <p>Afterwards, pupil identify: <i>Which arguments Paulina would genuinely use in her letter? Which arguments Leontes might find most convincing?</i></p> <p>Then, build a class toolkit on the whiteboard:</p> <ul style="list-style-type: none"> • Persuasive openers: <i>Surely even you must recognise..</i> • Modal verbs • Evidence-based phrases • Emotive but formal vocabulary <p><u>Main activity: Letter planning (Boxed-Up Grid)</u></p> <p>Children complete their own plan using ideas from conscience alley and character analysis of Paulina from lesson 1.</p> <p><u>Plenary/Share</u></p> <p>Think-pair share: <i>Which persuasive argument is strongest - emotional, logical or moral? Why?</i></p>
Adaptive Teaching	Support: Pupils could use boxed up grid from LKS2 Planning
Resources	<p>Emotions thermometer</p> <p>Letter planning: Boxed-Up Grid</p>

Act 2, Lesson 4

Learning Intention	To write a persuasive letter using powerful vocabulary, cohesive devices, and rhetorical techniques.
Key Vocabulary	cohesion, register, rhetorical questions, formality
Activities/ Lesson	<p><u>Introduction</u></p> <p>Explain that today the children will be writing the letter from Paulina to King Leontes.</p> <p>Sentence warm-up: Transform simple sentences into more powerful sentences by adding subordinate clauses, using expanded noun phrases or introduction modal verbs.</p> <p>See possible sentences below.</p> <p><i>Hermione is sad. → Hermione feels devastated and overwhelmed by the injustice.</i></p> <p><i>Leontes is angry. → Leontes seethes with anger, unable to listen to reason.</i></p> <p><i>The baby is small. → The infant is tiny and vulnerable, needing protection.</i></p> <p><i>Leontes is wrong.</i></p> <p><i>Paulina is brave.</i></p> <p><i>People are upset.</i></p> <p><i>The king is unfair.</i></p> <p><u>Main input: Teacher Modelling</u></p> <p>Model writing the letter from Paulina to King Leontes using:</p> <ul style="list-style-type: none">• A respectful yet assertive tone• Complex sentences with subordinate clauses• Modal verbs (“You must reconsider...”)• A rhetorical question• Consistent formality <p>Think aloud as you choose vocabulary and structure.</p> <p><u>Main activity: Independent writing</u></p> <p>Children write their letters using planning grid and sentence starter banks.</p> <p><u>Plenary/Share</u></p> <p>Pupils read aloud a paragraph; listeners identify:</p> <ul style="list-style-type: none">• The strongest persuasive technique• How the tone is maintained
Adaptive Teaching	Support: Teacher may run a guided writing group focusing on cohesion and tone.
Resources	Sentence starters

Act 2, Lesson 5

Learning Intention	To revise writing for accuracy, cohesion, and effective persuasive impact.
Key Vocabulary	precision, clarity, formality, cohesion, re-drafting
Activities/ Lesson	<p><u>Introduction: Spot the Error</u> Share a letter with mistakes and ask pupils to spot the errors. NB. Use the example in the resources or write your own to 'trouble shoot' the mistakes you are seeing in your classes' letters. Mistakes could include: misused modal verbs, inconsistent formality, comma splices, incorrect punctuation of complex sentences, misplaces apostrophes.</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. Pupils improve:</p> <ul style="list-style-type: none">• Sentence structure• Vocabulary precision• Paragraph organisation• Emotive but formal tone• Technical accuracy <p><u>Plenary/Share</u> Reader's Theatre: Pupils perform a small section in role, focus on voice, tone, and emotions.</p>
Resources	Spot the Errors Editing checklist

Resources

Lesson 1

Character Analysis sheet

Character Analysis Map: Paulina		
What we notice about Paulina in Act 2	What this shows about her	Evidence from the text
<i>Write key words or short phrases about her actions, personality or behaviour.</i>	<i>Explain what her actions reveal about her values, emotions or motivations.</i>	<i>Add a short quote or moment that supports your ideas.</i>
Her challenges or risks		
<i>What dangers or difficulties does Paulina face in confronting the King?</i>		

Lesson 2

Persuasive letter vocabulary match up

Vocabulary	Definition
Greeting	A question asked to make the reader think, not to get an answer.
Closing	Words that appeal to the reader's feelings.
Paragraph	Words or phrases used to convince or influence someone, e.g., "Surely you can see..."
Persuasive language	The way a letter ends.
Emotive language	Words like must, should, or ought to, used to show obligation or possibility.
Formal	A group of sentences about the same idea or point.
Rhetorical questions	The way a letter starts.
Modal verbs	Using polite, professional language rather than casual words.

Lesson 3

Emotions thermometer

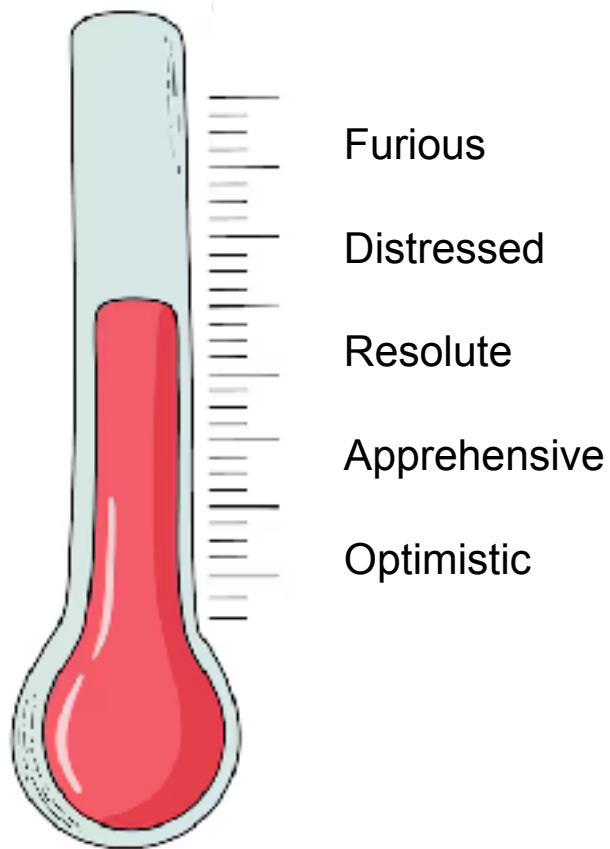


Image retrieved from: <https://www.freepik.com/free-photos-vectors/thermometer-graphic>

Lesson 3

Letter Planning: Boxed-Up Grid *Recommend resizing to A3*

Respectful greeting and statement of purpose	
Hermione's character and innocence (evidence from text)	
Leontes' behaviour and its consequences	
Paulina's moral appeal and rhetorical question	
What action she is urging (e.g. release Hermione)	
Formal concluding paragraph and sign off	

Lesson 4

Sentence starters

Opening the Letter

I am writing to you because...
I must draw your attention to...
I hope you will consider...

Introducing Arguments / Persuasive Points

Surely even you must see that...
It is clear that...
I urge you to consider...
You cannot ignore the fact that...
One cannot deny that...

Explaining Consequences

If this continues, then...
As a result of this, ...
This will cause...

Emotive / Moral Appeals

I am deeply concerned that...
It is heartbreaking to see...
You must understand how important it is that...

Rhetorical Questions

Can you truly believe that...?
How can you justify...?
Surely you would not wish...?

Closing the Letter

I respectfully urge you to...
I hope you will take this into consideration...
I trust that you will act wisely and justly...

Lesson 5

Spot the Errors

Dear King Leontes

I am writing to you because I must tell you that Hermione should of been treated more fairly she has always been loyal and honest to everyone in the court, she never deserved to be accused in this way. Please dont ignore what I am saying, it is extremly important that you act wisely.

You must consider all the facts it would be wrong to act in haste, and the people of the court are upset. I hope you understands that showing mercy is the right thing to do and will help everyone trust you. It is particulary important to remember that even kings can make mistakes.

Yours sincerely

Paulina

Errors included:

- “should of” → misused modal verb (should have)
- Missing apostrophes: “dont” → don’t, “its” → it’s
- Comma splices: “fairly she has always...” and “...in haste, and the people...”
- Inconsistent formality: “Please dont ignore what I am saying” (too informal)
- Incorrect punctuation/complex sentences: missing commas, run-on sentences
- Spelling errors: “extremly”, “particulary” “sincerly”

Lesson 5

Editting Checklist

	Me	My partner
Is the tone consistently formal and respectful?		
Are modal verbs used correctly and effectively (must, should, ought to)?		
Are rhetorical questions used appropriately?		
Are emotive phrases used appropriately?		
Are paragraphs clearly organised with one main idea each?		
Is evidence from the text used to support persuasive points?		
Are commas, apostrophes, capital letters, and spelling correct?		
Are sentences varied and clear, including complex sentences?		
Are precise, persuasive words used to make points stronger?		