



## Lesson plan

Title	<b>Story and persuasive writing</b>
Age	7-9
Key stage	2
Subject	English, PSHE, Drama
Learning outcomes	<ul style="list-style-type: none"><li>• All children will:<ul style="list-style-type: none"><li>○ Extract key information from listening to a story</li><li>○ Write a persuasive letter</li></ul></li><li>• Some children will:<ul style="list-style-type: none"><li>○ Act a scene from the story</li><li>○ Infer and act out what might happen if the story ended differently</li></ul></li></ul>
Resources	<ul style="list-style-type: none"><li>• For main lesson:<ul style="list-style-type: none"><li>○ Video of Gizzy's Big Adventure story</li><li>○ PowerPoint about persuasive writing</li><li>○ Printouts of persuasive writing worksheet</li><li>○ Pens and paper</li></ul></li></ul>
Key words	<ul style="list-style-type: none"><li>• 'Neutering' (A simple operation to stop cats having kittens)</li><li>• 'Microchipping' (A vet pops a chip in the cat's neck so the cat can be scanned if lost – like at a supermarket – and returned to the owner)</li></ul>

Curriculum references	
England	<ul style="list-style-type: none"><li>• English: reading: comprehension; writing: composition; vocabulary, grammar and punctuation</li><li>• PSHE: living in the wider world</li></ul>
Wales	<ul style="list-style-type: none"><li>• English:<ul style="list-style-type: none"><li>○ oracy: developing and presenting information and ideas; speaking; listening; collaboration and discussion</li><li>○ reading: responding to what has been said; response and analysis</li><li>○ writing: organising ideas and information; meaning, purposes, readers; structure and organisation; writing accurately; language; grammar, punctuation, spelling, handwriting</li></ul></li><li>• PSE:<ul style="list-style-type: none"><li>○ developing thinking</li><li>○ developing communication</li><li>○ sustainable development and global citizenship</li></ul></li></ul>
NI	<ul style="list-style-type: none"><li>• Language and literacy: talking and listening; reading; writing</li><li>• The arts: drama</li><li>• Personal development and mutual understanding: relationships with the wider world</li></ul>
Scotland	<ul style="list-style-type: none"><li>• Literacy (first level):<ul style="list-style-type: none"><li>○ listening and talking: tools for listening and talking; finding and using information; understanding, analysing and evaluating</li><li>○ writing: enjoyment and choice; tools for writing; organising and using information</li></ul></li></ul>

	<ul style="list-style-type: none"> <li>Expressive arts: <ul style="list-style-type: none"> <li>participation in performances and presentations</li> <li>drama</li> </ul> </li> </ul>
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Main session plan			
Time	Activity	Instructions	Resources
5 mins	Starter	<ul style="list-style-type: none"> <li>Explain you're going to play a video of a story about a kitten who gets lost and then explain how to write a persuasive letter about microchipping</li> <li>Explain what microchipping is (see key words above)</li> </ul>	
10 mins	Story	<ul style="list-style-type: none"> <li>Play video of story</li> </ul>	Video
10 mins	Introduce persuasive letter writing	<ul style="list-style-type: none"> <li>Show PowerPoint about persuasive letter writing</li> </ul>	PowerPoint
25 mins	Main: Persuasive letter writing	<ul style="list-style-type: none"> <li>Give out copies of worksheet to children</li> <li>Ask children to write a letter to a friend who has a new kitten explaining why they should get their kitten microchipped</li> </ul>	Copies of worksheet, pens and paper
10 mins	Plenary	<ul style="list-style-type: none"> <li>Ask children to swap, read and evaluate each other's letters by saying whether it would encourage them to chip their new kitten</li> <li>Ask them to identify effective arguments and suggest improvements</li> <li>If time allows, ask children to read a couple of the best letters to the class</li> </ul>	

Extension			
Time	Activity	Instructions	Resources
20 mins	Hot seating	<ul style="list-style-type: none"> <li>Ask for volunteers to role play Gizzy getting into van, being found, scanned by vet and reunited with family</li> <li>Ask for volunteers to role play what might have happened to Gizzy if he hadn't been microchipped and couldn't be reunited with his owners again, from when he got into van</li> <li>Ask the children playing microchipped and non-microchipped Gizzy how they feel when they are lost and when they can or can't find their family</li> </ul>	