P5 Horizons Programme: HMS Pickle: Complete Slideshow Breakdown

Throughout the power points any questions/sentences starters in the text colour green are for higher ability learners and blue for lower ability learners. This is differentiated to challenge all the learners in your classroom at their ability level.

Learning Objectives included in each lesson plan.

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Slideshow 1 - Lesson Plan Breakdown

Slide 1: Title Slide
- *"Voices from the Ship: Descriptive Writing at Sea"*
- Introduces the lesson theme and objective.
- Teacher note: Set the tone, tell students they'll "step into the boots of a sailor."

Slide 2: Fred the Mascot Introduction
- Friendly character appears throughout.
- Teacher note: Use Fred to build engagement and scaffold questions.

Slide 3: Key Vocabulary Prompt
- Word: *Descriptive*
- Teacher note: Ask for student definitions; add to the word wall.

Slide 4: Comparing Ships (Pickle vs Endurance)
- Visual comparison activity.
- Teacher prompts: What can you see, hear, feel? Where is each ship? What mood?

Slide 5: Think/Pair/Share Questions
- Scaffolded questioning about imagery and emotion.
- Teacher note: Encourage students to justify their answers with detail.
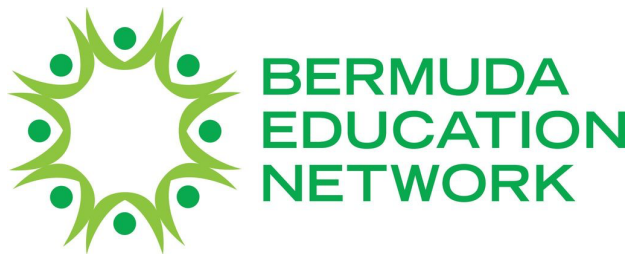
Slide 6: WALT & Success Criteria
WALT (We Are Learning To...):
- Understand how descriptive language and ship-related vocabulary can bring a scene to life.
- Recognise how sensory details (sight, sound, touch) make writing more vivid.
- Appreciate how writers create atmosphere and setting in texts like *Lost in the Antarctic*.

Success Criteria
- I can collect and use descriptive words for our Ship Word Wall.
- As a whole class read and analyse the prologue of the story "Lost in the Antarctic".
- I can describe objects, sounds, and scenes using sensory details.
- I can write a descriptive paragraph as if I were a sailor, using sight, sound, and touch.
- I can use capital letters and full stops correctly in every sentence.

Slide 7: Resources List

- Journals, sticky notes, whiteboards, mystery bag.
- Teacher prep: Have items ready before lesson.

Slide 8: Group Activity: Building Ship Word Wall
- Students brainstorm ship-related vocabulary.
- Teacher note: Stick words to wall/chart for ongoing reference.

Slide 9: What is Descriptive Language?
- Explains sensory, vivid adjectives/verbs.
- Teacher note: Model examples verbally.

Slide 10: Focus on the 5 Senses (Sight, Hearing, Touch)
- Defines sensory approach to writing.
- Teacher note: Highlight that students will explore 3 today.

Slide 11: Hearing Activity
- Play sound clip (without showing slide).
- Teacher note: Students list adjectives to describe sound.

Slide 12: Touch: Mystery Bag
- Feely bag guessing game.
- Teacher note: Encourage descriptive language, not object naming.

Slide 13: Sight: Pencil Case Descriptions
- Guessing activity based on detailed description.
- Teacher note: Push students beyond simple adjectives ("big, small") to precise ones.

Slide 14: Reading: Detail Detectives
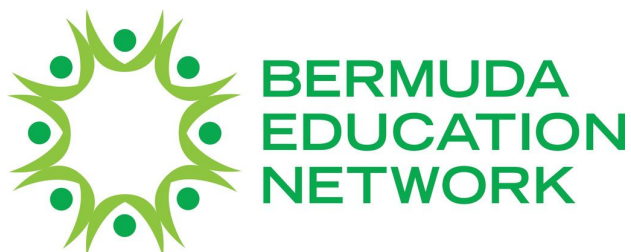- Read prologue of *Lost in the Antarctic*.
- Students "magnifying glass hand signal" when they hear descriptive language.

Slide 15: Whiteboard Vocabulary Collection
- Students jot ship words and sensory details.
- Teacher note: Gather to add to ship word wall.

Slide 16: Class Reflection on Findings

- Share descriptive language collected.

Slide 17: Writing Task: Sailor's Journal
- Students imagine themselves aboard *Endurance*.
- Teacher note: Emphasise sensory detail and grammar.

Slide 18: Sentence Starters
- Scaffolded stems to support writing.

Slide 19: Independent Writing (DEAR: Drop Everything and Record)
- Students write descriptive paragraphs.

Slide 20: Peer Review
- Checklist: descriptive language, ship vocab, senses, grammar.

Slide 21: Author's Chair
- Sharing aloud + peer feedback (2 stars and a wish).

Slide 22: Self-Assessment
- Thumbs up/down for WALT and Success Criteria

Slide 23: End of Lesson / Movement Break
- Journals away, chairs in, movement activity.

Literacy Strategies in the Lesson
- Word Wall creation (Classroom Word Wall + classroom sticky notes).
- Think/Pair/Share for comprehension.
- Detail Detectives active listening strategy.
- Sentence Starters scaffolding.
- Peer Review & Author's Chair (structured feedback).
- Checklist for Writing (self- and peer-assessment).
- Juicy Vocabulary focus (strong verbs/adjectives).

Methodologies
- Active Learning (mystery bag, sound game, pencil case guessing).
- Collaborative Learning (group work, peer review).
- Guided Reading (prologue of *Lost in the Antarctic*).
- Explicit Instruction (teaching descriptive language techniques).
- Writing to Learn (learning journals, descriptive paragraph).

- Formative Assessment (thumbs up/down, peer feedback).
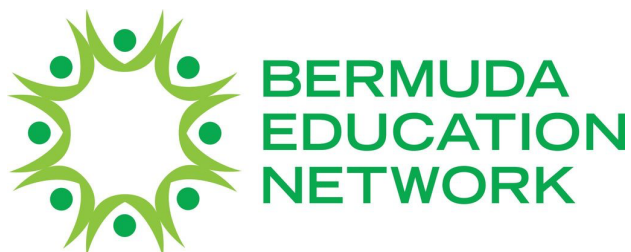
Differentiation Suggestions

Support:

- Use sentence starters and word wall for scaffolding.
- Pair weaker writers with strong readers for the reading/word collection task.
- Provide a partially filled sensory chart (see/hear/feel).

Challenge:

- Ask advanced students to include figurative language (similes/metaphors).
- Encourage extended sentences and complex structures.
- Invite stronger writers to write multiple paragraphs.

UDL Approaches:

- Visual learners: ship images and word wall.
- Auditory learners: sound activity, shared reading.
- Kinaesthetic learners: feely bag, movement breaks.

Learning Objectives

1. Reading Objectives

✔ 5Ri.07 Extract main points from a text

Students listen for and record sensory details, ship vocabulary, and descriptive phrases while reading *Lost in the Antarctic*.

(Whiteboard note-taking + "Detail Detective" tasks)

✔ 5Ri.15 Support answers with reference to the text

Students indicate where they heard descriptive language in the passage and justify why it is descriptive.

✔ 5Ra.02 Express personal responses

Students respond to how the images make them feel and share reactions to the text's atmosphere.

✔ 5Rs.02 Explore key features of text structure

Engagement with the prologue (a structural element) in *Lost in the Antarctic*.

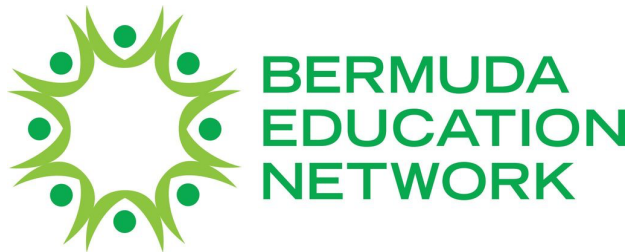### 2. Vocabulary & Language Awareness Objectives

✔ 5Rv.03 Identify interesting and significant words

Building the "Ship Word Wall" and collecting descriptive vocabulary during reading.

✔ 5Rv.01 Deduce meanings of new words using context

Students encounter unfamiliar nautical vocabulary and work out meaning from the passage.

3. Writing Objectives

✔ **5Wc.01 Develop creative writing in a range of genres**
Students write a descriptive paragraph from the viewpoint of a sailor on the *Endurance*.

✔ **5Wv.03 Choose words to convey feeling and mood**
Students use sensory descriptions ("I could hear...", "The deck was...") in their sailor paragraph.

✔ **5Wc.02 Use effective planning to inform content and structure**
The sentence starters, Success Criteria, and Word Wall guide planning.

✔ **5Wp.05 Proofread for grammar and punctuation**
Peer-assessment checklist: *capital letters and full stops in every sentence*.

✔ *5Ww.09 / 5Ww. spelling objectives (indirectly)**
Students use new vocabulary in writing and correct spelling during peer feedback.
(Not explicit, but supported through tasks.)

4. Speaking & Listening Objectives

✔ **Collaborative vocabulary building & discussions**
Think-Pair-Share, describing objects, picture discussions, and Author's Chair align with SL strand expectations.
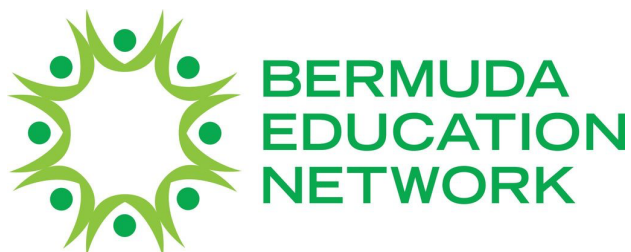
Slideshow 2 - Lesson Plan Breakdown

Slide 1: Title Slide

"Then and Now: A Sailor's Diary Full of Experiences"
- Introduces the lesson theme.
- Teacher note: Link back to Lesson 1 (descriptive writing).

Slide 2: Fred the Mascot & Vocabulary
- Key word: *Experiences*.
- Teacher note: Add student ideas to Word Wall.

Slide 3: Think/Pair/Share Prompt
- Quote: *"All hope is not given up yet for saving the ship."*
- Teacher questions about sailor life, challenges, emotions.

Slide 4: WALT & Success Criteria

WALT (We Are Learning To...)
- Use diary writing techniques to communicate contrasting experiences on the Endurance. (The beginning of the journey and life now that the ship is trapped in the ice).
- Recognise how adjectives make descriptive writing more vivid and engaging.

Success Criteria
- I can write in the first person (using *I, my, we*).
- I can describe both first-day feelings and current feelings.
- I can use at least three adjectives to describe the ship, crew, and emotions.
- I can organise my writing into clear sentences with capital letters and full stops.
- I can show how feelings have changed over time in my diary entry.

Slide 5: Materials List
- Journals, pencils, ball, whiteboards.
- Teacher prep: Have everything ready.

Slide 6: Warm-Up: Hot-Seating Activity
- One student plays "sailor"; others ask questions.
- Teacher note: Model use of adjectives, mind-map responses.

Slide 7: Hot-Seating Prompts & Sentence Starters
- Sample questions (daily jobs, food, fears, best parts).
- Teacher note: Encourage adjectives in every answer.

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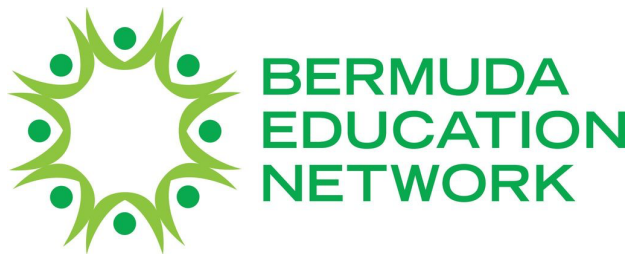
Slide 8: Paired Task: Sailor Role-Play
- Students role-play *first day* vs *now (trapped)*.
- Swap roles, focus on adjectives.

Slide 9: Role-Play Sentence Starters
- Provides scaffolding for students' responses.

Slide 10: Group Reading: Diary Detective
- Model diary entry for analysis.
- Questions: who wrote it, how first person is shown, adjectives, emotions.

Slide 11: Techniques: How to Write a Diary Entry
- Explicit teaching of diary structure & style.
- Teacher note: Go step-by-step, highlight informal personal voice.

Slide 12: Independent Writing: Sailor's Diary (DEAR)
- Students write in two parts: *first day* and *now, trapped*.
- Must use at least 3 adjectives.

Slide 13: Sentence Starters & Checklist
- Scaffolding for writing.
- Checklist ensures students self-monitor.

Slide 14: Spelling Station
- Students identify tricky words, peer check, teacher supports.

Slide 15: Peer Review
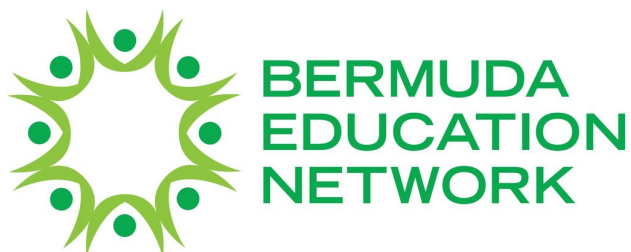- Checklist for evaluating partner's diary entry.

Slide 16: Author's Chair
- Sharing aloud.
- Peer feedback: "2 stars and a wish."

Slide 17: Self-Assessment & End of Lesson
- Thumbs up/down reflection against WALT and Success Criteria.
- Journals tidied; movement break.

Literacy Strategies in the Lesson

- Word Wall building (Classroom Word Wall + classroom collection).
- Think/Pair/Share for comprehension & reflection.
- Hot-Seating (role-play speaking in first person).
- Sentence Starters scaffolding.
- Diary Detective text analysis.
- Checklist-based peer/self-assessment.
- Spelling Station (student-led correction with teacher support).
- Author's Chair (oral sharing + structured peer feedback).

Methodologies

- Active Learning (role-play, hot-seating, diary writing).
- Collaborative Learning (paired and group work).
- Guided Reading & Text Analysis.
- Explicit Teaching (diary techniques, writing model).
- Writing to Learn (journals, diary entries).
- Formative Assessment (checklists, thumbs up/down).

Differentiation Suggestions

Support:

- Use sentence starters and checklists for scaffolding.
- Provide word banks (ship vocabulary, adjectives).
- Pair lower ability students with higher ability peers.

Challenge:

- Encourage use of figurative language (simile, metaphor).
- Ask students to extend diary entries with multiple paragraphs.
- Suggest adding dialogue or sailor slang for authenticity.

UDL Approaches:

- **Visual learners:** model diary entries, word wall.
- **Auditory learners**: hot-seating, peer sharing.
- **Kinaesthetic learners**: role-play, ball toss activity.

Learning Objectives

1. Writing Objectives
✔️ **5Wc.06 – Develop writing for a purpose using language and features appropriate for a range of text types**
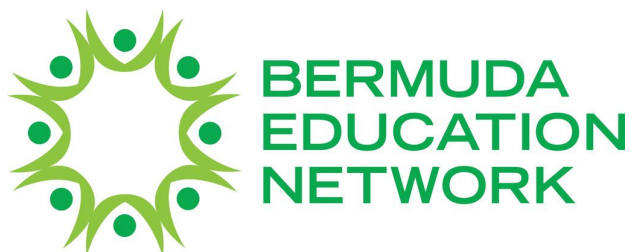
Students learn *diary writing techniques*: date, greeting, first-person narration, personal tone, chronological order.
They apply these techniques in their own diary entry.

✔ 5Wc.07 – Develop writing for a range of text types for a specified audience
The diary entry has a clear purpose (reflecting contrasting experiences) and an implied audience (the diary/reader).

✔ 5Wv.03 – Choose words and phrases to convey feeling and mood
The lesson explicitly focuses on *adjectives* to enrich emotional description.

✔ 5Wc.01 – Develop creative writing in a range of different genres of fiction
A diary entry is a creative, imaginative text requiring expressive detail and character voice.

✔ 5Wp.05 – Proofread for grammar, spelling, punctuation
Spelling Station + peer editing checklist ("capital letters and full stops").

✔ 5Ww.06/07/08 – Spelling rules and strategies
Although not a spelling lesson, the Spelling Station requires students to apply spelling knowledge, check uncertain words, and record new vocabulary.

2. Reading Objectives
✔ 5Ri.15 – Support answers with reference to the text
In the *Diary Detective* group task, students identify:
- adjectives
- emotional cues
- first-person markers
- favourite sentences
  They justify their answers using the sample diary text.

✔ 5Rv.05 – Comment on a writer's choice of language
Diary Detective asks students to analyse how the writer shows feelings and uses adjectives.

✔ 5Ra.02 – Express personal responses
Students share emotional reactions when comparing
"first day" vs "now trapped in the ice."

3. Speaking & Listening (Not assessed, but fully taught)
✔ Hot-Seating & Paired Role-Play
Students speak in role, answer questions in the first person, and use adjectives
(This strand is unassessed but supported in the guide.)

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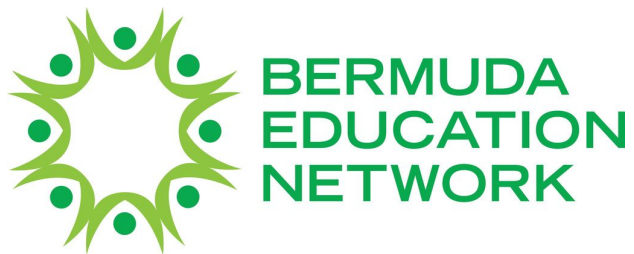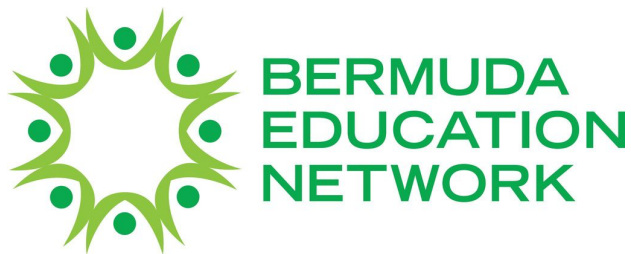
HMS Pickle: Lesson 3 Breakdown

Slide 1: Title Slide
- *"Pick a Purpose: Voices from the Ship"*
- Introduces the theme of writing in different ways.
- Teacher note: Hook the class: remind them HMS Pickle carried the Trafalgar victory news.

Slide 2: Fred the Mascot Introduction
- Fred appears to introduce the word *Purpose*.
- Teacher note: Ask for definitions, add to Word Wall.

Slide 3: Lesson Overview / Context
- Explains: Today we will focus on *how* we write information, *what layout* we use, and *who our reader* is.
- Bermuda context: Pickle was Bermuda-built; Bermuda as a maritime nation.
- Teacher note: Pause to explain "maritime" in child-friendly language.

Slide 4: WALT and Success Criteria
WALT (We Are Learning To…)
- Understand the key differences between recounts, diaries, and letters.
- Recognise the features that make each genre unique (e.g., order of events, first person, feelings, audience).
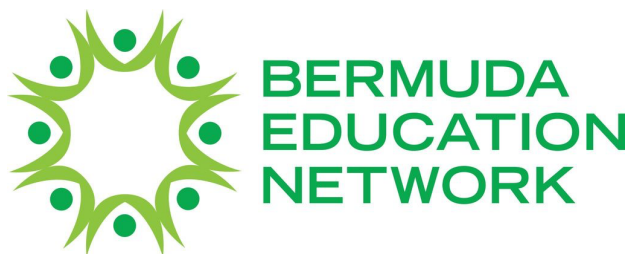- Apply these features when creating our own sailor text.

Success Criteria
- I can identify the genre of a text and explain how I know.
- I can use the correct features of my chosen style (e.g., *Dear Diary*, greeting, time words, feelings).
- I can extend or complete a sentence so that it matches the text type.
- I can write my own sailor text (diary, letter, or recount) in my Learning Journal, showing the correct style.

Slide 5: Materials List
- Whiteboards & markers, pencils, learning journal.
- Teacher prep: Ensure everything is ready before moving on.

Slide 6: Think/Pair/Share

- Prompts: Why would sailors keep different kinds of writing? Which style is most useful to the captain? To the sailor's family?
- Teacher note: Encourage justification of answers.

Slide 7: Introduction to Types of Writing
- Brief explanation: Sailors wrote diaries, letters, and factual recounts.
- Teacher note: Connect to the expedition hook.

Slide 8: Group Work: Spotting Features
- Groups divide a whiteboard into 3 columns (Diary, Letter, Recount).
- Task: Write down the techniques/features for each type.
- Teacher note: Scaffold if needed with prompts.

Slide 9: Anchor Chart (Differences 1)
- Recount : events in order, past tense, facts.
- Diary : first person, feelings, informal.
- Letter : greeting, audience, closing, message.
- Teacher note: Model an example for each.

Slide 10: Anchor Chart (Differences 2)
- Continuation of chart with "Remember: All three tell a story, but they sound different depending on who is writing and who is reading."
- Teacher note: Freeze here, highlight new vocabulary, add to Word Wall.

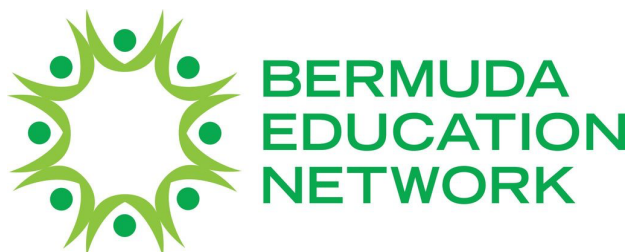### Slide 11: Sorting Challenge: Spot It & Finish It
- 3 text starters: recount, diary, letter.
- Pair task: Identify genre, copy into journal, add one more sentence to extend.
- Teacher note: Remind them of genre clues (time words, feelings, greeting).

Slide 12: Independent Writing (DEAR)
- Prompt: Imagine you are a sailor on HMS Pickle after Trafalgar. Choose one style: diary, letter, or factual recount.
- Teacher note: Encourage them to use at least 3 Word Wall words.

Slide 13: Juicy Sentence Starters
- Genre-specific stems provided for diary, letter, recount.
- Teacher note: Model one aloud before students begin writing.

Slide 14: Spelling Station
- Students choose one tricky word, write on sticky note, peer check, then teacher checks.
- Add correct spellings to personal sleeve/journal.

Slide 15: Peer Swap: Writing Genre Detectives
- Pairs swap work. Identify if it's a diary, letter, or recount.
- Underline one clue word. Give one star and one wish.
- Teacher note: Share one strong example as a class.

Slide 16: Reflection / End of Lesson
- "Did I…?" WALT & Success Criteria reflective checklist (thumbs up/down).
- Actions: Journals away, chairs pushed in, ready for movement break.

Literacy Strategies in the Lesson
- Word Wall building (Fred).
- Think/Pair/Share for oral reasoning.
- Anchor Chart for visual reference.
- Sorting Challenge (genre spotting + sentence extension).
- Sentence Starters scaffolding.
- DEAR writing (independent practice).
- Spelling Station (peer + teacher support).
- Peer Swap feedback ("one star and one wish").
- Reflection checklist ("Did I…?" self-assessment).

Methodologies
- Active Learning (sorting, sentence-building, writing tasks).
- Collaborative Learning (pairs and group work).
- Guided Instruction (anchor chart, teacher modelling).
- Writing to Learn (Learning Journals).
- Formative Assessment (peer swap, reflection, checklist).
- Talk for Learning (talk moves, justifying answers).

Differentiation Suggestions

Support:
- Provide sentence stems and word banks.
- Pair weaker students with stronger readers.
- Offer partially filled anchor chart examples.
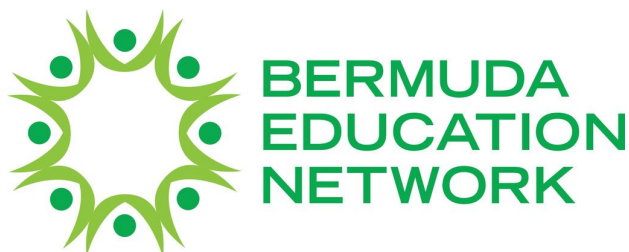
Challenge:
- Ask advanced students to include figurative language (simile/metaphor).
- Encourage extended writing (multiple paragraphs).
- Have stronger students try writing in *two different genres* about the same event.

UDL Approaches:
- **Visual learners:** Anchor Chart + word wall.
- **Auditory learners:** Sharing, peer swap.
- **Kinaesthetic learners:** Whiteboard group sorting, movement break.

Learning Objectives

1. Writing Objectives
✔ **5Wc.06 – Develop writing for a purpose using language and features appropriate for a range of text types**
Students must write **one text** (recount, diary, or letter) *using correct features*:
- time words (recount)
- first person & feelings (diary)
- greeting, audience awareness (letter)

✔ **5Wc.07 – Develop writing for a specified audience using appropriate content and language**
Each text type has a specific audience:
- recount → the public / record keeper
- diary → themselves
- letter → family
Students must demonstrate audience awareness in their chosen text.

✔ **5Wp.02 – Explore and use different ways of making notes (mind maps/lists) to inform writing**
The group task (three-column chart comparing diary, letter, recount) requires organising genre features into categories → a form of note-taking for writing.
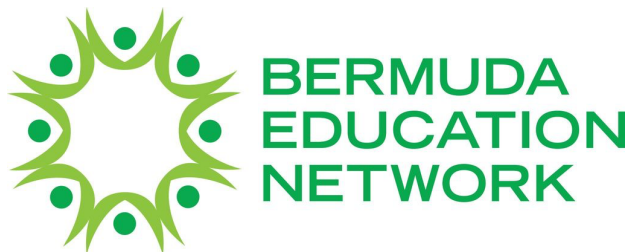
✔ **5Ws.03 – Use organisational features appropriate to the text type**
Students must use:
- structure of a diary (date, "Dear Diary," chronological feelings)
- structure of a letter (greeting, body, closing)
- structure of a recount (sequenced events, factual tone)

✔ **5Wp.05 – Proofread for grammar, spelling and punctuation**
Spelling Station + peer swap includes checking:

- past tense
- greetings / openings
- full stops & capital letters

✔️ **5Wv.02 – Explore synonyms / shades of meaning and use them accurately**
Students choose vocabulary that fits the tone of each genre (chatty, factual, reflective).
This is supported through sentence starters and genre language clues.

2. Reading Objectives Covered
✔️ **5Rs.02 – Explore features of different text structures (fiction & non-fiction)**
Lesson 3 explicitly compares **diaries**, **letters**, and **factual recounts**.
Students identify:
- structure
- purpose
- tone
- order of ideas

✔️ **5Ri.05 – Identify, discuss, and compare the purposes and features of different non-fiction text types**
Letters and recounts fall into non-fiction forms.
The lesson asks students to describe how they differ and what makes each unique.

✔️ **5Ri.17 – Comment on how a viewpoint is expressed in fiction and non-fiction texts** *(partial)*
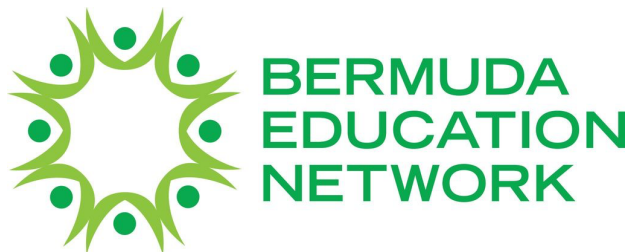Students examine how:
- diaries use personal feelings
- letters show personal voice
- recounts keep a factual viewpoint

3. Speaking & Listening (Unassessed Strand, but taught)
The Think/Pair/Share tasks help students verbalise:
- purpose of each writing type
- audience
- stylistic differences

HMS Pickle: Lesson 4 Breakdown
Theme: Powerful Persuasion: Sailors and Students

Slide 1: Title Slide
- *"Powerful Persuasion: Sailors and Students"*
- Introduces the theme of persuasive writing.
- Teacher note: Hook the class; "Sailors used persuasion just like you do today."

Slide 2: Fred the Mascot: Word of the Day
- Word: *Persuade*.
- Prompt: "When have you persuaded someone?"
- Teacher note: Add word to Word Wall.

Slide 3: Vocabulary Explanation
- Child-friendly definition of *persuade*.
- Example: *"I persuaded my friend to play football instead of basketball."*

Slide 4: Think/Pair/Share Poster Task
- Poster shown for critique.
- Prompt: *"What is it trying to persuade you to do? What makes it strong/weak?"*
- Teacher note: Collect answers in a mind map.

Slide 5: Anchor Slide: Persuasion in Daily Life
- Examples: adverts, school council campaigns, asking parents for things.
- Teacher note: Link persuasion to children's real lives.

Slide 6: WALT & Success Criteria
WALT (We Are Learning To…)
- Understand what persuasion is and why it is used in different types of writing.
- Recognise persuasive techniques in texts such as posters and sailor letters.
- Apply persuasive techniques to make our own writing more convincing.

Success Criteria
- I can explain what persuasion means and give examples.
- I can identify persuasive words and techniques in texts.
- I can state my opinion clearly at the start of my writing.
- I can include at least two strong reasons, emotive language, and direct address.
- I can repeat key phrases and finish with a clear call to action.

Slide 7: Materials List
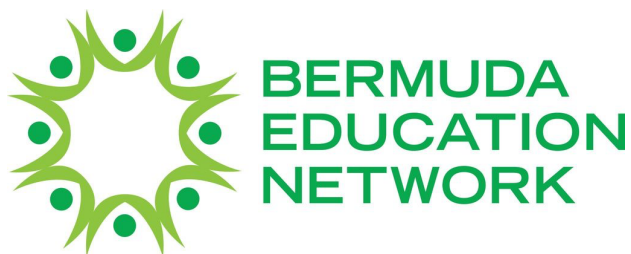
- Journals, pencils, whiteboards, sticky notes.
- Teacher note: Ensure items are ready before activities.

Slide 8: Persuasive Techniques Anchor Chart (Part 1)

- Opinion at the start.
- Strong words: *must, need, important*.
- Teacher note: Model short example aloud.

Slide 9: Persuasive Techniques Anchor Chart (Part 2)

- Give reasons (*because…*).
- Use emotive language.
- Speak directly to audience (*you, we*).

Slide 10: Persuasive Techniques Anchor Chart (Part 3)

- Repeat key phrases.
- End with a clear call to action.
- Teacher note: Review checklist together.

Slide 11: Transition to Sailors

- Context slide: Sailors also used persuasion in letters to captains, families, and friends.
- Prompt: *"Would you join HMS Pickle? Let's read what sailors wrote."*

Slide 12: Letter 1 (Weak Example)

- Short sailor letter with minimal persuasion.
- Task: *"What makes this letter unconvincing?"*
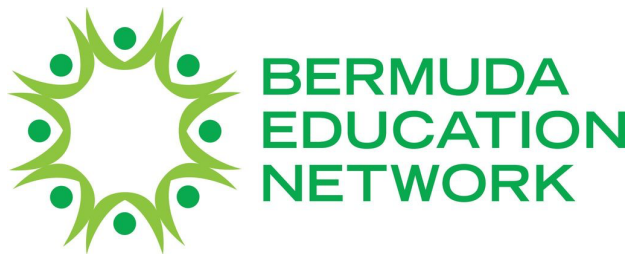
Slide 13: Letter 2 (Strong Example)

- String example of a sailor letter using persuasive techniques.
- Task

Slide 14: Group Discussion

- Compare the two letters.
- Prompt: *"Which is more convincing and why?"*
- Teacher note: Guide towards noticing techniques.

Slide 15: Talk Moves Prompts

- Sentence starters:
  - "I think this letter is stronger because…"
  - "I agree/disagree with you because…"

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Slide 16: Recap Anchor Chart
- Checklist of persuasive features.
- Teacher note: Reinforce that students will now use these features themselves.

Slide 17: Transition to Real Life
- Slide text: "Sailors persuaded their captains… You persuade people every day too!"
- Examples: pets, games, break time.

Slide 18: Writing Prompt Introduction
- Task: *"Write to your parents to persuade them to let you have a new pet."*
- Teacher note: Frame it as a real challenge.

Slide 19: Success Criteria Checklist
- Must include:
  - Opinion at start.
  - 2+ strong reasons.
  - Emotive language.
  - Direct address (*you, we*).
  - Repetition.
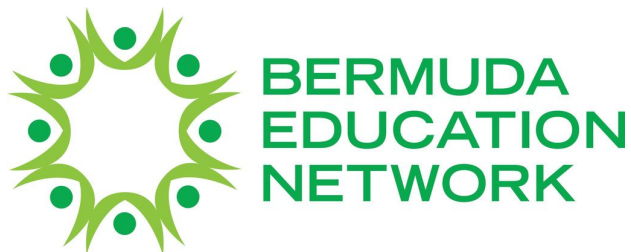 - Call to action.

Slide 20: Juicy Sentence Starters
- "I believe you should…"
- "Surely you can see that…"
- "If you think about it…"
- "Please allow me…"

Slide 21: Pet Fact Bank (Support)
- Dogs = exercise & loyalty.
- Cats = calm & independent.
- Fish = low-maintenance.
- General = responsibility & happiness.

Slide 22: Independent Writing (DEAR)
- 10 minutes focused journal writing.
- Timer icon on screen.
- Teacher note: Encourage at least 1 fact + 3 persuasive words.

Slide 23: Peer Reading
- Partner swap.
- Checklist on slide: Opinion? 2 reasons? Emotive language? Call to action?
- Give one star and one wish.

Slide 24: Author's Chair
- Selected students read aloud.
- Audience listens and identifies persuasive words.

Slide 25: Reflection / End of Lesson
- "Did I...?" checklist based on WALT and Success Criteria.
- Thumbs up/down or traffic lights for self-assessment.
- Journals away, tidy desks, movement break.

Literacy Strategies in the Lesson
- Word Wall (Fred).
- Think/Pair/Share & mind mapping.
- Anchor Chart of persuasive techniques.
- Mentor texts (weak vs strong letters).
- Talk Moves for discussion.
- Independent writing (DEAR).
- Sentence starters & fact bank scaffolding.
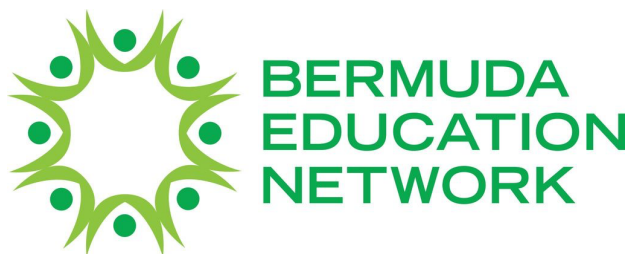- Peer Review
- Author's Chair.
- Reflection checklist.

Methodologies
- Active Learning (analyses of poster, writing tasks).
- Collaborative Learning (group & pair work).
- Guided Instruction (anchor chart, modelling).
- Writing to Learn (Learning Journals).
- Formative Assessment (peer review, reflection).
- Talk for Learning (discussion prompts).

Differentiation Suggestions
Support:
- Provide sentence stems + Pet Fact Bank.
- Pair lower ability students with higher ability peers.
- Give visual checklist for self-monitoring.

Challenge:
- Add rhetorical questions or figurative language.
- Write multi-paragraph persuasive letters.
- Try persuading for a different pet or reason.

UDL Approaches:
- **Visual:** posters, anchor charts, fact bank.
- **Auditory**: shared reading, Author's Chair.
- **Kinaesthetic:** whiteboard group tasks, movement break.

Learning Objectives

1. WRITING OBJECTIVES
✔ **5Wc.06 – Develop writing for a purpose using language and features appropriate for a range of text types**
The writing task ("Persuade for a New Pet") requires students to use:
- opinion statements
- reasons
- emotive language
- call to action
- direct address ("you", "we")

✔ **5Wc.07 – Develop writing for a specified audience using appropriate content and language**
Students write to **their parents**, adapting tone, vocabulary, and style to suit that audience.

✔ **5Wv.01 – Use specialised vocabulary accurately to match a familiar topic**
Pet-related vocabulary, emotional language, and persuasive terminology ("benefit", "responsibility", "calm", "healthy").
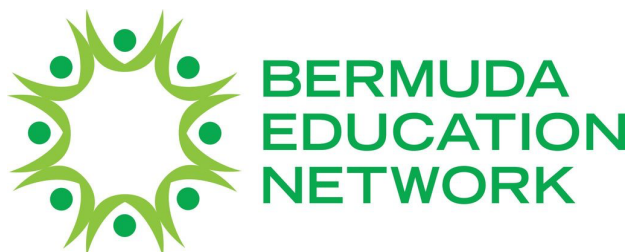
✔ **5Wp.05 – Proofread for grammar, spelling, punctuation**
This is supported by:
- the peer-read checklist
- the success criteria requiring clear opening opinion and full sentences

✔ **5Wp.02 – Explore and use different ways of making notes to inform writing** *(partial but present)*
The mind map about persuasion at the start of the lesson counts as planning via note-taking.

2. READING OBJECTIVES ADDRESSED

✔ **5Ri.17 – Comment on how a viewpoint is expressed in fiction and non-fiction texts**

Students compare **persuasive letters** by sailors and identify:

- viewpoint
- strength of argument
- emotional appeal

✔ **5Ri.05 – Identify, discuss, and compare the purposes and features of different non-fiction text types**

Students analyse:

- posters
- persuasive letters
- persuasive language techniques

✔ **5Rv.05 – Comment on a writer's choice of language, including how it conveys feeling and mood**

Students examine:

- emotive words
- rhetorical questions
- repeated phrases

✔ **5Ra.02 – Express personal responses to texts**

Students discuss which letter is more persuasive and why.

3. SPEAKING & LISTENING

Lesson 4 includes:

- Think/Pair/Share
- Group discussions
- Feedback exchange ("2 stars and 1 wish")

This develops oral reasoning and viewpoint explanation