



Purpose, Audience and Register

Purpose = The purpose is to present detailed evidence in support and in opposition of the key question: Should Michael be permitted to embark on the voyage around the world? This information will inform the reader of different beliefs which will support them to make an informed decision regarding their personal viewpoint.

Audience = The audience is the headteacher of St Joseph's Primary School where Michael is a pupil since they have the authority to authorise the absence from school.

Levels of Formality = A formal register will be used with subject specific vocabulary.

Unit of Work	Balanced Argument – Should Michael be permitted to embark on the voyage around the world?
Text Type / Genre	Non-fiction - Balanced Argument
Text Driver the Unit of Work links to	Kensuke's Kingdom by Michael Morpurgo

Overview of the Unit of Work including End of Unit Outcome	<p>Pupils will be immersed in the text: Kensuke's Kingdom. Pupils will explore the opening paragraphs of the text and discuss the authors' intentions, use of language and the impact of this on the reader. They will discuss their initial impressions of key characters introduced within this chapter with a particular focus on Mother and Father. Pupils will predict whether or not the voyage around the world will be a success and they will justify their claims using evidence from the text. They will focus on the key themes prevalent within Chapter 1: redundancy, depression and poverty. Pupils will revisit the use of adverbs and modal verbs to indicate degrees of possibility from their learning in Year 5. They will also revisit their use of commas to clarify meaning or avoid ambiguity from Year 5 and they will extend this by learning about how hyphens can be used to avoid ambiguity. Pupils will apply this knowledge to application tasks linked to the text driver. Pupils will study the key text type and language features that are common in balanced arguments by exploring a model text. Through the use of a Kagan drama activity, pupils will explore the key question: Should Michael be permitted to embark on the voyage around the world? They will step into the role of different people to consider the proposed voyage from a range of perspectives to identify the key views in favour and in opposition of the voyage. Pupils will plan and draft a balanced argument to answer the key question. Pupils will reflect upon their initial draft and make purposeful edits to up level this further with a particular focus on subject specific vocabulary and formality. Pupils will recall their knowledge of proof reading to proof read their finalised draft for spelling, punctuation and grammatical errors.</p>
Links to Reading Objectives	<p>Pupils will begin to read the text: Kensuke's Kingdom. They will identify how language and structure contribute to meaning and discuss and evaluate how authors use language considering the impact on the reader. Pupils will identify and discuss themes and conventions within Chapter 1 and use their inference skills to identify impressions of characters. Using details stated and implied, pupils will predict what might happen as the story progresses.</p>
Prior Learning	<p><u>Vocabulary, Grammar and Punctuation Knowledge:</u></p> <ul style="list-style-type: none"> In Year 5, pupils were introduced to modal verbs and adverbs of possibility. In Year 5, pupils were introduced to commas to clarify meaning or avoid ambiguity. <p><u>Text Type – Balanced Argument</u></p> <ul style="list-style-type: none"> Pupils were first introduced to writing to persuade in Year 5. In Year 5, in the spring term, pupils wrote a balanced argument to support the reader to make an informed judgement based on the key question: Was it fair the Explorer asked the children to keep the ruined city a secret in exchange for survival?
Text Type Features (Balanced Argument)	<ul style="list-style-type: none"> A balanced argument is written in the third person, except the final paragraph which is the writer's own opinion. A balanced argument is written in the present tense. When writing a balanced argument, it is important to remember that it does not matter whether you are for or against the issue/question to begin with, you must present both sides of the argument fairly. In the final paragraph, after balancing both sides of the argument, you can state which side you agree with and your opinions why.

	<ul style="list-style-type: none"> • It is written in a formal register, with technical and subject specific language. • Within the balanced argument, persuasive devices are used: alliteration, facts, rhetorical questions, emotive language, repetition, rule of three and exaggeration.
Sticky Knowledge	<p>During the summer term, time is spent revisiting key sticky knowledge from the autumn and spring terms to embed this knowledge.</p> <p>The children will learn:</p> <ul style="list-style-type: none"> • Modal verbs are used to change the meaning of verbs. They can express meanings such as certainty, ability or obligation. The main modal verbs are <i>will, would, can, could, may, might, shall, should, must</i> and <i>ought</i>. • A modal verb only has finite forms and has no suffixes (e.g. I sing – he sings but not I must – he musts). • Using a comma in a sentence can make the meaning clearer, and in some cases, it can change the meaning of the sentence all together. That's why it's important to consider whether you need a comma in a sentence and where to place the comma. • A hyphen is typically used to join two or more words to form a compound word or to join parts of words to avoid ambiguity (e.g. recover and re-cover).
New Vocabulary	<ul style="list-style-type: none"> • Ambiguity – the quality of being open to more than one interpretation • Hyphen – a punctuation mark used to join two or more words, or parts of words, together • Voyage – a long journey involving travel by sea • Expedition – trip / journey • Authorised – given permission to do something • Omit – stop doing something
Post Learning	<ul style="list-style-type: none"> • In Key Stage 3, pupils will write accurately, fluently, effectively and at length for pleasure and information through writing for a wide range of purposes and audiences including a variety of non-narrative texts, including arguments.