

Week 5 and 6 - The Tin forest

Focus: understanding non-fiction writing - letters, speeches.

Using emotive language

Outcomes: Week 5: letter of complaint to the council.

Week 6: speech to a chosen audience

Text: The Tin Forest by Helen Ward

Video link: <https://vimeo.com/36088583> or

<https://www.youtube.com/watch?v=hacmYLZ-jaA>

Session 1: understanding the story

Focus - summarising the story.

Task: watch the video links and read the story (separate pdf file or print out). Can you summarise it in your own words? Aim to write less than 100 words and also try to show the character's emotions and how they change during the story. Remember when you summarise you need to make sure that the reader knows what the text is about- what has happened and some information about the setting and the characters involved.

Outcome: a paragraph summarising the story.

Session 2: grammar - expanded noun phrases

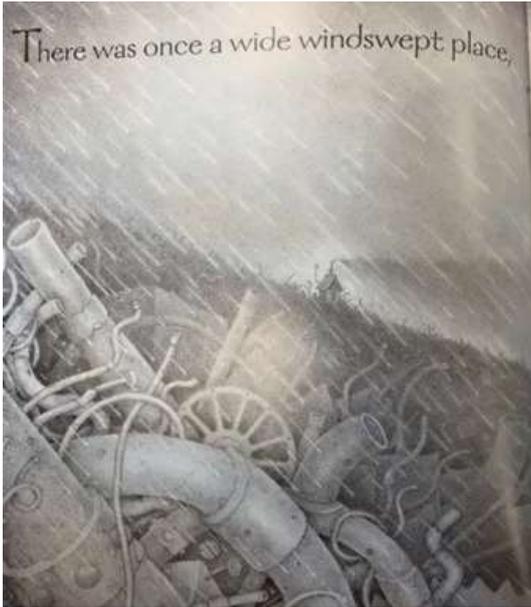
Focus: reminder session on expanded nouns phrases (there are some games on this in classroom kids, also this video with activity links to explain the term

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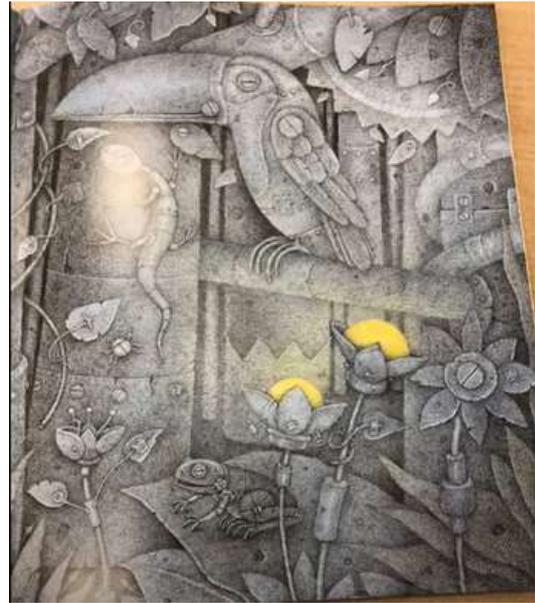
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Task: Look at the different images shown on the next page (or look at them in the video links or the pictures in the printed pack). Try to write some expanded noun phrases to describe the 3 settings. Try to use all of your senses as we will use these phrases in our pieces of writing later.

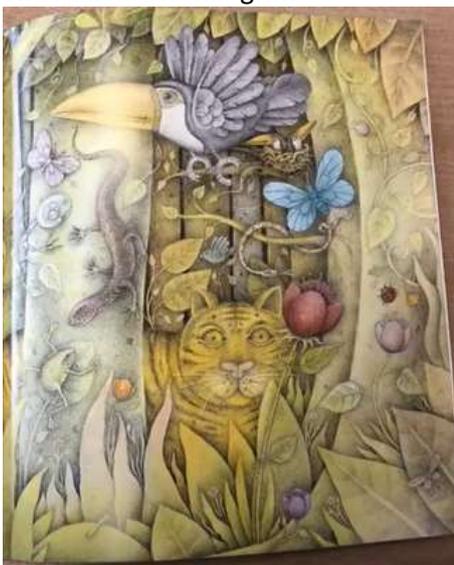
His land before he began building the tin forest.



The tin forest



The real forest that grew



Session 3 - creating a character

Focus: Using interesting language to engage the reader.

Task: produce interesting information about a character/create a character profile.

Use your imagination to develop the character from the story (think about why he is living there, what family might he have, does he have any medical or physical conditions that are being made worse?). You need to create interesting information so that the reader likes this character and feels a connection with them.

Either: Create a person outline like the picture and then add information about the old man. Inside the figure describe his features and on the outside add some background information him.

Or

Annotate this picture of the old man with information about him.



physical
about



Outcome: a clear character profile completed.

Session 4 - understanding writing techniques with a focus on persuasion

Task: identify the strategies writers use in persuasive texts.

There are the 5 key techniques that writers use when writing persuasive texts:

Technique	Example
Rule of 3	Well done, that's brilliant, fantastic, amazing.
Repetition	I'm lovin' it, lovin' it, lovin' it... lovin' it like that!
Rhetorical questions	What time do you call this?
Statistics/facts	8/10 cats prefer whiskas.
Personal pronouns	I, you, we

Highlight/underline/number these features in the following 2 texts.

Extract 1:

Sleep is important. Nobody fully understands why we need it, but scientists think that the body uses the time to recover and to repair damage. When we fall asleep our heart and breathing rates slow down, muscles relax and our senses rest. If this is the case, are you giving your body enough rest?

Lack of sleep means that the body and brain do not work properly. If you don't go to bed at a reasonable time, you will be sleepy in class and not learn so much.

Tiredness means you may not be able to think clearly, and you may also be a danger to other people. Accidents can happen. You will lack energy, and even playing becomes too much of an effort. Is staying up late really worth it? There is some truth in the old saying, "Early to bed and early to rise, makes us healthy, wealthy and wise."

Extract 2

I cannot believe that Craven Pond is going to be filled in! Don't people realise that hundreds of different kinds of birds, amphibians, insects and fish live here?

What will happen to them if their habitat is taken away? We all know that natural habitats are disappearing at a worrying rate. It is our duty to preserve as many of these as we can.

Adults are always telling us that we should use our time productively. My friends and I have spent many weekends and summer evenings studying and cataloguing the wildlife of this pond. We have found over 30 species. If Craven Pond is filled in, we will be forced to hang about the streets because there will be nothing to occupy our time. Is that what the adults want?

Session 5 - planning a letter

Focus: persuasive writing.

Task: imagine you are the old man. You are fed up with the area around your house being used as a dumping ground and you want the council to come and sort it out. You need to be clear with the council - what is happening, why it is a problem and what you would like to happen next. You need to think how you will get the council to act. Plan your writing with a focus on the words/phrases you are going to use and the impact you want your writing to have. Trying using this planning grid or plan it out paragraph by paragraph. Think about the structure of your letter

Vocabulary I will use in my writing

Success criteria/What I need to do to be successful:

The impact I want my writing to have on the reader

Purpose: _____

Audience/reader: _____

Form: _____

Viewpoint: _____

Outcome: clear planning for you letter.

Session 6: writing a formal letter

Focus: use formal persuasive language, writing in the form of a letter.

Task: write up your letter - you can make up the name of the person you are writing to.

Here is a model of the start of a letter (you can adapt this or write from scratch):

Dear Councillor Stuart,

I am writing to you to share my serious concerns regarding my home and the condition of the land around it. I am sure that once you realise the extent of this problem and why it is so important to get it rectified, you will be able to help me.

Let me put this into context for you. I am an old man. I have worked hard all my life, contributed to the local area. All I am asking for now is the opportunity to enjoy my retirement in the calm and safe environment of my home. I'm sure that you agree that this is a reasonable request? However, my once delightful home and garden is now no longer a calm, safe place for me. I am no longer as agile as I once was, unfortunately this happens as you get older, and therefore find it more difficult to move around cluttered areas. The area around my once delightful home has now become a local dumping ground. A quick glance at the area shows vast mountains of unpleasant rubbish that is now become home to a large amount of vermin. This is having a detrimental effect on my health...

Outcome: finished letter

Session 7: editing your work

Please take time this session to read through your work and edit it carefully - add, remove, change, improve. Read it out loud - would it have the impact you would like it to? Ask a family member for their opinion.

Session 8 – planning a speech

Focus: using emotive language

Task: Imagine you are the old man. You have been invited into a school to talk to the children about what has happened to the area outside your house and why it is important to dream big. Remember it was the old man's dreams and not giving up that allowed the amazing rainforest to develop outside his home. Try to remember the speeches you wrote with Mrs Jones in PSHE and use some ideas from them.

Try to break your speech into sections. I suggest:

- Who you are and why you are speaking to the children
- What the area around your home was like initially (use some of the descriptive work from last week) and how you felt about it
- How did things start to change (building your own tin forest, the bird arriving and dropping seeds, first signs of life emerging through the waste) and how this made you feel
- The development of the forest and what it finally became
- The key messages you want the children to take away from listening to you

Have a look at this model opening section.

Model start: Hi children, Thanks for inviting me to your school.

My name is Jack and I am here to tell you how my life changed when I started to dream big and to encourage you all to follow your dreams as they can come true! I used to live in a windswept place, near nowhere and close to forgotten. However, after I started to dream big, my home soon changed into a beautiful place, a place that had everything that anyone would ever want.

Before I started dreaming, my home and the land surrounding it was bleak and dismal. There were metal pipes, all bent and twisted, rusting slowly forming large mountains. People had silently dumped all their useless waste metal – bikes, wheels, tins and anything else they wanted to get rid of. I tried burning it, I tried burying, I tried everything I could to reduce the amount of waste that was slowly overwhelming me but nothing worked. The rubbish continued to pile up. I was in despair. I found it hard to move around without stumbling – I am not as young as I was- which meant that I was no longer able to leave my home safely. I became a prisoner in my own home...

One night, when I was feeling very sad, I sat looking at the moon and I began to dream. It was a dream that I had been having every night when I went to sleep. A dream that allowed me to escape from my depressing life. A dream where my desolate, depressing home had been transformed into a magnificent jungle. I knew I had to try and make my dream reality. The following days I worked hard to build myself a forest out of all the metal rubbish around my house. However, the real transformation of my land started when a single bird began to visit and I fed it some crumbs from my sandwiches.....

Outcome: a clear plan for your speech.

Session 9 and 10: write up and then edit your speech.

Once you are finished, it would be great if you could record your speech onto padlet so we can hear you work. If not, read it to someone in your family and ask them if it is making an impact on them - do they sense any emotion coming through (use your voice to help create this along with your word choice).

Checklist:

Tin forest checklist

Audience: School aged children

Purpose: to inspire children to achieve their dreams and never give up

Check	Yes/No
Does the work make sense?	
Have capital letters and full stops been used correctly?	
Is I'm written correctly?	
Does the writing achieve its purpose?	
Have effective adjectives been used?	
Have adverbs been used effectively?	
Have embedded (drop in) clauses been used?	
Are there any relative clauses in the writing?	
Have similes/metaphors been used?	
Have modal verbs been used effectively?	
Are sentences and paragraphs linked (cohesion)?	

Extension work/alternative work:

Select a topic that interests you - they are adding to this site weekly. I am particularly interested in your ideas on the playtime one.

<https://litfilmfest.com/resources/the-quick-fire-write-ks2/>