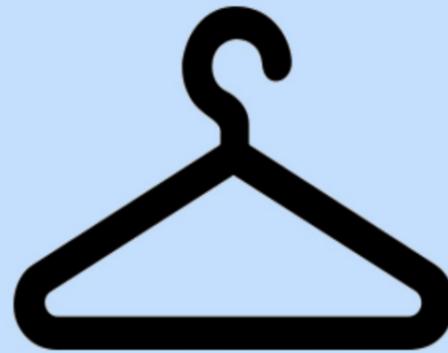


## Idiom of the Week!

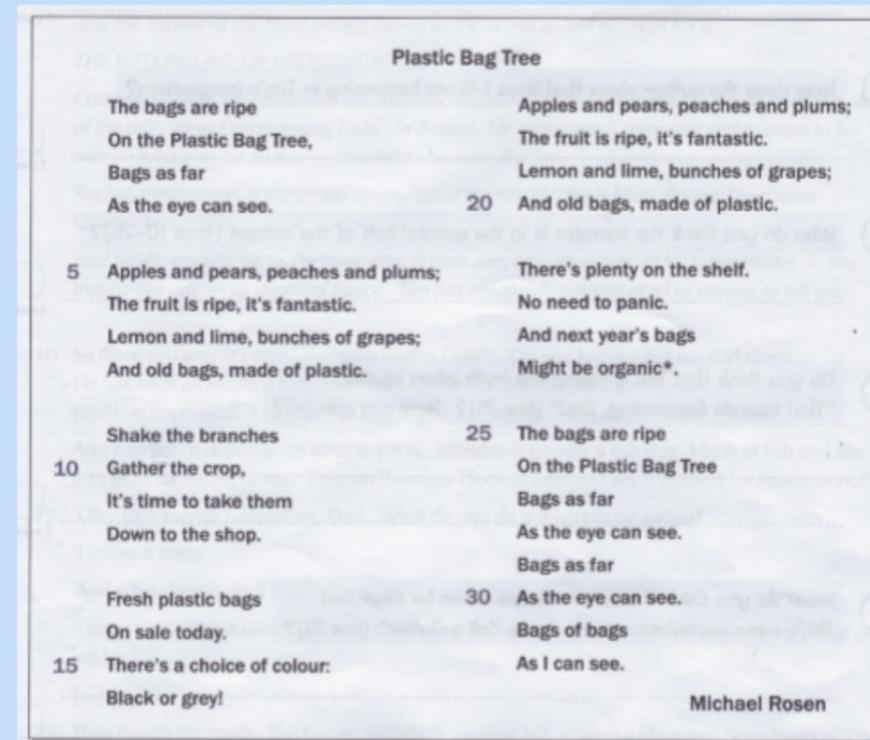
# 'Hang in there'

To keep going.

A little message to you  
all too from us :)



## Poem of the week!



*Please read the poem and let us know if you like it. We will be completing work on this next Tuesday.*

*What do you think the poem is about and what is Rosen trying to say?*

## This Week's Spellings



You are expected to learn these through the week.  
You can use a variety of methods.

persuade	often
Vikings	reign
something	nastier
approach	anything
deadliest	attack

Focus on the parts of the words that you are finding difficult and let us know if you need any help.

## Extra Spellings!



If the previous spellings are too difficult, or if you don't know any of these words, please also learn these.

because	
also	here
went	house
could	says
should	

# Handwriting!

Please write the joins and words below and try to write your own sentence that contains these.

*al*                      *ab*  
*always*                      *about*

# SPAG Review



## Capital Letters and Full Stops.

in the distance a roaring sound could be heard was this the sound of one of the largest groups of people or simply a ship tearing through the sea as the sound got closer this felt like yet another unforgiving invasion everyone stood frozen with fear

*Please correct the passage (either on the text or by rewriting).*

# SPAG Review



When adding suffixes with root words ending in y we often drop the y and add an i.

Example - deadly = deadliest

scary = scarily

# SPAG Review



Change the "y" to "i" before adding "ly"



For words ending in "y" change the "y" to "i" before adding "ly" to make the adverb.

example: heavy i + ly =  It rained heavily for days.



Add "ly" to these words to make adverbs then use each word in a sentence

happy \_\_\_\_\_

lazy \_\_\_\_\_

angry \_\_\_\_\_

easy \_\_\_\_\_

busy \_\_\_\_\_

Add the 'ly' suffix so that these adverbs will be spelt correctly. Remember what we did when adding 'er' and 'est'?

## Pre-Teach Words

**invader** (n) - takes land by force  
**settler** (n) - Lives on land peacefully  
**bretwalda** (n) - Anglo Saxon king/ruler  
**runes** (n) - form of writing  
**longboat** (n) - ship  
**onslaught** (n) - a strike/attack  
**intimidated** (adj) - scared

### Learning Objective -

Today we are learning to plan a persuasive text.

### To be successful...

- I will identify persuasive text features.
- I will organise my facts into points.
- I can plan and organise my writing.
- I am able to review, edit and check my work.

# Persuasive Features

expanded noun phrases      rhetorical questions

facts and supporting evidence

*Review your work from last week. Which of these are persuasive text features?*

future tense

one paragraph

a quality settingh

a clear argument

# Persuasive Features

## Persuasive Writing

### Introductions

I think...  
For this reason...  
I feel that...  
I am sure that...  
It is certain...  
I am writing to...  
Of course...  
In the same way...  
On the other hand...  
In this situation...

### Making your point

Firstly, secondly, thirdly...  
Furthermore...  
In addition...  
Also...  
Finally...  
Likewise...  
Besides...  
Again...  
Moreover...  
Similarly...  
Surely...  
Certainly...  
Specifically...  
If...then...  
because...

### Details

For example...  
In fact...  
For instance...  
As evidence...  
In support of this...  
**Endings**  
For these reasons...  
As you can see...  
In other words...  
On the whole...  
In short...  
Without a doubt...  
In brief...  
Undoubtedly...

### Other Words

reasons  
arguments  
for  
against  
unfair  
pros  
cons



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*Try to use these to support your writing and checklist from Wednesday.*

# Key Words

In class, we always use our displays and working walls to show key vocabulary. Please make sure these are spelt correctly. You could even have them displayed somewhere at home.

Anglo Saxon	attack	drought
ship	onslaught	money
persuade	vicious	people
therefore	settler	decided
because	invader	must
Britain	land	

# Persuasive Features

*This will be of more use when writing but think of these features when completing your plan.*

## Structure

### Introduction

Grab the reader's attention and clearly state your opinion.

### Main Body Paragraphs

Give reasons for your opinions and explain these in detail.

### Conclusion

Remind the reader of your opinion and leave them with something to think about.

must

should

will

## Sentence Starters

First, lets talk about...  
Another important point worth considering...  
Astonishingly, some people don't know that...  
Yet another incredible thing about..  
Finally, and most importantly...  
Best/Worst of all...

## Persuasive Devices

Tell a personal story.  
Give an expert's opinion.  
Include statistics.  
Ask rhetorical questions.  
Use repetition.

## Powerful Statements

Just think about it!  
It's out of this world!  
We can't let this go on!  
We must stop this now!  
You know I'm right!

## Remember:

Consider your audience.  
Make your opinion clear.  
Use a strong voice.  
Give reasons for your opinion.  
Check your spelling and punctuation.

**Monday 11th January**



**We Must Invade!**  
**Let's Invade Britain!**

*Main English Writing Task for today...*

*Use your research and the links provided to identify your two or three main reasons for invading Britain. Then use these to complete your planning sheet.*

*Make sure that you are using the example texts, success criteria and research to help you. This will help you to already construct sentences rather than just adding bullet points to your plan.*

**Monday 11th January**



**We Must Invade!**  
**Let's Invade Britain!**

*Main English Writing Task for today...*

*Complete the planning sheet 'writing - persuasion invasion plan.' There is a modelled plan should you require any further help.*

# Modelled Introduction

An example of what a good one looks like! On Wednesday we will focus on the features underlined and highlighted but here is a preview! This also gives a little more time to complete your plan and receive help/feedback.

## We Must Invade!

Fellow Angles, we **must** begin to make **preparations** to **immediately** invade Britain, which we now feel is crucial. It will not only give us more power but will also allow us to gain food and homes, **therefore please** support us and join us as we set sail next week. **Surely you want what is best for your families?** During the dead of night, we will send our **formidable** ships to enact a vicious onslaught on their island.



# SC Checklist

Grammar/SPAG	Me	Other
<u>CL</u> ! ? apostrophes and ( )		
Clear introduction		
Present tense (is/are)		
Rhetorical Questions		
Emotional Vocabulary/Imperative Verbs		
Evidence/Facts		
Fronted adverbials - Firstly...		
Conjunctions/Subordinate Clauses - During, as, when, if, however, moreover...		
<b>Composition</b>		
Make a clear point with powerful openers		
Involve the reader and play to their emotions		

We use these in our writing to make sure that we have all of our learned features and that our writing has **QUALITY**. It also allows variation.

Use this when planning your writing. The more examples you have in your plan, the easier it will be to write.

Remember to try to add your own SC too as a challenge!

