

Floodland : Speech Writing : Year 6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To identify effective structural and linguistic features of a persuasive speech.	The children will begin by studying the speech made by Severn Suzuki at the 1992 UN Earth Summit. They will discuss why it was effective and then unpick the different features of the speech and how they were used to make it more effective. They will look at the structural features and punctuation and how they are used to create a piece of writing that is meant to be read aloud.	<ul style="list-style-type: none"> Can children identify persuasive features of a speech? Are children able to identify the purpose and audience of a speech? Can children identify important punctuation and structural features of a text written to be spoken aloud? 	<ul style="list-style-type: none"> Slides Transcript Sheet 1A Challenge Card 1A Worksheet 1A Coloured pens/pencils Speech Sheet 1A (FSD? activity only)
Lesson 2	To plan a formal, persuasive speech including the use of the subjunctive mood.	Children study a formal, persuasive speech in order to discuss the structure and layout as well as the features of writing that create a more formal tone. The children will explore and recap the use of the subjunctive mood and identify where it has been used in the model text before planning it into their own speech.	<ul style="list-style-type: none"> Can children identify the format and structure of formal language, including the subjunctive mood? Are children able to identify the purpose of different sections within a written speech? Can children identify key areas to use persuasive features in their writing? 	<ul style="list-style-type: none"> Slides Model Text 2A Worksheet 2A/2B Subjunctive Sheet 2A
Lesson 3	To write, perform and edit a formal persuasive speech.	Children will have the opportunity to apply their learning about persuasive techniques and formal language as they write their speech to convince the inhabitants of Eels Island to make them the leader of the island. They will perform their speeches in order to edit and improve their writing, evaluating their use of vocabulary and punctuation in a piece of writing that is meant to be read aloud.	<ul style="list-style-type: none"> Can children write for a particular purpose and audience? Are children able to write in a formal manner to suit the purpose of their writing? Can children include persuasive features in their writing effectively? 	<ul style="list-style-type: none"> Slides Children's plans from the previous lesson Teacher Notes 3A Writing Frame 3A/3B Word Bank 3A Checklist 3A

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Reading - word reading		
<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. 		
Reading - comprehension		
<ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 		<ul style="list-style-type: none"> predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction 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 explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.
Writing - transcription HANDWRITING	Writing - spelling, punctuation and grammar	
<ul style="list-style-type: none"> write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task. 	<ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading 	
Writing - transcription SPELLING	English Appendix 2	
<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus 		
Writing - composition	English Appendix 2	
<ul style="list-style-type: none"> 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 noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 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 ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors 	WORD	
	<ul style="list-style-type: none"> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little]. 	
	SENTENCE	TEXT
	<ul style="list-style-type: none"> Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] 	<ul style="list-style-type: none"> Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipses Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
	PUNCTUATION	TERMINOLOGY FOR PUPILS
	<ul style="list-style-type: none"> Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] 	<ul style="list-style-type: none"> subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points