**Why do I read?**

## PCC Logo Small

Teaching Sequence: Why do I read?

Text purpose: Instruction / Persuasion

Duration: 3 weeks

Extension– rich literacy / numeracy project.

Cross Curricular opportunities: ICT, geography, history, PSE,

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| Session | Activity |
| Week 1 |
| Let’s write some instructions.‘COLD’ | Review understanding of the Instruction text purpose.Children are asked to independently write engaging instructions. (This should be an activity that all children are familiar with, for example, how to brush their teeth)Re-read, edit, polish, peer assess. Teacher assess work, groups children accordingly to where they are at and the skills that are required to be developed.  |
| Who is it for? | The aim of this week’s work is to prepare for next week’s task of writing instructions on ‘How to write a book blurb’. Children read book blurbs (of both novels and picture books).Collect a list of successful strategies that are used, and useful vocabulary – this may include use of rhetorical questions, quotes, understanding the audience, leaving things out, introducing the tone / genre, giving a frame of reference without giving the story away.Discuss who the audience is for the blurb and how you can tell.Read children Shaun Tan’s ‘Rabbits’ – don’t show them the blurb. In pairs / groups, children write a book blurb for Rabbits – share, review successful strategies used and discuss. |
| Who is it really for? | Children read more book blurbs and add vocabulary and techniques to shared success criteria.Review writing from previous session. Share the blurb of ‘The Rabbits’ – notice that there are two. Who are the audiences? What do they mean? Explore the language of allegory. Share another book, or use the class read.Class shared writing of a book blurb, review and edit. |
| Do the blurbs work? | Children bring in their favourite books and talk about their choices. Using techniques from the week they create book blurbs for display in the school library. |
| Why do you read? | Interview people in class / school about why they read (see Word Doc for ideas of questions to ask)Show children Peter Blake’s drawing of his favourite things. Encourage children to create their own piece of art work based on ‘How I choose what to read.’  |
| Extension:  | * This work may lead to the identification of a wish list for the school library. Letters of persuasion could be written to the Head teacher / Literacy Co-ordinator to purchase them. Costs could be considered and fundraising events planned.
* Visit the local library, encourage all children to take or obtain a library card. Whilst there talk to the librarians and public about reading choices.
* Consider how different social, historical, geographical, economic and /or political situations can dictate reading choice. Investigate limitations of reading choice in different contexts and discuss. This could lead to fundraising events for charities that raise the profile of literacy around the world and identify the Rights of the Child. Eg)3 Cups of Tea (Mortenson and Relin) or work of Siobhan Dowd Trust
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| Week 2 |  |
| Rehearsal: the introduction | Children read a set of instructions and box up the organisation, technical vocabulary and other phrases of importance. Read some book blurbs and discuss the persuasive devices used.Children begin to learn a complete set of instructions on how to write a successful book blurb. (following the T4W technique), starting with title and introduction. Rehearse, write and peer review.(an example of a set of instructions that could be used for this can be found as a Word doc) |
| Rehearsal: what do you need | Read and discuss more book blurbs, box up more instructions Rehearse, write and peer review |
| Rehearsal: what do I do? | Read even more blurbs, box up more instructionsRehearse, write and peer review |
| Rehearsal: top tips | Rehearse, write and peer review.Visit another class in school, or use Lync to perform to other audience. Review own and others oracy. |
| Extension: | * Children create the instruction text using ICT skills, choosing their preferred software. Success criteria may be incorporated. This may include, use of moving image, audio, animation.
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| Week 3Innovation: How to make a great film trailer.(Preparation for the HOT write) | Watch film trailers and record success criteria- to be added to throughout the week. Consider sound track, sound effects, voice over, and moving images – the persuasive devices that have been used should be compared to books. |
| Innovation:(Preparation for the HOT write) | Teacher models planning a trailer for a film using key moments from the story and preparing a voice over script.Use drama techniques to act it out, freezing at points to discuss what techniques are being used to hook the audience.  |
| Innovation:Preparation for the HOT write) | Children plan a trailer for a chosen film and prepare a voice over script. (you could use a film appropriate to your curriculum focus or the Literacy Shed to find short animations). Children film their trailers. Review and share the persuasive techniques they have used and how successful they have been.  |
|  | HOT write: independent writing of instructions on how to make a great film trailer. Peer edit and review (compare to COLD write and discuss learning) |
| Extension | Find out about the most popular films (in UK, Europe and world wide). Children could investigate the popularity of different genre, collect data on the cost of making film and box office profit.Set up a Film Club in school and show a series of different genres. Invite parents in for an evening of film as a fundraiser, design and print tickets, make cost and profit calculations.  |