Transition Unit
Year 4 – Year 5
Welcome to Greece
Writing and Speaking for a Purpose

Informative, persuasive and instructional text and speech

The Literacy Team
HIAS
INTRODUCTION

This unit provides an example of planning to support the transition between Y4 to Y5. It is also intended that these transition unit plans will make the transition between Year 4 and Year 6 smoother. Please note that there is no obligation to use this unit and it is the responsibility of schools to make any adaptations to suit the particular needs of their pupils.

Guidance

There is an expectation that normally the independent work will be differentiated for three levels of attainment. This does not mean that different groups of children have to have a completely different task, rather that, for example, lower attainers have more support to complete a task (e.g. sentence starters or a writing frame) and higher attainers have an added challenge (e.g. incorporating speech marks, beginning to use paragraphs).

Success Criteria/Features of each text type

The HIAS publication Writing Matters! (provided to school on CD) provides additional resources for teachers and children to use to gauge the effectiveness of their skill, knowledge and understanding of each genre, at the given level of difficulty and expectations for each year group.

Each lesson has success criteria to share with the children – these enable the children to achieve the main objective (WALT). They break the objective down and encapsulate the skills and knowledge demonstrated during the shared work. This means that the children know exactly what they have to do to be successful. Children should be encouraged to assess whether their work includes the success criteria and therefore whether they have achieved the objective. Their work should be marked against the success criteria. For more information about this approach see Shirley Clarke publications (Hodder & Stoughton).

Acknowledgements

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# Year 4 – Year 5 Transition Unit

**Week beginning:**<br>
UNIT OF WORK: Non-fiction – persuasive writing<br>Note-taking

**Cross-curricular links:**
Spelling: high frequency words

**Grammar:**

**Speaking and Listening Focus (for this unit)**
- Radio jingles
- Presenting holiday programme

## Texts
- Information sheet (Greece)
- Holiday brochures
- Internet

## Outcome(s)
- Children to use persuasive language in their written and oral work.
- To develop non-fiction genre range – including leaflets and instructions.

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson Objective(s)</th>
<th>Shared Reading / Shared Writing (at Text / Sentence / Word Level)</th>
<th>Independent / Guided work</th>
<th>Plenary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Y4T3 (Y5)T.L.26/27</td>
<td>Read Greek information sheet</td>
<td>Make notes</td>
<td>Feedback findings</td>
</tr>
<tr>
<td>2</td>
<td>(Y5)T.L.26/27</td>
<td>Research note taking</td>
<td>Make notes of a target audience</td>
<td>Compare two types of note taking</td>
</tr>
<tr>
<td>3</td>
<td>(Y4)T.L.18/19/25</td>
<td>Listen to advertisements</td>
<td>Produce advertisements to encourage holidaying in Greece</td>
<td>Present advertisements</td>
</tr>
<tr>
<td>4</td>
<td>(Y5)T.L.26</td>
<td>Revise the use of search engines on the Internet</td>
<td>Produce notes using the Internet</td>
<td>Display findings</td>
</tr>
<tr>
<td>5/6</td>
<td>(Y4)T.L.23 S.L 4</td>
<td>Discuss features of an informational/persuasive leaflet</td>
<td>Evaluate the use of each feature</td>
<td>Produce leaflet</td>
</tr>
</tbody>
</table>

## Y5T1

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson Objective(s)</th>
<th>Shared Reading / Shared Writing (at Text / Sentence / Word Level)</th>
<th>Independent / Guided work</th>
<th>Plenary</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>(Y5)T.L.26</td>
<td>Watch holiday programme</td>
<td>Plan a holiday programme including the features of presentation studied</td>
<td>Share planning for evaluation</td>
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<tr>
<td>8/9</td>
<td>(Y5)S.L.5</td>
<td>Compare direct and reported speech</td>
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<td>Focused listening and feedback</td>
</tr>
<tr>
<td>10/11</td>
<td>(Y5)T.L.22/25</td>
<td>Share set of instructions and discuss features</td>
<td>Produce a board game with appropriate instructions</td>
<td>Evaluate another group’s game</td>
</tr>
</tbody>
</table>
NLS Year 4 Term 3

INTRODUCTION TO THE YEAR FOUR TRANSITION UNIT - WRITING AND SPEAKING FOR A PURPOSE

The main objectives of this study are:

1. To learn how to make effective notes from a variety of sources of information.
2. To use persuasion within informational texts.
3. To use the features of informational texts in independent writing.
4. To convey information clearly, with persuasion, in a verbal presentation.

This unit is made up of six lessons with accompanying lesson plans and worksheets. The main text used in this unit is an information fact sheet on Greece. The country of Greece can be substituted for another country of your choice. However, you will need an information fact sheet for the children to use as a basis for their work.

In addition, you will need to collect the following resources to get the best from this unit of study:

1. A selection of holiday brochures about Greece or the country of your choice.
2. Radio or television advertisements which include a selection of persuasive writing techniques, are informative and may include rhyming patterns and/or jingles.

At the end of this unit you will need to ask the children to collect sets of instructions on how to play games. These will be used in the Year 5 unit.

The written purpose of this unit is for the children to produce a leaflet about Greece, or your chosen country. These must be kept at the end of the unit and passed on to the Year 5 teacher.
Within this unit of work, there is no specific teaching of phonics and spelling. However, included are suggestions for learning the high frequency words. This may be incorporated within the Literacy Hour or taught independently of literacy sessions as appropriate for your class/school policy regarding the teaching of spelling.

**NLS Year 5 Term 1**

**INTRODUCTION TO THE YEAR FIVE TRANSITION UNIT - WRITING AND SPEAKING FOR A PURPOSE**

The main objectives of this study are:

1. To learn how to make effective notes from a variety of sources of information.
2. To use persuasion within informational texts.
3. To use the features of informational texts in their independent writing.
4. To convey information clearly, with persuasion, in a verbal presentation.
5. To evaluate and produce instructional texts.

This unit is made up of five lessons with accompanying lesson plans and worksheets. The main text used in this unit is the children’s own persuasive leaflet about Greece (or the country that Year 4 chose to study) that children produced in Year 4.

In addition you will need to collect the following resources:
   1. A video recording of a holiday programme - preferably about Greece or your country of study.
   2. A variety of sets of instructions for how to play games/make things. (The children were asked to collect these at the end of Year 4)

Within this unit of work, there is no specific teaching of phonics and spelling. However, included are suggestions for learning the high frequency words. This may be incorporated within the Literacy Hour or taught independently of literacy sessions as appropriate to your class/school policy regarding the teaching of spelling.
LESSON 1 – Year 4

OBJECTIVES
• (Y5) T.L 26 To make notes for different purposes. Noting key points as a record of what has been read. To build on these notes in own writing or speaking.
• (Y5) T.L 27 To use simple abbreviations in note-taking.

Shared Work
• Whole class to read the shared text – Information on Greece (worksheet). * This may be substituted for another country which is studied in history or geography (Egypt etc.)
• Discuss new vocabulary and information.
• Explain that the information collected by children is to be used to produce their own leaflet about Greece. The purpose of the leaflet is to give information about Greece and to persuade the reader to visit this country. The audience for the leaflet will be families looking to go on holiday.
• Explain that the children will be collecting information in five key areas. These being:
  ♦ weather
  ♦ places of interest – historical + modern
  ♦ food
  ♦ beaches
  ♦ hotels
• Teacher to model how to highlight key words and make notes from the first section of the sheet – if possible highlight an enlarged version or use an interactive whiteboard.

Independent Work
• Allow children time to re-read the information sheet. Children to highlight key words in each section. You could encourage the children to colour code each area of information e.g. information about the weather highlighted in red, information about food highlighted in green etc.
• Once the information has been highlighted, discuss with the children how they could use abbreviation when copying up their notes to make the collection of the information quicker. e.g. – for example
  + - and/also
• Create your own abbreviations as a class – suitable for the worksheet – e.g. Greece could be abbreviated to Gr, beaches could be abbreviated to ~~~ etc.
• Children then write notes using the key words and abbreviations. Stress the importance of children not repeating the sentences already on the sheet, but using their own words to summarise the information.

Success Criteria
• I can select key vocabulary from a non-fiction text.
• I can use key words to write brief notes.

Plenary
• Put the children into five groups. Each group to feedback their findings on one of the five given areas. The other groups to listen and check their fact list for that area of information e.g. beaches.
LES S ON 2 – Year 4

OBJECTIVES
• (Y5) T.L 26 To make notes for different purposes. Noting key points as a record of what has been read. To build on these notes in own writing or speaking.
• (Y5) T.L 27 To use simple abbreviations in note-taking.

For this lesson you will need a range of different holiday brochures.

Shared Work
• Read the information sheet on Greece and look at a selection of travel brochures.
  Children to use whiteboards to make a list of all the presentational features of the texts.

  Children should include:
  ✤ information in paragraphs
  ✤ subheadings
  ✤ bullet points for lists
  ✤ fact boxes
  ✤ diagrams
  ✤ illustrations
  ✤ annotations

• A class list of the above should be assembled. An individual record or a class display of these features needs to be kept for use later on in the week when the children make their own Greek information leaflets.

Independent Work
• The children are to work in groups. Each group is to select an age group for whom they wish to plan a holiday e.g. young children, teenagers, adults, boys, girls and senior citizens.
• Next, children are to make notes from the holiday brochures and information sheet on activities or features of a Greek holiday that would appeal to their target audience.

  N.B. children can select information from their note-taking in Lesson 1, if it is suitable for their target age group.

Success Criteria
• I can recognise features that are used in informational writing.
• I can select information relevant and suitable to a target audience.

Plenary
• How do these notes differ from the general information notes collected yesterday for the whole family? Why did children select the features they have chosen for the given age group?

*** Both sets of note-taking will need to be kept by the children for different writing tasks during this unit ***
LESSON 3 – Year 4

OBJECTIVES
• (Y4) T.L18/19 To evaluate the impact of advertisements through the use of persuasive devices.
• (Y4) T.L 25 To design an advertisement such as a radio or television jingle, making use of persuasive devices.
• Speaking and Listening – To work collaboratively to invent a radio/television jingle.
• To listen to other children and make relevant comments on particular criteria.

It would be helpful to have some examples of radio jingles/adverts for the children to listen to, at the start of this lesson.

Shared Work
• Explain to the children that they will be writing a radio jingle to appeal to the target age group that they chose yesterday to encourage them to go on holiday to Greece.
• Introduce three key features of persuasive advertising – alliteration (repeating the first letter or sound of each word, e.g. groovy Greece), rhyming and exaggeration (these may have been covered earlier in the term in your unit of persuasion)
• Children to share as many examples of these three features that they have heard on the television or radio. See teacher help sheet, in resources, for more features.

Independent Work – Speaking and Listening Task
• Children to use information on Greece to write a radio/television advertisement encouraging their target group to visit Greece. The children’s advertisement must contain at least three key features of advertising, as discussed.
• Children may use musical instruments to accompany rhythms.

Success Criteria
• I can think about the audience that I’m trying to attract.
• I recognise some of the features of advertising e.g. alliteration, rhyme and exaggeration, and can use them to write a TV/radio advertisement.

Plenary
• Each group is to present their advert to the class.
• The other children are to be split into two listening groups – each with a target question.

• Listening group 1 – Does the advertisement I’ve heard appeal to a particular age group in terms of the style of presentation and the content?
• Listening group 2 – What are the (main) three features of advertising that the group has used?
LESSON 4 (Optional – I.T links) – Year 4

OBJECTIVES
• To use the Internet to collect information about Greece.
• (Y5) T.L 26 To make notes for different purposes. Noting key points as a record of what has been read. To build on these notes in own writing or speaking.

Shared Work
• Remind children of the five key areas of study on which they have collected notes on modern Greece.
• Explain that they are going to use the Internet to search for additional information that they may wish to put in their leaflet advertising Greece.

Independent Work
• Read through and explain I.T. task sheet.
• Children use search engines to research information on the Internet.
• Children copy and paste information and images into a Word document. (You may need to revise how to copy and paste using highlighting and right click on the mouse to copy and paste.)

Success Criteria
• I can recognise where the Internet can be used as a research tool.
• I can use the note taking techniques to refine information I have selected from the Internet.

Plenary
• Display the five key categories that the children have been researching (hotels, beaches, climate, historical sites and Greek food)
• Children to write on the sheet/board a key point/fact that they have found using the Internet.
LESSON 5 and 6 – Year 4

OBJECTIVES
• (Y4) T.L23 To present a point of view in writing (visit Greece) in the form of a leaflet linking points persuasively and selecting style and vocabulary appropriate to the reader.
• (Y4) S.L4 To use connectives e.g. adverbs, adverbial phrases, conjunctions to structure an argument, e.g. if ……, then, finally, so, therefore.

Shared Work
See sample of children’s Greece leaflets.
• Inform children that they will be making a leaflet advertising Greece as a holiday destination for all the family. They will be using the information that they collected from brochures, the Greece fact sheet and the Internet.
• Remind children of the features of information writing:
  - information in paragraphs
  - subheadings
  - bullet points for lists
  - fact boxes
  - diagrams
  - illustrations
  - annotations

  • These features will need to be used in their brochure. Children should think about how each of the features of presentation should be used:

    e.g.  use bullet points for lists of hotel features
          use subheadings to introduce each new attraction
          put information about an attraction in a paragraph
          enter climate information into a table
          put fascinating facts into a fact box

• The leaflet, as well as being informative, must also be persuasive (see teacher’s help sheet, from lesson 3). Within each section, children should try to use persuasive features.
• The leaflet should have a heading with an introduction, explaining in general terms what will be included. Children should also try to use a catchy slogan here to encourage the reader to read on.

Independent Work
• The leaflet could be designed on A4 sheet of paper (see copies of children’s work)
• Children to produce first draft of their leaflet including notes on pictures/illustrations they wish to draw/use.

Success Criteria
• I can use information from a range of sources to create a leaflet.
• I can use persuasive language to enhance a piece of factual writing.

Plenary
• In pairs, children look at each other’s leaflets and use a coloured highlighter to highlight persuasive features used. Where there are gaps of persuasion within the leaflet, children to add more persuasive features, e.g. alliteration, positive exaggeration etc.
LESSON 5 and 6 – Year 4

OBJECTIVES
- (Y4) T.L 23 To present a point of view in writing (visit Greece) in the form of a leaflet linking points persuasively and selecting style and vocabulary appropriate to the reader.
- (Y4) S.L 4 To use connectives e.g. adverbs, adverbial phrases, conjunctions to structure an argument, e.g. if ……, then, finally, so, therefore.

Shared Work
- Use an example leaflet/ paragraph from a child’s work. Photocopy or put on O.H.P. so it can be shared with the class. Look at the range of sentence openings within the paragraph / across the leaflet. Look at how sentences may be reorganised to increase interest and link ideas more fluently.

Idea for starting sentences. You could start a sentence with:
1. A simile – As fast as lightning, you will find yourself relaxing when you come to Greece.
2. An adverb – Swiftly, the food will be brought to your table by our happy and helpful waiters.
3. A connective – After relaxing on the beach, take a dip in our perfectly blue sea.
4. A noun – Greece; the place to be.

- Children to use this input to evaluate and edit their own writing.

Independent Work
- Children to produce their best copy of the leaflets including illustrations and pictures collected from the Internet/ holiday brochures.

Success Criteria
- I can edit my writing, by varying sentence starts, to create more interesting sentences.

Plenary
- Children to share their favourite section / sentence of persuasion with a partner.
LESSON 1 – Year 5

OBJECTIVES
• Speaking and Listening – identify features of an informative TV programme (holiday show) Look for links between an informative leaflet and an informative verbal presentation.
• (Y5) T.L26 to make notes for different purposes, e.g. noting key points in order to list cues for a presentation.

You will need to find a holiday programme, e.g. Wish You Were Here. Preferably the programme will be about Greece or the country studied in Year 4. You will need to have the leaflets advertising Greece (or the other country studied) that were made in Year 4 by the children.

Shared Work
• Watch a holiday programme with the class. Discuss features:
  ❖ introduction to orientate the listener
  ❖ information
  ❖ persuasion
  ❖ personal recount
  ❖ interviews

• Give the children back their Greece leaflets produced at the end of Year 4. Explain that these will form the basis of information that they are going to use to produce their own holiday programme.
• Purpose – to inform the viewer of what it is like to visit Greece and to persuade them to choose Greece as their holiday destination. Explain that this report is to be persuasive and biased in favour of the destination as opposed to a balanced report which would discuss the benefits and shortcomings.
• Audience – families looking for a holiday destination, you could select here for different groups of children to produce a programme with a target audience.

Independent Work
• Children to work in groups of four to plan out a holiday programme using the format of the programme that they have watched and discussed.
• They should make an initial plan of sections that they are to include and briefly write notes about each point. See teacher guide sheet for lesson 1.

Success Criteria
• I can make notes from a range of pieces of work to use in an oral presentation.
• I can organise information from note taking.

Plenary
• Ensure that the whole group is clear on the intended plan. Chose one representative from each group to tell the plan to the class. The rest of the group are to silently listen. At the end of the presentation to agree with their spokesperson.
LESSON 2 and 3 – Year 5

OBJECTIVES
- Speaking and Listening – identify features of an informative TV programme (holiday show) Look for links between an informative leaflet and an informative verbal presentation.
- Speaking and Listening – work collaboratively as part of a team to produce a TV holiday programme.
- (Y5) S.L5 To understand the difference between direct and reported speech. (E.g. ‘She said, “I am going”’ – direct speech or ‘She said she was going’ – reported speech.)

It would be helpful if the children had whiteboards for this lesson.

Shared Work
- Invent some sentences which children may use in their holiday programme, e.g. interviewer discussing Greek food, ‘The restaurant owner told me that his Feta Salad was a taste sensation’. Children to use whiteboards to change this reported speech into direct speech that could have been used in an interview with the restaurant owner, e.g. “My Feta Salad is a taste sensation,” said the restaurant owner.
- Discuss the impact of reported speech against direct speech. Does the information seem more interesting/honest when spoken by the reporter or the actual person?
- Children to discuss when they are going to use direct and reported speech in their presentation.
- Invent some more examples of both direct and reported speech for the children to convert. The children could also write some direct quotations from holidaymakers recommending Greece as a holiday destination. These could be added to the children’s leaflets.

Independent Work

Lesson 2
- Continue to produce their holiday programmes. You could give the children a copy of the prompts for giving a presentation enclosed in this unit (taken from ‘Speaking Frames Year 5’ by Sue Palmer).
Lesson 3

- Children to present their holiday programmes to the rest of the class.

- Listeners are to be split into three groups. Each group will feedback two positives on the presentation and one way forward. Each group is to be given a different theme on which to report.

  **Listener Groups:**

  - **Group 1 – content**
    Was the presentation on Greece informative? Give examples of facts/information that you learnt from the programme.

  - **Group 2 – persuasion**
    What persuasive devices did the group presenting use? For example: catchy slogans, exaggeration, jingles, colourful adjectives, alliteration, catchy questions.

  - **Group 3 – quality of presentation**
    Could you hear everything that was said by every member of the group? Was the transfer from person to person smooth? Did everyone look at the audience and speak with expression? Did children taking a particular role act accordingly?
    If anything went wrong, did the group work as a team to sort it out?

**Success Criteria**

- I can plan effectively within a group.
- I can listen selectively and make sensitive comments about the work/presentation of others.
- I can give critical feedback to help improve the presentation of others.
LESSONS 4 and 5 – Year 5

OBJECTIVES
• (Y5) T.L 22 To read and evaluate a range of instructional texts in terms of their:
  • purposes
  • organisation and layout
  • clarity and usefulness
• (Y5) T.L 25 To write instructional texts and test them out – write instructional text for a
  travel board game you have invented.

Children need to have collected from home, a range of instructions to use in the
lesson.

Shared Work

Lesson 4
• Explain to the children that they are going to invent a travel board game based on their
  country of study – Greece.
• Allow children time to read and discuss a range of instructions which they have
  collected themselves during the summer holidays. Children need to discuss how clear
  the instructions are and how they are organised, (see ‘Writer’s Toolkit Instructions’ and
  ‘Writing Features – instructions’ – taken from ‘KS2 English, Writing non-fiction’ by Pie
  Corbett and Ann Webley.)
• Also find included an instruction model for ‘How to set up a two player game of Gran
  Turismo 3’ – taken from ‘KS2 English, Writing non-fiction’ by Pie Corbett and Ann
  Webley.
• After reading the examples of instructions, discuss the features as a whole class and
  share a list of these on the board. (See Writing Features – instructions, as above)
• Discuss types of board games and put into categories – for example:
  – quiz games e.g. Trivial Pursuits, Who Wants to be a Millionaire? (multiple
    choice answers)
  – dice games, e.g. Snakes and Ladders, Ludo
  – card games, e.g. Snap
  – decision making games, Monopoly, Cluedo

Independent Work
• Children to work in groups to plan their board game about Greece.
• Remind them that they need to choose a category/theme for their game, e.g. Greek
  food snap or a Monopoly style game where they travel around different historical
  sites in Greece.

Lesson 5
• Children to decide on and write the rules for their game using the prompt sheet for
  instructional text. Make the best copy of the game.

Success Criteria
• I can plan and make a board game and create rules to follow.

Plenary
• Now the children can play their own game and make any necessary alterations to the
  rules.
• Each group to swap games. Each group to evaluate if the rules are easy to follow,
  enabling them to play the game successfully.
BIBLIOGRAPHY, RECOMMENDED TEXTS AND RESOURCES

Havering Inspection & Advisory Service
- Writing Matters! Success Criteria for Text Types - Exemplification Booklet.
- Guided Reading – Starting Points

QCA

DFES
- Existing NLS Units of Work: www.standards.dfes.gov.uk/literacy
- Year 2 & 3 Spelling Programme (DfES 0493-2003)

Writers’ Workshop Series (published by David Fulton): www.fultonpublishers.co.uk
- How to Teach Writing Across the Curriculum by Sue Palmer
- How to Teach Fiction Writing at Key Stage 2 by Pie Corbett
- How to Teach Poetry at KS2 by Michaela Morgan
- Speaking Frames Year 4 and 5 (photocopiable) by Sue Palmer

Oxford University Press
- Connections by Sue Palmer (cross-curricular links with literacy using skeleton frames and text type features)

Heinemann
- First Steps publications – World Wide Edition
  - Reading Continuum
  - Writing Continuum
  - Oral Language Continuum
  - Spelling Continuum

TTS resources
- Skeleton Poster Books by Sue Palmer (all genres) Tel: 0800 318686
- Skeleton Poster Books for Grammar (and OHTs) by Sue Palmer Tel: 0800 318686

Jolly Learning www.jollylearning.co.uk
Tel: 0208 501 0405
Jolly Phonics materials (KS1)