

Page 103 One-kid crime wave

Non-fiction objective: To collect and investigate use of persuasive devices.

Setting the homework: The article contains good examples of persuasive devices. Go over the list so that the children understand what they are looking for.

Differentiation: Less confident learners may need help to identify persuasive devices. More confident learners should continue research into persuasive devices by looking at persuasive articles in newspapers and magazines.

Back at school: Collect from the children the persuasive devices they found.

Link to 100 Literacy Framework Lessons Y5: NFU3, Phase 2: exploring persuasive devices.

Page 104 Fact or opinion? (1)

Non-fiction objective: To understand and identify fact, opinion and bias.

Setting the homework: Give a few good examples of fact, opinion and bias and discuss how we distinguish these. Focus especially on bias and how it can be identified.

Differentiation: You may wish to omit bias for less confident learners. More confident learners may be able to make up their own examples.

Back at school: Hold a 'Fact, opinion and bias quiz'. Teams should think of statements for the others to categorise.

Page 105 Fact or opinion? (2)

Non-fiction objective: To identify fact and opinion in a persuasive text.

Setting the homework: Read the extract aloud and talk to the children about what is being said in this text. Open up the discussion to see which parts the children consider to be fact and which opinion.

Differentiation: Encourage more confident learners to justify their reasoning.

Back at school: Return to the initial text and discuss it in more depth, concentrating on the parts that children found most difficult to classify.

Link to 100 Literacy Framework Lessons Y5: NFU3, Phase 2: activities linked to the text 'Come to Greece!'.

Page 106 Old school fields

Non-fiction objective: To consider bias and how opinion can be disguised as fact.

Setting the homework: Explain that the letter is typical of many persuasive letters that deliberately distort the truth in order to make a point. The task is to compare the statements in Mr Rudge's letter with the facts as shown on the plan. The reply from the council will be most effective if it politely answers Mr Rudge's points with reference to the facts.

Differentiation: Less confident learners may need help to see how Mr Rudge has distorted facts. This can be done by asking the helper to compare the statements in the letter with the plan.

Back at school: Discuss Mr Rudge's letter. Ask: *Does he really have any grounds at all for complaint?* Share and discuss different letters of reply.

Page 107 Dear Councillor...

Non-fiction objective: To draft a letter for a real purpose.

Setting the homework: Recap on letter structure and features and emphasise that the reason for this particular letter is persuasion. Go through an example plan that children can use as a basis for their homework.

Differentiation: Adjust the number of elements you wish children to address.

Back at school: Invite children to read out their letters and encourage others to give positive feedback.

Link to 100 Literacy Framework Lessons Y5: NFU3, Phase 2: persuasive letter writing.
