

## Writing: Year 5 – Summer 2 Week 3

|                  | Day 1 Activity  | Day 2 Activity   | Day 3 Activity  | Day 4 Activity   | Day 5 Activity  |
|------------------|---|--|---|--|---|
| <b>Writing</b>   | <p><b>This week you will be writing a balanced argument to answer the question:</b></p> <p><b>'Was Jeff right to ditch Bradley?'</b></p> <p>Look at the argument text based on Goldilocks below on Resource Sheet 1a and find the features in Resource Sheet 1b.</p> <p>Then listen to the following two chapters:</p> <p><a href="#">Chapters 19 &amp; 20</a></p> <p>There are no questions based on the reading this week, so just enjoy the story!</p> | <p><b>Plan your argument</b></p> <p>Plan a general, specific and viewpoint (GSV) sentence to write for your introduction about whether Jeff was right to ditch Bradley or not.</p> <p>Choose 2 of your own arguments, or arguments from help sheet 2a, to argue why <i>Jeff was wrong</i> to ditch Bradley and add to your plan.</p> <p>Choose 2 of your own arguments, or arguments from help sheet 2a, to argue why <i>Jeff was right</i> to ditch Bradley and add to your plan.</p> <p>Plan a viewpoint, specific and general sentence to write for your conclusion about whether Jeff was right to ditch Bradley or not.</p> <p>Then listen to the next two chapters:</p> <p><a href="#">Chapter 21 &amp; 22</a></p> | <p><b>Write your introduction.</b></p> <p>Remember to:</p> <ul style="list-style-type: none"> <li>-Use your plan</li> <li>-Use GSV</li> <li>-Use formal language</li> </ul> <p><b>Write your argument <u>against</u> Jeff ditching Bradley.</b></p> <p>Remember to:</p> <ul style="list-style-type: none"> <li>-Use impersonal language (e.g. many people/ some people)</li> <li>-Use conjunctions to link your points (e.g. furthermore/ in addition/ moreover)</li> <li>-Use formal language (e.g. opportunity/ inappropriate/ positive)</li> </ul> <p>Then listen to the next chapter:</p> <p><a href="#">Chapter 23</a></p> | <p><b>Write your argument <u>for</u> Jeff ditching Bradley.</b></p> <p>Remember to:</p> <ul style="list-style-type: none"> <li>-Use impersonal language (e.g. many people/ some people)</li> <li>-Use conjunctions to link your points (e.g. furthermore/ in addition/ moreover)</li> <li>-Use formal language (e.g. opportunity/ inappropriate/ positive)</li> </ul> <p><b>Write your conclusion</b></p> <p>Remember to:</p> <ul style="list-style-type: none"> <li>-Use your plan</li> <li>-Use VSG</li> <li>-Use formal language</li> </ul> <p>Then listen to the next chapter:</p> <p><a href="#">Chapter 24</a></p> | <p><b>Edit and Revise</b></p> <p><b>Activity 1</b></p> <p>Look at Resource sheet 5a. Can you find the mistakes and correct them?</p> <p><b>Activity 2</b></p> <p>Edit and revise your work using ARMS and CUPS</p> <p><b>Activity 3</b></p> <p>Publish your work. This might be writing it out in your best handwriting, or even reading your argument aloud and recording it as a video. Remember to sound professional!</p> <p>Then listen to the next two chapters:</p> <p><a href="#">Chapter 25 and 26</a></p> |
| <b>Resources</b> | Resource 1A   | Resource 2A<br>Resource 2B   | Resource 3A   |  | Resource 5A   |



**Reading: Year 2 – Summer 2 Week 3**

|                 |             | Day 1 Activity   | Day 2 Activity   | Day 3 Activity  | Day 4 Activity  | Day 5 Activity  |
|-----------------|-------------|--|--|---|---|---|
| <b>Reading</b>  | Whole Class | <a href="#">Chapter 31 - The Treasure Hunt - Flint's Pointer</a> | <a href="#">Chapter 32 - The Treasure Hunt - The Voice Among the Trees</a> | <a href="#">Chapter 33 - The Fall of a Chieftain</a>          | <a href="#">Chapter 34 - And Last</a>                         |   |
|                 | Independent | *<br><a href="#">Dragon Theft Auto</a><br>Chapter 1              | *<br><a href="#">Dragon Theft Auto</a><br>Chapter 2                        | *<br><a href="#">Dragon Theft Auto</a><br>Chapter 3           | *<br><a href="#">Dragon Theft Auto</a><br>Chapter 4           | *<br><a href="#">Dragon Theft Auto</a><br>Chapter 5             |
|                 | *           | *<br><a href="#">Polar Bears' Search for Ice</a><br>Chapter 1    | *<br><a href="#">Polar Bears' Search for Ice</a><br>Chapter 2              | *<br><a href="#">Polar Bears' Search for Ice</a><br>Chapter 3 | *<br><a href="#">Polar Bears' Search for Ice</a><br>Chapter 4 | *<br><a href="#">Polar Bears' Search for Ice</a><br>Pages 28-32 |
|                 | *           | *<br><a href="#">Man on the Moon</a><br>Chapter 1                | *<br><a href="#">Man on the Moon</a><br>Chapter 2                          | *<br><a href="#">Man on the Moon</a><br>Chapter 3             | *<br><a href="#">Man on the Moon</a><br>Chapter 4             | *<br><a href="#">Man on the Moon</a><br>Pages 56-64             |
| <b>Spelling</b> |             | correspond<br>criticise<br>curiosity<br>definite<br>desperate    |  |   |   |   |



## Resource 1A: Example Argument Text

### Should Goldilocks go to prison or not?

Recently, there has been much discussion over whether or not Goldilocks should be imprisoned. Since she got caught breaking into the three bears' house, this heated debate has divided the Fairytale Forests. Many people feel that she was just an innocent hungry girl, whilst others believe she is a dangerous criminal. This text will look at both views about this controversial issue.

The majority of people argue that she was a small girl lost in the woods, so she should not be punished for finding shelter. Furthermore, her supporters state that she was hungry- perhaps even approaching starvation- so it is only natural that she should eat the bears' porridge. In addition to this, they are shocked at the three bears' angry reaction to her presence, when they did not even lock their front door.

On the other hand, CFJFBV (Campaigners For Justice for Burglary Victims), believe that she should not be allowed to get away with this serious crime. They argue that she not only broke into the house, she also damaged property. Moreover, they suggest that this vandal should be sent to prison for at least 10 years.

In conclusion, after looking at both sides of the argument, it is clear that Goldilocks should be punished for her crimes. As she is only 10-years-old, however, being sent to prison is too harsh a punishment and overall, Year 5 children believe that she should be made to apologise to the three bears and fix the damage she caused. Goldilocks needs to learn an important lesson from this and hopefully, she and the three bears can be friends in the future.

## **Resource Sheet 1b**

Find features of an argument text

1. Identify the general, specific and viewpoint sentences in the introduction
2. Find 2 examples of impersonal language
3. Find 3 examples of formal language
4. Find 3 conjunctions used to add on additional points
5. Find the word that is used to start the alternative argument, to show a contrasting point of view.
6. What is the purpose of each of the 4 paragraphs?

## Resource 2a Arguments for and against

These are some arguments from last week. You may want to use them to help you write your plan.

|   |  |  |
|---|--|--|
| <p>Bradley is glad to finally have a friend. Friendships are really important for people. Children don't just learn off adults. They need to have positive friendships in their lives.</p>  | <p>Jeff could teach Bradley to be more polite. For example, he has already taught him that whenever anyone says 'hello' it's polite to say hello back to them.</p>                 | <p>Bradley suggests doing things that make Jeff uncomfortable; for example, going into the girls' bathroom. Friends should support you and not make you do things that you know are wrong.</p>                             |
| <p>Jeff is a positive influence on Bradley. Bradley is thinking about doing their homework together which shows that he is starting to open up. If Jeff is friends with him, Bradley might start trying harder with his work.</p> | <p>Robbie and the other boys call Jeff 'Fishnose'. Are they any better than Bradley?</p>   | <p>Bradley once threatened to spit on Jeff and took money off him. He also wants to get into fights with the girls. This is aggressive behaviour and Jeff should play with other children that won't make him be mean.</p> |
| <p>Jeff is a young boy and shouldn't have the responsibility of changing another child's behaviour. That is the responsibility of teachers, counselors and parents.</p>   | <p>Bradley is really fun, and he shows a lot of kindness when he plays with his toys. If Jeff gives him another chance, then he could have a great, fun, kind friend for life.</p> | <p>Bradley doesn't want Jeff to have other friends. It is important for Jeff to have other friends that share his interests, such as basketball. People shouldn't feel like they can only have one friend.</p>             |
| <p>Bradley told his mum that Jeff had hit him.</p>  | <p>Everyone deserves a second chance. If you're kind to people, they are often kind back. It can take time, but it is worth it over all.</p>                                       | <p>Brian and Robbie are rude to Bradley and Jeff joins in. Will they have a negative influence on him?</p>   |

**Resource Sheet 2a Argument Plan**

|                 |  |
|-----------------|--|
| <u>Audience</u> | <b>People who would like to make an informed decision about this difficult issue</b> |
| <u>Purpose</u>  | <b>To show both sides to an argument</b>   |

|              |  |
|--------------|--|
| <u>Title</u> | <b>Should Jeff ditch Bradley or not?</b> |
|--------------|--|

|  |               |  |
|--|---------------|--|
| <u>Intro</u>                                   | <u>G</u>      |  |
|  | <u>S</u>      |  |
|  | <u>V</u>      |  |
| <u>Arguments against Jeff ditching Bradley</u> |               |  |
|  | <u>Detail</u> |  |
|  | <u>Detail</u> |  |
|  | <u>Detail</u> |  |
| <u>Arguments for Jeff ditching Bradley</u>     |               |  |
|  | <u>Detail</u> |  |
|  | <u>Detail</u> |  |
|  | <u>Detail</u> |  |
| <u>Conclusion</u>                              | <u>V</u>      |  |
|  | <u>S</u>      |  |
|  | <u>G</u>      |  |

## Resource Sheet 5a

### Can you find and correct the punctuation mistakes in the text below?

Many people believe that Jeff shouldn't reject Bradley as they argue that Bradley could be a really good friend in the future. Furthermore, Bradley who has not had a real friend before could benefit enormously from Jeffs influence.

On the other hand they argue that Jeff should not be friends with Bradley as he wants to do inappropriate things like going into the girls bathroom.

## Resource Sheet 5B

Use ARMS to revise your work and CUPS to edit your work. See the help poster below to help you with this.

**REVISING**

The 'content' checking

**A.R.M.S.**

**Add**  
Add interesting or precise sentences and words

**Remove**  
Remove sentences you don't need

**Move**  
Move words or sentences to a more suitable place

**Substitute**  
Change words and sentences for new ones to avoid repetition or use of boring words

**EDITING**

The SPAG checking

**C.U.P.S.**

**Capitalise**  
First word in a sentence and proper nouns: names, places, titles, days, months

**Usage**  
Inflection of nouns and verbs  
E.g. we was were / one dogs

**Punctuation**  
. ! ? , - ; '

**Spelling**  
Check words you are not sure how to spell, including homophones

Belleville  
Primary School



## Answers

Find features of an argument text

1. Identify the general, specific and viewpoint sentences in the introduction

General sentence, introducing the issue: Recently, there has been much discussion over whether or not Goldilocks should be imprisoned.

Specific sentence, going into more detail about the problem: Since she got caught breaking into the three bears' house, this heated debate has divided the Fairytale Forests.

Viewpoint(s) sentence, showing the two different views on the issue: Many people feel that she was just an innocent hungry girl, whilst others believe she is a dangerous criminal. This text will look at both views about this controversial issue.

*Find 2 examples of impersonal language*

e.g. many people/ the majority of people/ CFJFBV (Campaigners For Justice for Burglary Victims)/ others/ Year 5

*Find 3 examples of formal language*

e.g. discussion, controversial, damage, vandal, apologise

*Find 3 conjunctions used to add on additional points*

e.g. furthermore, in addition, moreover

*Find word that is used to start the alternative argument, to show a contrasting point of view.*

on the other hand

*What is the purpose of each of the 4 paragraphs?*

Paragraph 1: introduction (GSV)

Paragraph 2: arguments for Goldilocks being innocent

Paragraph 3: arguments for Goldilocks being guilty

Paragraph 4: conclusion (VSG)

## Day 5 Punctuation Answers

Many people believe that Jeff should **not** *(bonus points if you turned the informal shouldn't into should not!)* reject Bradley as they argue that Bradley could be a really good friend in the future. Furthermore, Bradley **(who has not had a real friend before)** *(there could be brackets, dashes or commas around this relative clause)* could benefit enormously from Jeff's influence.

On the other hand, they argue that Jeff should not be friends with Bradley as he wants to do inappropriate things like going into the girls' bathroom.