
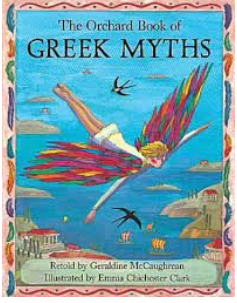
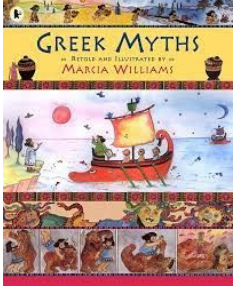
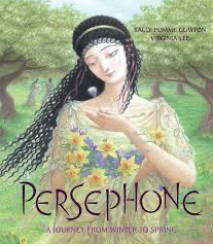


<p>Key Stage 2 English Learning Journey Purpose: To entertain Audience: Infant class Form: Narrative (Greek myth; links to history on the Greeks)</p> <p>Purpose: To persuade Audience: Hades Form: Letter/speech (links to history on the Greeks)</p>	<p>Linked Guided Reading Texts</p>  <p><i>Links to history on Greeks and main English looking at Greek myths</i></p>	<p>Key Writing Statements Y3/4:</p> <ul style="list-style-type: none"> plan their writing by: <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas draft and write by: <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 organising paragraphs around a theme in narratives, creating settings, characters and plot evaluate and edit by: <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials indicate grammatical and other features by: <ul style="list-style-type: none"> using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech
	<p>Key Reading Statements Y3/4</p> <ul style="list-style-type: none"> develop positive attitudes to reading, and an understanding of what they read, by: <ul style="list-style-type: none"> listening to and discussing a 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 fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books discussing words and phrases that capture the reader's interest and imagination understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text identifying how language, structure, and presentation contribute to meaning participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials indicate grammatical and other features by: <ul style="list-style-type: none"> using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech
 	<p>Y5/6</p> <ul style="list-style-type: none"> maintain positive attitudes to reading and an understanding of what they read by: <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 identifying and discussing themes and conventions in and across a wide range of writing 	<p>5/6</p> <ul style="list-style-type: none"> plan their writing by: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 using a wide range of devices to build cohesion within and across paragraphs evaluate and edit by: <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning proofread for spelling and punctuation errors

	<ul style="list-style-type: none"> • understand what they read by: <ul style="list-style-type: none"> • 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 • 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 • 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 • provide reasoned justifications for their views 	<ul style="list-style-type: none"> • develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> • using expanded noun phrases to convey complicated information concisely • indicate grammatical and other features by: • using commas to clarify meaning or avoid ambiguity in writing
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Teaching sequence: Greek Myths		
Stimulate & Generate	Capture, Sift & Sort	Create, Refine, Evaluate
<p>To become familiar with Greek Myths (and recognise themes) Show chn The Orchard Book of Greek Myths by Geraldine McCaughrean. What is this book about? What sort of stories does it contain? Discuss what chn think a myth is then read the foreword on page 7. Clarify definition of myth. Show chn a box with the words 'Do not open' written on it. What do chn think? Why would you give a gift that is not to be opened? What might be inside? Explain that you are going to share a story which involves a gift box similar to this. Display and share Introducing Zeus then read In the beginning and Pandora's Box up to "I expect it's full of cloth-or dishes-or papers". Start a character list with Zeus, Prometheus and Epimetheus and read the names Ask chn why they think the gift of fire was so important and why it made Zeus angry? What do they think Zeus has put in the box? Make a list of suggestions. <u>Task:</u> Chn work in mixed ability pairs to carefully continue reading the story of Pandora's Box They discuss the story using Exploring Pandora's Box: guide questions. Y3/4 In pairs chn write answers to the questions about Pandora's Box and write what they think the message of the story is. Y5/6: Work on own Scaffold: Adult support, reading partner, paired writing of answers then photocopy Stretch: Does the rest of the story match predictions from earlier?</p> <p>To use inference to recognise character feelings (and use for making predictions) Revise what a myth is. Can they give a synopsis of Pandora's box as a class.</p>	<p>To understand how dialogue is punctuated (and layout correctly) Read the beginning of the King Midas story as far as 'the reeds by the river grew too'. Then show chn the Introducing Apollo and Introducing King Midas cards. How do chn think the author brings Apollo and King Midas to life? Share slide 1 of the PowerPoint: Punctuating direct speech and ask chn what they know about punctuating dialogue. Go through slides as reminder. Chn then look at sample speech and try and use correct punctuation on their whiteboard. Explain that they will continue to do this during the activity for a conversation between King Midas and his barber. <u>Task:</u> Give chn the King Midas and his barber in conversation speech bubbles. Chn read the speech in the bubbles and rewrite it as punctuated speech. 3/4: They use simple reporting clauses to indicate who is talking. 5/6: Chn use a variety of reporting clauses with their punctuated dialogue. Scaffold: Direct Speech Poster as reminder, adult support, lay out bubbles in book to sow conversation Stretch: Insert joining sentences to describe action.</p> <p>To compose direct speech (and express a character's feelings) Ask chn to remind you what has happened to King Midas in the story so far. Then continue reading the story on page 42 as far as... "being rich makes me hungry". Why do chn think Midas wants the wish he has chosen? What about the satyr? Why do chn think he is trying to persuade the king to pick a different wish? model how to roleplay the scene where the satyr and King Midas discuss his wish. Emphasise that your key focus is predicting the</p>	<p>To use a story map to plan a Greek myth (considering features needed) Recap the Perseus story and make a brief list of events. Agree that there are several exciting parts. Use a highlighter to identify 3 or 4 parts on your list that chn think are exciting Emphasise that having multiple exciting events is a very common feature of myths. show and display the Introducing... posters. Direct chn to the events around Medusa. Why is this an exciting part? Note down ideas. Reread page 51 of the Perseus story then share the clip. Which is more exciting and why? Explain that chn are going to rewrite this scene in the first person. Who could tell the story? What would change. Note that if Medusa told the story we wouldn't get to the end as she is killed, however, one of the snakes on her head could tell the story as they go on living. Today they will plan their version using a story map. <u>Task:</u> Chn draw a story map to plan their scene, noting down powerful verbs they might use against their drawings on the plan. Y3: Chn write from the perspective of Perseus. 5/6: choose a different Greek myth looked at and story map Scaffold: Story map together, plot points, vocabulary mat Stretch: character choice, peer evaluate scenes</p> <p>To write start of Greek myth Re-watch the clip and reread the Introduction to Medusa Scene. What kind of language is used? Is it very descriptive? How could you make it more descriptive? Write and display the sentence: Medusa's island lay below Perseus like a single grey eye in the face of the sea. Work to improve it using descriptive language and powerful verbs as well as conjunctions</p>

Explain that today they will be reading another Greek myth – this time, one which explains the origins of a creature and human perceptions of it.

Display Introducing Athene and note that she is the daughter of Zeus as well as the Goddess of War.

read the opening of Arachne the Spinner as far as 'There was no mistaking the beautiful grey-eyed goddess, Athene'. Add to your character list

Ask chn to discuss in pairs how they think Arachne feels when she realises the old woman is Athene. What do they think is going to happen? Record ideas on the board.

Task:

Explain that chn will continue reading the story themselves, answering questions about what they read.

3/4: mixed ability pairs, chn carefully reread the opening of Arachne the Spinner and continue to the end of page 37. then answer the Arachne the Spinner Questions

5/6: work on own

Scaffold: Adult support, reading partner, paired writing of answers then photocopy

Stretch: What phenomenon was being described?

To recognise the structure of a Greek myth (and compare across myths)

Recap on the story of Pandora's Box from and discuss the overarching structure of it. Look at the storyboard.

Model recording the steps of Pandora's story on the Blank Storyboard, using the structure boxes to guide the content of each step.

Explain that chn are going to revisit the story of Arachne the Spinner and record it in the same way.

Task

Provide chn with the whole Arachne the Spinner myth – they reread it and then record the plot events in the same way that was modelled for the story of Pandora's Box, following the themes discussed.

Chn record the plot events on the Arachne the Spinner Storyboard. Encourage them to use the structure boxes to help ensure they have the key information.

5/6: Chn compare their storyboards to the whole class Pandora's Box version. What was similar? What was different?

Scaffold: Adult support, simplified version of text

Stretch: compare with a partner. Why are their differences?

To recognise qualities of characters in Greek myths (and take on a role)

Look back at your list of characters and the 'Introducing...' posters.

Explain to chn that you are going to interview these characters for a newspaper article. What questions could we ask?

characters' reactions and words to each other. Use the Speech Bubbles: example for ideas.

Highlight facial expressions, gestures, changes in voice, volume and tone and the type of language used.

Task:

In pairs, chn spend time roleplaying the scene with King Midas and the satyr.

Chn then record the dialogue on the Speech Bubbles template

5/6: Encourage them to note next to the speech how it is said (e.g. insistently, trying to persuade, not listening etc).

Scaffold: mixed partners, adult support, paired writing to photocopy

Stretch: note body language and facial expressions

To write dialogue correctly (and show a character personality)

Revise dialogue punctuation

Then ask two chn to read/roleplay their speech bubbles.

Show how to record this as punctuated dialogue, adding a bit of action as you go

Task:

Chn use their speech bubble notes and roleplay ideas to build a more developed scene, but now written as punctuated dialogue.

They think carefully about how each character presents their lines and how it would be described in the reporting clauses.

5/6: Try and develop more into a part of a story

Scaffold: adult led, direct speech poster as reminder,

Stretch: use of advanced vocabulary (revise beforehand)

To identify powerful language in myths

Introduce the Icarus Hamilton Group Reader and read as far as

'Icarus nodded and jumped with excitement.' Why is Icarus excited? How would the chn feel if they were going to fly?

Focus on final sentence and come up with some powerful verbs that might act as an alternative. Emphasise that the use of such language helps us to picture the story better and makes it more exciting.

Show chn Introducing Daedalus and Introducing Icarus and explain that they will continue to read their story in groups, thinking about the use of powerful language as well as their impressions of the story.

Show chn how they can record their ideas from their discussions.

Task:

In groups, chn read the rest of Icarus, looking for and collecting examples of powerful verbs and effective adjectives and adverbs, as they read.

They record these on a sheet of paper for the group.

Chn discuss the Exploring Icarus: guide questions.

3/4: Note answers to questions as a group

5/6: notes answers in pairs/individually.

Scaffold: adult/pair reading, paired writing

Stretch: find synonyms for words found

Then take one of the chn's plans and discuss how they might describe the setting and the opening movements of Perseus as he approaches the island

Then model writing the opening of the new version, emphasising your use of language and conjunctions. Today chn will write their own openings to the scene.

Task:

Chn use their story maps to write the opening of their myth scene.

Encourage chn to use conjunctions both within and as starters to sentences.

Chn use powerful verbs and descriptive language.

3/4: Chn write from the perspective of Perseus. They discuss their ideas first in an adult-led group before recording.

Scaffold: adult support, word bank, sentence ideas

Stretch: use of pronouns, use of thesaurus for powerful words

To include dialogue in myth writing

Recap on the Medusa scene and ask chn to imagine what they think Medusa and Perseus might say to each other.

Chn act out a conversation between one of Medusa's snakes and Perseus, with a partner.

Discuss and model writing this exciting bit of the story using dialogue. Choose one conversation and scribe it on the whiteboard, asking chn to help you add the relevant punctuation.

Tell chn that they should do the same today; using dialogue in their stories to help build tension and to show us a bit more about the characters.

Display dialogue checklist

Task:

Give chn time to continue with their myth scene today. They include punctuated dialogue in their stories.

Y3: Chn are given adult support where required. They use simple dialogue.

Scaffold: Dialogue writing poster, reporting clause word mat, powerful verbs/adjectives word mat, adult support

Stretch: use of pronouns, use of thesaurus for powerful words, flip order of reporting clause

To complete myth (and check features are included)

Explain that today chn will finish their stories as well as editing and improving their work so far.

Recap that chn have introduced the Medusa section of the myth and built up the tension through the use of dialogue to the point at which Perseus has removed or is about to remove her head.

Ask chn how they think they could finish this section. What is the next section of the story?

Model how to close this part of the story, so that it allows for the next part to begin.

Task:

Take suggestions, then choose one character for chn to question. Record the questions, using and highlighting question punctuation. Pick one of the questions and model answering it in role as the character.

Ask the chn how they might answer one of the questions and take a few examples of their answers, presented in role.

Task:

Chn compose and write questions for the main characters in the myths as though preparing to interview them for a newspaper article.

They write the questions onto pre-cut question cards.

They then work with a partner to try answering some questions in role. Chn then choose their top 3 questions and write an answer to them in role in their books, sticking down the question card and writing the answer alongside.

5/6: Choose 5 and write as if reporting this part as a newspaper article (commenting on body language and tone). Model with chn before starting.

Scaffold: Adult support, shared writing with partner, pairs to model acting

Stretch: Use of descriptive language and written as paragraph.

To compare 2 myths (and justify ideas)

Working together from memory, list the main events from story of Daedalus and Icarus on the flip chart.

Write the main events as chn recount them to you.

Check back with the story. Have you got things in the right order?

Show Marcia Williams's Greek Myths and explain that here the myths are retold in cartoons. How do chn think her version of Daedalus and Icarus will differ?

Explain that chn will read this other version in groups.

Task:

Give mixed ability reading groups copies of Marcia Williams's version of Daedalus and Icarus.

Chn read this version of the story and discuss how it differs from/is the same as the Icarus Hamilton Group Reader version.

They record their ideas in the form of a Venn Diagram, using Daedalus and Icarus: Comparing Myths

5/6: Chn then pick a favourite and come up with three justifications for this choice

Scaffold: adult reading, adult note taking

Stretch: use of evidence from text

To retell events (using powerful verbs)

Explain that you are going to write a shared version of Daedalus and Icarus to learn by heart.

Using your 'main events' list, write a short opening paragraph together, based on the first event.

Limit your sentences to 3 or 4, but encourage chn to suggest powerful verbs for use in your writing. Remind chn how to use a thesaurus to help with this.

Reread the paragraph together and explain that this will be the opening paragraph to the shared class version of the story.

Task:

Divide the class into small groups - as many groups as events on your list.

allocate different main events of the story to each group.

Chn work collaboratively in their groups to expand one of these main events into a story paragraph.

Chn ensure that they use a variety of powerful verbs and descriptive language.

Scaffold: adult support, word bank, smaller section

Stretch: more challenging part, use of conjunctions to create cohesion

To improve writing by changing sentences (and including features of cohesion)

Look back at the first paragraph that you shared wrote and reread together.

Chn finish writing their myth scene.

Scaffold: Dialogue writing poster, reporting clause word mat, powerful verbs/adjectives word mat, adult support

Stretch: use of pronouns, use of thesaurus for powerful words, flip order of reporting clause

To edit (and improve) myth

Revise stories written. Get chn to choose the part they are proudest of and share.

Then get chn to share a part they think needs improving. Select one and discuss as a class how this could be improved.

What else do we need to do to improve and edit work? Discuss the success criteria list and how we can use this to edit.

Task:

Chn to edit and improve their work. If time it can be published.

Scaffold: edit stations with reminders of how to edit and improve

Stretch: peer evaluate

Ask chn to talk to a partner and come up with one possible improvement. This could be an additional sentence or a change in word order or a change of language.

Edit and rework the paragraph together.

Reread the paragraph discussing how expression and intonation can make the story sound as interesting and exciting as possible.

Perform it as a class!

Task:

Chn work in their groups to develop and improve their paragraph further.

They read it aloud and add any powerful verbs and/or descriptive language that might add to the impact of the paragraph. They also consider rewriting sentences, adding sentences or expanding sentences.

Chn then practise reading it aloud with expression and intonation, preferably learning it by heart, ready to perform.

Read whole text together (film for seesaw or perform in assembly)

Scaffold: adult support, less to read aloud

Stretch: encourage use of drama

To use conjunctions to join clauses (and expand clauses)

Show chn the Introducing Perseus and Medusa posters. Have they heard of either before?

Read the story of Perseus, stopping at '...before continuing on his way to look for Medusa'.

What do chn think about Acrisius putting his daughter and grandson in a chest? Why did he do it? What do they make of King Polydectes? Why has he challenged Perseus to bring him Medusa's head?

Use slides to revise conjunctions.

List the magic weapons that the gods gave to Perseus - and show chn the Magic Objects images.

Explain that you are going to compose a sentence together for each magic weapon about when or why you might use them.)

Explain that chn will write further extended sentences about these weapons.

Task:

Chn join, extend or write clauses using the appropriate Sentences Using Conjunctions sheet

3/4: practise joining sentences using conjunctions on sheet and then write own.

5/6: practise extending sentences using conjunctions and write own

Scaffold: adult support, conjunctions word mat

Stretch: continue reading up to "I have what you are looking for," said an invisible Perseus'. Chn suggest two two-clause sentences for when and why the helmet was used

To use conjunctions within answers (and create own)

Explain that today chn will be answering questions about the Perseus story, using conjunctions to explain when and why. Say that you will

give the class a 'sneaky peek' at the sort of questions they will be so they can have them in mind as you read. Display and read Perseus questions (A).
Recap the Perseus story so far then read to the bottom of p.51.
Revise conjunctions using PowerPoint then look at slides about answering questions.
Model answering a couple of questions using conjunctions, showing how the question can help to provide the first clause.
Remind chn about the questions they have already peeked at. Who thinks they already know some of answers and how to start them?
Task:
Chn answer the Perseus Questions based o reading with two clause sentences which use *when* and *why* conjunctions.
3/4: Chn use Perseus Questions (A)
5/6: Perseus Questions (C)
Scaffold: sentence stems, conjunction word mats, adult support
Stretch: compose their own question for a partner to answer.

To use conjunctions at start of sentences (and use commas correctly)

Recap the Perseus myth shared so far and then read to the end.
Revise conjunctions using slides before exploring swapping the order of clauses on slides.
Explain that you are going to use your imagination to pretend to be one of the myth characters and try answering some of the questions.
Write: Why did you ask Perseus to fetch Medusa's head? on a flipchart. Pretend to put on King Polydectes's crown and ask (a confident child to ask you the question.
Say, and then record your answer twice. Ask where the comma should go. Read aloud to check it is correct. Underline the conjunction and leave displayed for reference.
Explain that chn will be taking it in turns to answer questions in role as some of the characters from the Perseus story, using conjunctions. They then need to record the response twice, as modelled, and with the correct use of a comma.
Show chn the Character Questions and read together.
Task:
Chn work in pairs, taking turns to ask and answer the Character Questions. They choose a character each from the sheet.
Chn answer each question in role, inferring feelings and motivations. When they have verbally rehearsed an answer each, they record them twice, as with the Input, swapping the order of the clauses and punctuating correctly.
3/4: Chn record sentences on Character Answers. Focus on using conjunctions in answers, extend to swapping order.
5/6: record in books.
Scaffold: adult support, conjunction word mats
Stretch: write own questions and answers for character

Teaching sequence: Persephone myth (persuasive speech)

Stimulate & Generate	Capture, Sift & Sort	Create, Refine, Evaluate
<p>To know the features of a persuasive text Distribute the persuasive text samples and others which have been collected to chn in discussion groups and ask them to work out what group of writing these all belong to. Share ideas and ask chn which clues led them to persuasive writing. Which text type are they most aware of? Probably adverts. Why are adverts persuasive? Discuss audience and purpose. Distribute and go through the Discussion Prompt, explaining that today's learning will involve looking at a range of persuasive texts and beginning to produce a list of criteria for this genre. <u>Task:</u> Encourage chn to read through each text quietly by themselves or with a partner before starting their group discussion. Chn then take each discussion point on the Discussion Prompt in turn, discussing ideas and making notes to remind them of what they have discussed. <i>Scaffold:</i> adult led group <i>Stretch:</i> Create list of criteria, how are texts similar/different?</p> <p>To consider points of view of characters Remind chn of the texts they read yesterday and how they now know lots of language features which are used to make texts persuasive. Today chn will be thinking about how the arguments can be organised and presented in the most effective way. Display and discuss slide 5 of The Persuasion Book by Sue Palmer, explaining that this is like a map of what goes where in a persuasion text. Remind chn that each point will be elaborated on with further explanation or examples. Show how this works by pointing to each part and giving examples of how this might be used to present a particular argument, e.g. for school uniform. Challenge chn in partners to do the same with the against argument, helping chn to see where each idea will go. Read to chn the story of Persephone. Should Hades give Persephone back? Consider reasons for and against. <u>Task:</u> 3/4: List the reasons for and against Hades giving Persephone back 5/6: as 3/4 or choose to take on should Persephone remain in underworld. <i>Scaffold:</i> adult support, pair work <i>Stretch:</i> explain reasons</p>	<p>To recognise (and use) modal verbs Recap what chn know about the purpose of persuasive writing. What forms could it come in? speech, letter, advert etc. Display and share slides 1-8 Grammar PowerPoint: Modal Verbs. Check that chn can spot the verb being modified and encourage chn to think about the impact of the modal verbs. Display Modal Verbs and review. Write, 'Families ____ have the best time on our holidays.' on a flipchart. Ask chn to discuss with a partner which modal verbs would make this more or less certain (e.g. will, may, shall). Repeat with obligation. Can they spot the impact? Explain that 'can' and 'could' are to do with ability but are less certain than verbs like 'will'. <u>Task:</u> Chn complete differentiated tasks A-C (see teaching notes). Y3/4: Modal Verbs: A Identify modal verbs Y4/5: Modal Verbs: B Select the best modal verb Y6: Modal Verbs: C Use modal verbs <i>Scaffold:</i> modal verbs list, adult support <i>Stretch:</i> write own sentences linked to Persephone story</p> <p>To provoke emotion through use of expanded noun phrases Revise noun phrases using PowerPoint: Expanded Noun Phrases, using slide 9 to consider the impact of using noun phrases. Draw chn's attention to the fact that the main sentence has not changed but the noun phrases change the image profoundly. How do you feel about Persephone's situation? What emotions are felt throughout the story by the main characters? What emotions do you think the author wanted to create? How is this done? Pick an illustration and model building up an emotive expanded noun phrase around one of the nouns. <i>What emotion will this provoke?</i> Explain that today chn will be doing the same, building up a bank of expanded noun phrases inspired by the illustrations. <u>Task:</u> 3/4: write expanded noun phrases that create emotion in the reader based on pictures from the text 5/6: write sentences containing expanded noun phrases that provoke varied emotions <i>Scaffold:</i> noun phrase examples, emotional vocabulary list, adult support <i>Stretch:</i> thesaurus use</p>	<p>To plan a persuasive speech Revise the story of Persephone. Chn to look back at their points of views looked at earlier in unit. Explain these will be turned into persuasive speeches. Who are we trying to persuade? For what reason? Revise what persuasive features they remember? Show planning template for their speech. Model filling out template for persuading Hades to return Persephone. <u>Task:</u> 3/4: to use planning template to persuade Hades to return Persephone 5/6: to choose who to persuade and complete planning template. <i>Scaffold:</i> adult support, modelled plan <i>Stretch:</i> consider the reasons, emotive language to be used</p> <p>To present a persuasive speech Revise with chn the work completed on plans yesterday. Allow time for chn to share with a partner. How do we now turn this into a speech: Share examples and focus on success criteria. Model writing the planned speech from yesterday into a speech with chn. <u>Task:</u> Chn to turn their plan into a written speech. <i>Scaffold:</i> adult support, modelled examples <i>Stretch:</i> emotive language use</p>