



## P.I.C.C. a Text Unit Overview

### Final outcomes for the unit (including audience/purpose):

**Outcome:** Persuasive Letter

**Reason:** To persuade world leaders to make changes to government policies linked to climate change

**Audience:** chosen government representative from G20 countries

**Features:** Persuasive techniques (e.g. rhetorical questions)

Modal verbs

Relative clauses

Details to illustrate points

**Tone:** informative, formal, admiration of activists and polite

### Main text:

### Accompanying texts/website links:

<https://www.youtube.com/watch?v=0Puv0Pss33M>





## P.I.C.C. a Text Unit Overview

### Hook

<https://www.youtube.com/watch?v=B8WHKRzkCOY>

Share the video link above of David Attenborough narrating 'What a wonderful world' by Louis Armstrong.

Discuss what they think makes the planet we live on such a Wonderful World! Children share their ideas from their own background knowledge.


### Phase – Interrogate (Building Understanding of the Inspiration Text and Linking that to our Writing)

**Key objective and outcome for this phase:**

Objective	Task
<p><b>Reading Focus</b></p> <p><b>WALT:</b> make inferences using background knowledge.</p>	<p>Read the story – <i>Dear Earth</i> - to the children. Ask them reflective questions to consider about our Earth at the end looking at the page:</p> <ul style="list-style-type: none"> <li>• 'you're fragile' what does she mean by this?</li> <li>• 'humans have hurt you...but we can heal you too' what do you know about this?</li> </ul> <p>Look at the final page of the story together with Grandpa and Tessa on the beach. <i>'Perhaps if enough of us share the message, we can still save our dear Earth'</i>.</p> <p>What can we do to share our message?</p> <p><b>What role can we play in helping people understand how special Earth is and how we keep it safe?</b></p> <p>Children share their own ideas (from their background knowledge) of what is happening in the world right now to help protect the Earth.</p> <p>Collaborate and create a list together of different groups around the world who are aiming to make a difference, some children may name individual people, and get them to present these to the class. Add all of these organisations to the writing working wall.</p> <p>(G20 summits with world leaders, The Royal Family – The Earthshot prize, scientists, activists, community leaders, governments, businesses etc.)</p> <p><a href="https://www.oecd.org/g20/topics/climate-sustainability-and-energy/">https://www.oecd.org/g20/topics/climate-sustainability-and-energy/</a>  <a href="https://royalfoundation.com/programme/the-earthshot-prize/">https://royalfoundation.com/programme/the-earthshot-prize/</a></p>



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 <p><b>WALT:</b> identify features of persuasive letter writing.</p>	<p>Next, ask the children to consider a way, with our writing, we can get the message to influential people to drive forward change. Discuss ideas. Hopefully, the children will suggest that we could <i>write a letter informing/persuading groups to make a difference</i>.</p> <p>Share with the children the RAFT.</p> <p><b>Outcome: Persuasive Letter</b></p> <p><b>Reason:</b> To persuade world leaders to make changes to government policies linked to climate change</p> <p><b>Audience:</b> chosen government representative from G20 countries (or a different audience they chose – someone who needs to listen! This could be an opportunity to target GDS writers, considering a different audience)</p> <p><b>Features:</b> Persuasive techniques (e.g. rhetorical questions)</p> <p>Modal verbs</p> <p>Relative clauses</p> <p>Details to illustrate points</p> <p><b>Tone:</b> informative, formal, admiration of activists and polite</p> <p>What do they know about the genre of <i>persuasive letter writing</i>? Share ideas – link back to prior learning from previous units of work and year groups.</p> <p>Gage what children know about the different <i>grammatical</i> features.</p> <p>Discuss the tone – why is it polite? Talk about this technique in persuasion is to be flattery in order to win over the audience and make them want to listen to your message. Explore the idea about showing admiration for activists – why would we do this? We need to show that people out there are doing amazing work already and are making a difference to protect our world.</p>
<p><b>Genre Focus</b></p> <p><b>WALT:</b> identify features of persuasive letter writing.</p>	<p>Remind the children that we are going to be writing <i>a persuasive letter</i> so we need to look at a range of persuasive texts to unpick what different persuasive techniques writers use.</p> <p>Share the example persuasive letters:</p> <p><i>Deforestation</i></p> <p><i>Reducing plastic</i></p> <p><i>Save our oceans</i></p>



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	<p><i>A letter to Emperor Nero</i> <i>Killer whales letter</i> <b>(you may also want to write your own WAGOLL linked to your children’s needs)</b></p> <p>Explain that some of these texts are written in letter form whilst others are not, <i>what’s the <b>difference</b> between these texts?</i> Remind the children to refer to the RAFT when reading the texts, <i>what can they see reading them as a writer? What techniques has the writer used?</i> Model this by using one text as an example – read together and discuss some of the features you have identified.</p> <p>In groups, children then read the other examples and highlight the use of: <i>rhetorical questions, elaboration of points made by the writer, facts/messages delivered with a sombre tone, sequential order to points, opinions expressed, direct address to the reader to reflect and consider points.</i></p> <p>Ask children to present what they think makes a <i>good persuasive letter</i> – ask them to reflect and consider how the tone matches the audience and purpose of the writing they are going to produce.</p> <p>Next, ask the children to <i>rank the example of letters</i> gathered – <i>which is the most effective? Why?</i> Talk about how some of the texts, particularly the <i>Reducing plastic</i>, is quite informal and casual in style – is that right for this purpose? After ranking, children explain their reasons and choices based on the quality of the writing.</p> <p>Add to the writing working wall, or in the children’s workbooks, effective features that make a persuasive letter. Jot down words and phrases they may want to use within their own writing or top tips!</p>
<p><b>Grammar Focus – relative clause</b></p> <p><b>WALT:</b> investigate, identify and create sentences including relative clauses.</p>	<p>Ask the children <i>what they think a relative clause is? Have they used them before? Studied them in previous units of work?</i> Show the children the below examples taken from and adapted from the text, <b><i>Earth Heroes</i></b>, section about Greta Thunberg.</p> <p>The girl, who sat at the back of the class, was afraid to speak up. Greta returned to school, where she joined a climate action group. She has given a TED talk that has been watched by millions on YouTube.</p>



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Tell them that each of these sentences has a relative clause – *can they work out what it is?*  
Explain that a relative clause can be used to give additional information about a noun. *Can they find them now?*  
Show the children the sections of the relative clause highlighted. *What do they notice about the clause? What's its function? How does it enhance and improve the quality of the writing?* Encourage children to talk critically and evaluate the impact it has on the reader.  
Emphasise, within the sentences, what the noun is and how the clause adds to that. *What words do they recognise that start the clause? (who, where and that).* Share other examples of words that can be used to describe a noun.

Next, get the children to investigate further examples they can find of relative clauses used in extracts from **One Home** and **Earth Heroes**. For some, you may want to highlight these within the text and ask the children to annotate and discuss the function. For others, you may leave it more open for them to read extracts and see if they can identify a range of different relative clauses.  
Children present and share findings from investigation of relative clauses to the group/class. *Can they create a toolkit/top tips of how to use relative clauses effectively?* Children note these down in their workbooks alongside any effective examples of relative clauses – identify the section that is a relative clause.

Finally, get the children to identify, create and change sentences to include relative clauses using the Habitats page from **How to Help a Hedgehog and Protect a Polar Bear**. This means children are manipulating and playing around with the sentence structures. *Can they make their own relative clause sentences linked to the persuasive letter outcome?*



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<p><b>Grammar Focus - details to illustrate points</b></p> <p><b>WALT:</b></p>	<p><b>Explicit teaching</b></p> <p><b>Investigation</b></p> <p><b>Identify, create and change</b></p>
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## P.I.C.C. a Text Unit Overview

**Grammar Focus – modal verbs**

**WALT:**

**Explicit teaching**

**Investigation**

**Identify, create and change**



## P.I.C.C. a Text Unit Overview

### Spelling Focus – -cial and -tial

**WALT:** accurately spell words with the ending -cial and -tial.

Display the below sentence to the children:

David Attenborough, a truly **special** and **inspirational** figure, is a key activist who raises awareness of the global impact of climate change.

*What do they notice about the spelling of the words in bold?* Encourage them to recognise they have the same sound of /ʃəl/ at the end.

Teach the children the rules:

- cial is commonly used after a vowel
- tial is used after a consonant

*Can they spot this in the word lists shared with the children?* (incorporate words they are likely to use and spell in their end writing outcome).

Give the children plenty of time to then investigate the spelling of these words by:

- defining – learning the meaning and etymology of the word
- creating word webs, e.g. official, officials, unofficial, officially. *How does the meaning of these words change?*
- explore root words, e.g. influential being influence – *how does the word class and meaning change from the root? What pattern do they notice changes with the spelling?*

Finally, dictate or ask the children to generate sentences including the target words.

E.g. It is **crucial** we all play our part in protecting our precious planet Earth.

It is **essential** that government **officials** take notice of the incredible work carried out by these young activists.

Encourage the children to practise spelling the words in context for what the end outcome will be in the persuasive letter.





## P.I.C.C. a Text Unit Overview

### Phase – Capture (Capturing Ideas for Writing)

#### Key objective and outcome for this phase:

Objective	Task
<p><b>WALT:</b> research and generate ideas for persuasive letter</p>	<p>Remind the children of the RAFT and ask them to decide which government representative they are going to write to.</p> <p>Using the books <b>Earth Heroes</b> and <b>One Home</b>, decide on an area they wish to incorporate into their planning. Explain that they could choose from the following:</p> <p>Rainforest – Sumak Helena – <b>One Home</b> and Marina Silva - <b>Earth Heroes</b>.            Arctic – Ellen-Anne – <b>One Home</b> and Sheilla Watt-Cloutier - <b>Earth Heroes</b>.            Ocean – Likokue Kabura and Swietenia Pumpa – <b>One Home</b> and Andrew Turton and Pete Ceglinski - <b>Earth Heroes</b>.            Desert – Lina Yassin – <b>One Home</b> and Yin Yuzhen - <b>Earth Heroes</b>.</p> <p>Or, they can choose their own to independently research!</p> <p>Allow the children plenty of time to read the stories and information about the activists and gather further research and information about the particular global issue.</p> <p>Model how to gather information to use in our persuasive letters using the Greta Thunberg and David Attenborough sections. Encourage children to decide upon their own subheadings before beginning to retrieve information.</p> <p>Children to retrieve information from the texts supplied independently.</p>
<p><b>WALT:</b> research and generate ideas for persuasive letter</p>	<p>Spend another day continuing to gather content for their persuasive letter.</p> <p>Ask the children to present in a group the information they have already found and how they think it will look in their writing.</p> <p>Remind the children of the RAFT and the skills they have been practising all week – <i>have they managed to find some facts and information they could incorporate persuasive techniques? e.g. asking rhetorical questions to the reader and then developing the points with key facts. Or, incorporating a relative clause to give further information about an activist.</i></p>



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	<p>Children then content to capture ideas for their letter – go around and check that children are on the right tracks and looking in the right places for information. <i>Are there any gaps?</i></p> <p>Together, as a class, present and share findings. Children can then add to their capture pages any further information gathered.</p> <p>Remind the children to consider incorporating the features from the RAFT in the information they have gathered.</p>
<p><b>WALT:</b> research and generate ideas for persuasive letter</p>	<p>Show the children the video from the link below:  <a href="https://www.youtube.com/watch?v=OPuvOPss33M">https://www.youtube.com/watch?v=OPuvOPss33M</a> – David Attenborough talking about <b>How we save we planet</b></p> <p>Explain to the children that we want them to include in the letter suggestions that the government members can take on board and incorporate into policy changes.</p> <p><i>Do they have information gathered already about this from their research?</i> Children note down ideas from the video and additional texts and resources provided, e.g. <b>How to Help a Hedgehog and Protect a Polar Bear</b></p> <p>Again, encourage the children to use admiration in this section of what amazing people are already doing and include flattery and persuasive devices to engage the reader to want to change too!</p>

### Phase – Create (Planning, Writing, Editing and Publishing)

**Key outcome for this phase:**

Objective	Task
<p><b>WALT:</b> plan a persuasive letter using model texts and the RAFT.</p>	<p>Explain to the children that today they are going to plan their persuasive letter.</p> <p>Remind them to refer back to all the information gathered in the <b>Capture phase</b> and the skills practised in the <b>Interrogate phase</b>. They should go back and use these words/phrases/sentences etc. directly into their plan.</p> <p><i>How are they going to structure their letter? What organisationally will it look like?</i> Discuss the need for letter features.</p> <p>As a class discuss, and model, what an example letter structure could look like. E.g.</p> <p>Opening – addressing the reader and their role with what’s influenced you to want to write to them.</p> <p>Main body – sequential points that need to be addressed – linked to specific global issue, what you have learnt and the progress and amazing stories of activists in this area.</p>



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	<p>Summarise – what you/others have taken towards saving our planet and what you suggest the government could do further. End with the important message of why we need to protect our vulnerable world.</p> <p>Children to independently plan their persuasive letter in the structure they would like.</p>
<p><b>WALT:</b> write a persuasive letter using model texts and the RAFT.</p> <p>(This may be spread over 2/3 lessons)</p>	<p>Model, using the work of Greta Thunberg and David Attenborough, model how to write the opening focusing on why it is important we listen and act. Explain you are writing to our Prime Minister so <i>what information is needed?</i></p> <p>Generate a modelled example which incorporates all the features included in the RAFT. Model how you will draw on this and the information you have gathered.</p> <p>Children then independently write their own opening for their letters linked to their plan and RAFT.</p> <p>The following session, based on feedback in previous lesson, model how to write a section of the main body of the letter. Show how to make a point and back it up with the work of the activists. Link back to RAFT for features when modelling.</p> <p>Children then independently write the main body of the letter linked to their plan and RAFT.</p> <p>The following session, based on feedback in previous lesson, model how to write a further section of the letter. TBC on feedback from the class. Link back to RAFT for features when modelling.</p> <p>At the end of the writing process, ask the children to proof read their work to check for spelling, punctuation and word choice errors. Encourage children to make active changes to their end outcome.</p> <p>Read the children’s letters and gather information to write on the Whole class feedback form – <i>what does the final piece show? Are there common areas that children need to focus on in an edit lesson?</i></p>



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<p><b>WALT:</b> edit a persuasive letter using the RAFT.</p>	<p>From the whole class feedback – <i>what are the key proof reading and edits needed?</i>          Model area(s) on the board – using created examples – for children to see how to edit effectively a piece of work.          Create Editing stations to ensure that children work on specific areas – children independently visit. (TBC based on outcome)          This could be directly linked to areas from the RAFT.          e.g. persuasive techniques          modal verbs          relative clauses          details to illustrate points          spellings          Children visit each station and think critically about their writing – this could be done in peers and adaptations made to their writing.</p>
<p><b>WALT:</b> publish a persuasive letter using the RAFT.</p>	<p>As this letter is being sent to a government official, ask the children <i>why it is important we publish our letter?</i> Discuss the need for it to look professional and how serious the matter is.          Provide children with headed school paper, either electronically if they are going to type it up, or letter headed paper.          Encourage the children to then re-write their letter incorporating the edits made.</p> <p>Post and send out to the government officials – some of these could be Tweeted for instant feedback?</p>