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# Introduction

The pack aims to provide creative teaching ideas for the following non-fiction text types: instructions, recounts (in the form of a biography), explanations, persuasion and discussion within a structured sequence of sessions complete with supporting resources. Each sequence contains at least five structured sessions made up of a starter activity, main teaching activity, plenary activity, and further support/extension/homework suggestions when appropriate. A grammar element has also been incorporated into each sequence with a view that this knowledge be applied in the written outcome.

Each section contains its own set of Teaching Notes which includes background information to the unit of work and will help you with your teaching preparation. The units also make reference to a Working Wall, a board in your classroom you can use to display the children's learning journey and will help to provide support.

An assessment sheet is provided for each unit as a means of monitoring and assessing the children's skills and knowledge.

Please note that, at the time of publishing, all external links referenced within the pack are fully functioning. However, Teachit Primary cannot take responsibility for the maintenance of external websites.

We hope you enjoy using this pack. If you have any questions, please get in touch: email [support@teachitprimary.co.uk](mailto:support@teachitprimary.co.uk) or call us on 01225 788851. Alternatively, you might like to give some feedback for other Teachit Primary members – you can do this by adding a comment on the [Writing non-fiction upper KS2](#) page on Teachit Primary (please log in to access this!).

## Statutory requirements as set out above

Curriculum coverage	1	2	3	4	5
<i>Spoken language:</i>					
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.					
<i>Reading comprehension:</i>					
Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.					
Identify how language, structure and presentation contribute to meaning.					
Distinguish between statements of fact and opinion.					
<i>Writing composition:</i>					
Identify the audience for and purpose of the writing, selecting appropriate form and using other similar writing as models for their own.					
Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.					
Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].					
Assess the effectiveness of their own and others' writing.					
Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.					
<i>Vocabulary, grammar and punctuation (Y5/6):</i>					
Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.					
Use passive verbs to affect the presentation of information in a sentence.					
Use the perfect form of verbs to mark relationships of time and cause.					
Use modal verbs or adverbs to indicate degrees of possibility.					
Use hyphens to avoid ambiguity.					

## Session 1 – Holiday brochures

### Getting ready:

- **Brochures:** You will need to collect holiday brochures to support the independent activity in this session. These can easily be collected from high street travel agents or ordered online.

### Getting started:

- **Estate agent speak:** One of the key features of persuasive writing is to exaggerate or attempt to turn a negative into a positive. Estate agents tend to have a reputation at being good at this! For example, rather than saying a house is small and poky, they would say that it is cosy.

Working in pairs, ask the children to decide on more positive ways of describing the features on [PPT Estate agent speak](#). For example:

- A kitchen you can really put your own stamp on!
- A mature garden with lots of potential.
- A house with excellent road links.
- An easy to care for patio area.
- Conveniently located near the motorway.

### Getting into the detail:

- **What do we want to know?:** Ask the children to imagine that their parents are going to allow them to choose where they go on holiday. In pairs, set the children a two minute time limit to list all the information that they think they might need. Once they have done this, take suggestions and make a class list. Keep this displayed for the rest of the unit to refer to when the children write their own brochures. Their lists should include most of the following:

- Location
- Price
- Weather
- Distance to beach
- Meals

- Entertainment programme
- Things to do around the hotel
- Things to do in the local area
- What the bedrooms are like
- Distance from airport/station
- Excursions

Once you have listed all the ideas, ask the children to rate each as either essential or desirable information.

- **Independent task:** Provide the children with a variety of pages from either holiday brochures or online holiday pages, and ask them to check how much of the information they identified as important is contained in the hotel descriptions. The resource [Important holiday information](#) supports this activity.

### Rounding things up:

- **TripAdvisor:** Ask the children to write a TripAdvisor-style review of their hotel. Provide some examples from the website for them to read through first.

Challenge children to see if they can write both a one star review in contrast to a five-star review.

### Taking it further:

- **Home learning:** Ask the children to research holiday brochures or online travel sites. They need to find a holiday that they would like to go on and list all of the things that they read that persuaded them using the resource [Important holiday information](#).

## Session 2 – Shared reading

### Getting ready:

- **Subject knowledge:** Although the children will be creating their own non-chronological report for a holiday brochure, it is worth noting that in a traditional non-chronological report, the writer must include facts whereas for a persuasive piece they are more likely to include opinions.

### Getting started:

- **Fact or opinion?:** Ask the children to read the sentences on [PPT Fact or opinion?](#) describing a hotel and decide whether the statements are based on fact, opinion or a mixture of both. The facts are highlighted in bold.
  - All hotel bedrooms have a stunning beach view.
  - **There are 147 bedrooms in the hotel.**
  - The hotel promises an amazing weekly entertainment programme.
  - The hotel is situated among spectacular gardens.
  - **Over 50 different species of birds have been sighted in the hotel grounds.**
  - It is only a short walk to the nearest shops.
  - This is a peaceful hotel.

### Getting into the detail:

- **Shared reading:** Read through the [Exemplar text – persuasive holiday report](#) with the class. Discuss:
  - What is the purpose of the text? *To inform and persuade.*
  - Who is the audience? *Wealthy adults looking for a child-free luxurious break.*
  - What evidence can you use to infer this? *For example: 'finest luxury hotels', 'luxurious spas' and no mention of children or child-friendly activities!*
  - Would you like to stay at the hotel? *Encourage children to justify their answers using evidence from the text.*

- **What is the structure?:** In pairs, ask the children to read the report again and identify the features. Text mark a class copy on the visualiser, and identify:
  - an appealing title
  - an introductory paragraph to provide a general overview and historical facts
  - four paragraphs with clear headings which each describe an aspect of the hotel – rooms, food, amenities, the surrounding area
  - a conclusion (a guarantee made by the hotel).

Discuss how the organisation of the text conforms very much to the layout of a non-chronological report. However, the style in which it is written is persuasive. Point out that most non-fiction writing is often a mix of more than one text type.

- **Independent task:** Next, look at the language that is used within the text. Are there any words and phrases that are either truly persuasive, truly informative or a mixture of both? Ask the children to use resource sheet – [Persuasive or informative?](#) to record key words and phrases.

### Rounding things up:

- **Tweet this:** Can the children write a tweet about the hotel using only 140 characters? They may choose to work with a partner for support. Share examples and decide on which tweet contains the most useful information.

### Taking it further:

- **Why would you choose this holiday?:** This resource offers further opportunities for children to identify persuasive words and phrases. You may wish to undertake the task in class or set it as a home learning activity.

## Session 3 – Planning a non-chronological report

### Getting ready:

- **Holiday photos:** The session relies on children using photos to inspire their reports. Examples are provided but you may ask children to bring in their own.

### Getting started:

- **Adverbs to express degrees of possibility:** Display the words on [PPT Adverbs](#). Remind them that these are adverbs and in this case they indicate how likely an event will be.

Ask the children to write the words on a whiteboard, putting them in order from the most likely to the least likely. Some are very close in meaning so this should prompt some discussion about shades of meaning.

### Getting into the detail:

- **Planning a brochure:** Explain to the children that they will be writing their own hotel descriptions to go in a holiday brochure inspired by photographs of a beautiful hotel.

Look at the photographs shown on [PPT slide 5 and PPT slide 6](#). Ask the children to imagine that the holiday they are going to plan and write about takes place here. They need to write any information or persuasive words and phrases that come to mind when they look at the photographs. For support, remind them of the examples they picked out of the exemplar text.

Take ideas and go on to model a class example using the resource [Planning a holiday brochure](#).

Go on to think about some facts that might be of interest. For example:

- Where is the hotel?
- How old is the building?
- Is the hotel famous for anything in particular?



- **Independent task:** Provide the children with the other photos from [PPT slide 7 – 9](#) and ask them to plan the rest of the persuasive non-chronological report. A copy of all of the images is provided on the resource [Holiday images](#).

### Rounding things up:

- **Pair share:** Ask children to pair share and evaluate their plans. They must highlight at least five persuasive words/phrases used. Can their partner offer any changes to vocabulary to enhance the effect or clarify the meaning?

Teachit sample

## Session 4 – Modelled writing

### Getting ready:

- **Time to write:** You may wish to allow an extended writing session for children to start writing their reports. It is always a good idea to prepare a piece of writing so that children can see the writing process as you explain your thoughts aloud, but be prepared to adapt your ideas to allow for children's suggestions.

### Getting started:

- **Hyphenated words:** Explain to the children that the main purpose of a hyphen is to glue words together. It should never be mistaken for a dash which is longer and is used to show a pause in a sentence, much like a comma. Hyphens often occur when creating new adjectives, for example:
  - a walk-in wardrobe
  - a top-quality buffet
  - a well-trodden path.

Display the pictures of the different people on [PPT How would you describe these people?](#)

*Can you create a hyphenated adjective to describe each person?*

Possible examples: cold-hearted, blue-eyed, kind-hearted, short-tempered, well-read and so on.

### Getting into the detail:

- **Finding the features:** Re-read the opening paragraph with the children and identify the words and phrases used to persuade, as highlighted on [PPT Finding the features](#).

Discuss how the links with both history and royalty add to the grandness of the hotel. Identify how the final sentence shows how proud and boastful the hotel is.

Go on to further identify two grammatical features: the use of the past perfect *Queen Victoria had visited*, and the use of the subjunctive *If Victoria were to visit today* and discuss why they have been used.

- **Modelled writing:** Use this opening as a model to write the first paragraph for a new hotel. Remind the children that they need to think very carefully about who their audience is and who they are hoping to appeal to. If it is a family with young children they may not want *opulent splendour* but would instead prefer a *family-friendly restaurant* or *warm swimming pool*. For example:

*The gorgeous Santa Maria hotel is one of the most affordable hotels for young families in Italy. The child-friendly buildings are set amongst a large adventure playground which is every child's dream and provides hours of fun. It is probably one of the friendliest hotels in the area; in fact, it has won awards for its hospitality. There are rumours that the royal family had visited the hotel when Queen Elizabeth was a small child. If Prince George were to visit today, he would be guaranteed to have an amazing holiday.*

- Make sure that the children notice that you have used the structural phrases of the exemplar text and you have just changed the information that you have given. Draw attention to the **past perfect form** and the **subjunctive form**, as highlighted above.

*Do the children think they can include these structures in their writing?*

- **Finding the features:** Split the class into two groups and allocate paragraph two *The rooms* to one half, and paragraph three *The menus* to the other. Ask the children to work with their partner to re-read and highlight any keywords and phrases, as well as any grammatical features they notice.

Feedback and identify the features shown on [PPT slides 12 and 13](#). In *The rooms* paragraph identify the use of the hyphen for 'walk-in' shower and why it has been used.

In *The menus* paragraph notice the adverb 'certainly' used for possibility and the use of the passive voice 'created by our' and 'served by our'. Again there are two further examples of hyphenated words: 'top-quality', 'five-course'.

- **Independent task:** Using their plans, ask the children to write their opening paragraphs making use of the structural words and phrases highlighted. Encourage the children to go on and write the second and third paragraphs of their brochure.

For support, some children may only write one further paragraph. You may also decide to model an example in a guided writing session.

### Rounding things up:

- **Just 10 words:** Ask the children to summarise their hotel in just 10 words. Compare and contrast the different audiences children have created for their hotel. For example, is it a family-friendly hotel or is it an exclusive retreat for couples only?

### Taking it further:

- **Home learning:** Ask the children to read a chapter of their reading book and look for hyphenated words. They can collect them to use as a display on the working wall.

Teachit sample

## Session 5 – Modelled writing

### Getting ready:

- **Time to write:** You may wish to allow an extended writing session for children to complete their reports. It is always a good idea to prepare a piece of writing so that children can see the writing process as you explain your thoughts aloud, but be prepared to adapt your ideas to allow for children's suggestions.

### Getting started:

- **Enriching vocabulary:** Revise what a 'synonym' is and how to use a thesaurus to find better alternative words. Go on to set a five minute challenge:

*How many words can you think of which are synonyms for 'nice'?*

Feedback and compile these in a class list which they can refer to when writing their hotel descriptions.

### Getting into the detail:

- **Finding the features:** As in the previous session, split the class into two groups and allocate paragraph four *The amenities* to one half, and paragraph five *The surrounding area* to the other. Ask the children to work with their partner to re-read and highlight any keywords and phrases, as well as any grammatical features they notice. Feedback and identify the features shown on [PPT slides 14 and 15](#).

In paragraph four *The amenities* identify the use of the adverb 'certainly' to show possibility, and the use of the modal verbs 'may' and 'will'.

In paragraph five *The surrounding area* identify the use again of the modal verbs 'may' and 'can', and the use of the passive voice 'can be arranged' and 'may be chartered'.

- **Modelled writing:** Choose one of the paragraphs and model an example of an alternative paragraph using the children's ideas. A possible alternative for paragraph five *The surrounding area* is shown below:

*The Santa Maria Hotel is situated in one of the **most desirable areas** of Italy. It is just a short walk to the beautiful city of Verona where a meal in one of the city's many fine restaurants can be **arranged**. There are also opportunities to explore the sights; from ancient Roman ruins to a medieval castle, from stunning piazzas to historic churches, Verona is bursting with sightseeing opportunities. It truly is one of the most beautiful cities in Italy and every bit as romantic as you'd expect!*

- **Independent writing:** Encourage the children to complete their reports. Remind them that they also need to write a small paragraph to 'wrap up' their writing. Notice how the final paragraph in the exemplar is the most persuasive part as it is a promise and it speaks directly to the reader. For example:

*The owners and staff at the Grand Imperial Hotel will work hard to ensure that you receive the five-star treatment **you deserve** at this wonderful five-star hotel.*

### Rounding things up:

- **Evaluate:** Provide the children with two different colour pens. Ask them to read their writing and use one colour to highlight something they are proud of and another colour to highlight something that they need to work on. Can they explain why?

### Taking it further:

- **Let's celebrate:** Ask the children to present a best copy of their report. They can use their I.T. skills to do this and choose suitable images to illustrate it. Display in a class book of holidays.

### Extension activities:

- **School brochure:** Challenge the children to write persuasive non-chronological reports about their school. They could be producing an introduction for a prospectus for new parents.

### Assessment opportunities:

- Throughout the unit of work, provide the following assessment chart for the pupil to self-assess and the teacher to check. The chart should be referred to throughout the series of lessons with the child being given opportunities to reflect on their progress and identify where they have demonstrated this.

Name: .....

Date:.....

**Assessment sheet – persuasive writing**

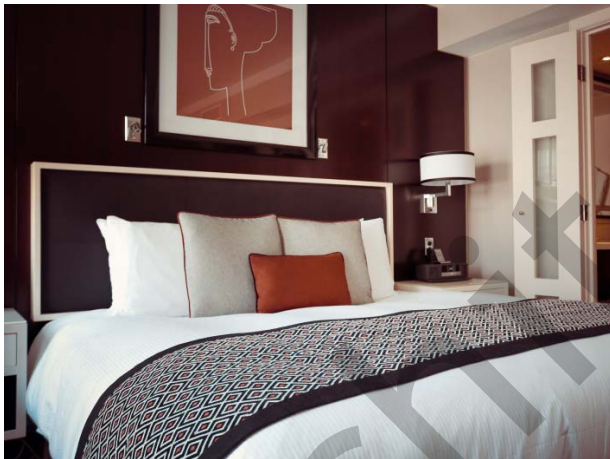
	Pupil – write date when achieved.	Teacher – write date when checked.	Where is the evidence?
I can use the writing exemplar as a model for my own writing.			
I can identify the audience and purpose for my writing.			
I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.			
I can assess the effectiveness of my own and others' writing.			
I can use passive verbs to affect the presentation of information in a sentence.			
I can use modal verbs or adverbs to indicate degrees of possibility.			
I can use the subjunctive form.			

## Exemplar text – persuasive holiday report

## The Grand Imperial Hotel – the most charming hotel in the land!

The Grand Imperial hotel is one of the finest luxury hotels in the United Kingdom. The magnificent buildings are set in five acres of clifftop gardens, providing panoramic views over the beautiful Devon coast. It is probably one of the oldest hotels in the area; in fact, it boasts many photographs that prove that Queen Victoria had visited many times accompanied by her husband, Prince Albert. If Victoria were to visit today, she would probably feel very much at home amongst the opulent splendour.

### The rooms



There are 115 sumptuous rooms and all are decorated to the highest standard. Guests are guaranteed the best night's sleep as they slip between the cool, one hundred per cent Egyptian cotton sheets and the luxury alpaca duvets. Gorgeous bath robes and slippers are also provided in all rooms. All bathrooms offer either a bath or a walk-in shower in which you will indulge with top quality products.

### The menus

All guests will certainly be treated to a host of gastronomic delights throughout their stay. Each morning there is a top-quality buffet and every evening there is a five-course gala dinner with amazing international dishes created by our team of talented 5 star Michelin chefs and served by our attentive staff. Eating at the Grand Imperial is as enjoyable as dining out at the Ritz or the Savoy. Afternoon tea, including Devon's renowned scones and clotted cream, is served daily in the cosy parlour.





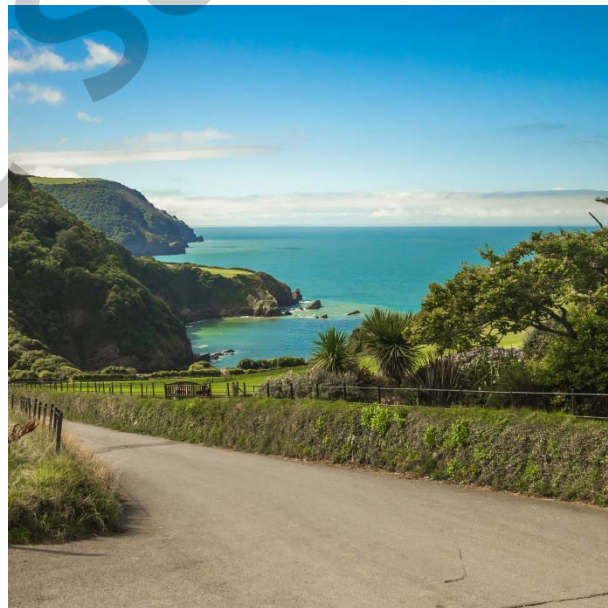
## Amenities



The Grand Imperial offers one of the most luxurious spas in the country where clients may be pampered by our trained beauty therapists in serene and tranquil surroundings. A full range of facials and massages are available; there is certainly something to suit everyone. More energetic guests will want to make use of the 25m swimming pools and there are six world class indoor tennis courts. There is also a bowling green, which Queen Victoria made use of, more than a century ago.

## The surrounding area

The Grand Imperial Hotel is clearly situated in one of the most desirable areas in Devon. It is close to Dartmoor where a bracing walk followed by a meal in a historic inn can be arranged. There are also opportunities to see West End shows at the local theatre and to shop in the local towns and villages. If the weather is good, and it is often glorious in sunny Devon, a boat may be chartered. You will be able to sail along the amazing English Riviera coast where dolphins and porpoises are often spotted.



## Our guarantee

The owners and staff at the Grand Imperial Hotel will work hard to ensure that you receive the five-star treatment you deserve at this wonderful five-star hotel.

# ★ ★ The Grand Imperial Hotel – the most charming hotel in the land! ★ ★

The Grand Imperial hotel is one of the finest luxury hotels in the United Kingdom. The magnificent buildings are set in five acres of clifftop gardens, providing panoramic views over the beautiful Devon coast. It is probably one of the oldest hotels in the area; in fact, it boasts many photographs that prove that Queen Victoria had visited many times accompanied by her husband, Prince Albert. If Victoria were to visit today, she would probably feel very much at home amongst the opulent splendour.

**The rooms** There are 115 sumptuous rooms and all are decorated to the highest standard. Guests are guaranteed the best night's sleep as they slip between the cool, one hundred percent Egyptian cotton sheets and the luxury alpaca duvets. Gorgeous bath robes and slippers are also provided in all rooms. All bathrooms offer either a bath or a walk-in shower in which you will indulge with top quality products.



**The menus** All guests will certainly be treated to a host of gastronomic delights throughout their stay. Each morning there is a top-quality buffet and every evening there is a five-course gala dinner with amazing international dishes created by our team of talented 5 star Michelin chefs and served by our attentive staff. Eating at the Grand Imperial is as enjoyable as dining out at the Ritz or the Savoy. Afternoon tea, including Devon's renowned scones and clotted cream, is served daily in the cosy parlour.



**Amenities** The Grand Imperial offers one of the most luxurious spas in the country where clients may be pampered by our trained beauty therapists in serene and tranquil surroundings. A full range of facials and massages are available; there is certainly something to suit everyone. More energetic guests will want to make use of the 25m swimming pools and there are six world class indoor tennis courts. There is also a bowling green, which Queen Victoria made use of, more than a century ago.



**The surrounding area** The Grand Imperial Hotel is clearly situated in one of the most desirable areas in Devon. It is close to Dartmoor where a bracing walk followed by a meal in a historic inn can be arranged. There are also opportunities to see West End shows at the local theatre and to shop in the local towns and villages. If the weather is good, and it is often glorious in sunny Devon, a boat may be chartered. You will be able to sail along the amazing English Riviera coast where dolphins and porpoises are often spotted.



**Our guarantee** The owners and staff at the Grand Imperial Hotel will work hard to ensure that you receive the five-star treatment you deserve at this wonderful five-star hotel.



PowerPoint resource: Persuasive writing



To download this PowerPoint, go to the following page:

Teachit **Primary** members:

[www.teachitprimary.co.uk/writing-non-fiction-uks2-powerpoints](http://www.teachitprimary.co.uk/writing-non-fiction-uks2-powerpoints)

### Persuasive writing

Move on

### Estate agent speak

How would an estate agent describe...

- a drab kitchen?
- an overgrown garden?
- a house on a busy main road?
- lack of garden?
- views over a motorway?

Move on

### Fact or opinion?

- All hotel bedrooms have a stunning beach view.
- There are 147 bedrooms in the hotel.
- The hotel promises an amazing weekly entertainment programme.
- The hotel is situated among spectacular gardens.
- Over 50 different species of birds have sighted in the hotel grounds.
- It is only a short walk to the nearest shops.
- This is a peaceful hotel.

Move on

### Adverbs to show degrees of possibility

certainly	maybe
definitely	possibly
clearly	perhaps
obviously	probably

Move on

### Planning a holiday brochure

Name your hotel.

What information can you add?

Any persuasive words and phrases?

Move on

### The rooms

Move on

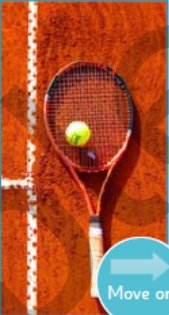

### The food



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### The amenities



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### The surrounding area



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How would you describe these people?  
Can you create a hyphenated adjective?



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Move on

### Finding the features – opening paragraph

The **Grand Imperial** hotel is **one of the finest luxury hotels** in the United Kingdom. The **magnificent buildings** are set in **five acres of clifftop gardens**, providing **panoramic views** over the **beautiful Devon coast**. It is probably **one of the oldest hotels** in the area; in fact, it **boasts many photographs** that prove that **Queen Victoria** had visited many times accompanied by her husband, **Prince Albert**. If Victoria were to visit today, she would **probably feel very much at home amongst the opulent splendour**.

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Move on

### Finding the features – The rooms

There are **115 sumptuous rooms** and all are **decorated to the highest standard**. Guests are **guaranteed the best night's sleep** as they slip between the **cool, one hundred percent Egyptian cotton sheets** and the **luxury alpaca duvets**. **Gorgeous bath robes** and slippers are also provided in all rooms. All bathrooms offer either a bath or a walk-in shower in which you will **indulge with top quality products**.

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Move on

### Finding the features – The menus

All guests will certainly be **treated to a host of gastronomic delights** throughout their stay. Each morning there is a **top-quality buffet** and every evening there is a **five-course gala dinner** with **amazing international dishes** created by our team of **talented 5 star Michelin chefs** and served by our **attentive staff**. Eating at the Grand Imperial is as **enjoyable as dining out at the Ritz or the Savoy**. Afternoon tea, including **Devon's renowned scones and clotted cream**, is served daily in the **cosy parlour**.

Move on

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### Finding the features – The amenities

The Grand Imperial **offers the most luxurious spa** in the country where clients may be **pampered by our trained beauty therapists** in **serene and tranquil surroundings**. A **full range of facials and massages** are available; there is **certainly something to suit everyone**. More energetic guests will want to make use of the **25m swimming pools** and there are **six world class indoor tennis courts**. There is also a **bowling green**, which Queen Victoria made use of more than a century ago.

Move on

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### Finding the features – The surrounding area

The Grand Imperial Hotel is clearly situated in one of the **most desirable areas** in Devon. It is close to Dartmoor where a **bracing walk followed by a meal in a historic inn can be arranged**. There are also opportunities to see West End shows at the local theatre and to shop in the local towns and villages. If the weather is good, and it is often **glorious** in sunny Devon, a boat may be chartered. You will be able to sail along the **amazing English Riviera** coast where dolphins and porpoises are often spotted.

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Name: .....

Date:.....

### Important holiday information

Look through a holiday brochure and choose one hotel.  
Has the writer included all the important information identified? Fill in the table below.



Name of hotel .....

Information	Yes/no	What the brochure says