



Year 6

Home Learning Pack -

ENGLISH

Week 4

January 2021

YEAR 6 – ENGLISH – WEEK 4 – LESSON 1 TO 5: A Guide and instructions (please read before each lesson)

This is your fourth weekly pack for English and there are five lessons to complete over five days. Please do not do more than this and **make sure you give yourself a break**. This will also help the teachers to check and see your work. Try to keep up with the learning as much as possible and try your best, we know it is a little different and just ask yourself → ‘What would my teacher tell me to do now?’.

- Everything you need is in this pack and labelled so you know what lesson to complete and what sheet to use.
- There are **YouTube** videos for most lessons on the Mount Pleasant Junior School channel – search carefully for the video title that is described for each lesson. (Please be patient as not all videos will be uploaded at the same time)
- There are also **YouTube** videos of each chapter being read and another called ‘Year 6 CTE picture book version’ which is a simpler version of the book.
- I can email you the PowerPoint slides (if they are not already in the pack) if you cannot access the videos but please let me know.
- Make sure you have copies of the book or chapter – email if you do not and these can be sent!
- Please send any work or questions to year6@mpjs.org.uk and we will respond as soon as we can.
- Remember you do not need to send everything – just the main pieces of writing. However, we are always happy to see work 😊

Below is a guide for each lesson:

LESSON 1:

YouTube video: Year 6 English CTE Week 4 – Lesson 1

- Look at the Learning Question and think about what you know about the people travelling to England already.
- **READING CHAPTER 9** – you can either listen to Miss Verdi read the chapter on YouTube (Year 6 CTE Ch 9) or read the copy in your books. Think about how Floella is feeling now and how she feels once she finally gets to hug Marmie again.
- Today you will think about these two questions:
 1. What expectations would the people on board the ship have had? Why?
 2. What would their feelings be?

- Use the research in this pack or go on the website: <https://www.bbc.co.uk/newsround/43793769> to understand why some of the people from different Caribbean islands like Trinidad were going to Britain.
- There is a note page if you want to write down the main reasons.
- **ACTIVITY 1 part 1** – write down what you learn from the research (key points) and what the people were expecting.
- **ACTIVITY 1 part 2** – imagine you are one of the people on the ship coming to Britain. Write in role (1st person) to describe your feelings and expectations.
- Read or listen to Miss Verdi go through ‘The Legacy of the Windrush Generation’ (this is in your packs).
- Reflect on what you have read: Is Britain what the people of the Caribbean expected? Write a sentence or two if you can.

LESSON 2:

YouTube video: Year 6 English CTE Week 4 – Lesson 2

- Look at the Learning Question – start to think about what an advert is and what it means to promote a positive message.
- **Watch the video** – to as Miss Verdi explains your main writing task for the week. If you cannot watch, look through the slides from the PowerPoint.
- Look at the ‘The Legacy of the Windrush Generation’ again – notice how it mentions how people were encouraged to come to Britain because of the adverts.
- This you will create an advert promoting a **positive reception** for migrants, to be read by the people already living in England. (This means you will make it sounds like a good thing that they are coming)
- You will need to include factual information (e.g. why additional labour is needed to rebuild post war Britain).
- *You will also need to understand features of adverts: caption, use of space, important information, simply and memorably put, positive images, planned use of colour/font/text size.*
- Watch the video as Miss Verdi explains what advertising is and what makes persuasive writing.
- You also have lots of information about this in your pack so do not worry if you cannot watch the video.
- **ACTIVITY 1** - Look at the example of a persuasive advert for a hotel and answer the questions to help you understand what it makes it persuasive. (answers are in your packs)

- **ACTIVITY 2** – Look at the other examples of persuasive writing (be careful as these are not adverts).
- Have a little think about what you notice and what makes it persuasive. If you want to write down notes or take ideas – that is fine.
- There are posters, word mats and helpful tips for persuasive writing in your pack – keep these safe as you may want to use them for the week.

LESSON 3:

YouTube video: Year 6 English CTE Week 4 – Lesson 3

- Look at the Learning Question and remind yourself of what we are writing about (look back at lesson 2)
- Today is all about planning you advert and designing a layout.
- Remember you will create an advert promoting a **positive reception** for migrants, to be read by the people already living in England. (This means you will make it sound like a good thing that they are coming)
- Watch the video as Miss Verdi goes through each stage of the planning process.
- If you do not have access to the video then think about what you are promoting (*the idea that the people of the Caribbean will help Britain*) and who you are creating the advert for (*The British people*).
- You should decide what features of persuasive writing you want to include and the word choices you use to make it sound positive.
- There are two planning sheets to choose from and you do not have to use any as some of you may prefer to plan in another way on paper.
- Look at Miss Verdi's example to get an idea of what you could create.
- **ACTIVITY** - plan what you will write (this should be short and have a clear message) and plan the layout of your design (what colours, writing, picture, layout will you choose?)
- **Do not forget** – *you do not have to do this on paper! You can present your advert on video, audio, PowerPoint, poster making...anything!*

LESSON 4 & 5:

YouTube video: Year 6 English CTE Week 4 – Lesson 4 and 5

- Remind yourself of the LQ.
- This should take you **at least two lessons** as you will need to draft and design your final adverts.

- Remember you will create an advert promoting a **positive reception** for migrants, to be read by the people already living in England. (This means you will make it sound like a good thing that they are coming). You want to make the people in Britain respond to the people from the Caribbean in a good way not like how was described to us in lesson 2.
- **WATCH** the video on YouTube – Miss Verdi will give you some top tips and go over her example again.
- **Draft** what you will write before starting your final advert.
- **Use** your plan, the research, the resources provided and images (if you need them) to organise your advert.
- **ACTIVITY** – create your final adverts.
- *I have put in some extra pages in case you make a mistake.*
- **Before you send us work** – complete the reflection at the end of this pack by answering the questions.
- When you are ready (remember you have 2 days for this) send your final advert to us year6@mpjs.org.uk . We look forward to seeing how you have decided to present your adverts.

Week 4, Lesson 1

– ENGLISH

Research to help BEFORE activity 1

What is the Windrush Generation?

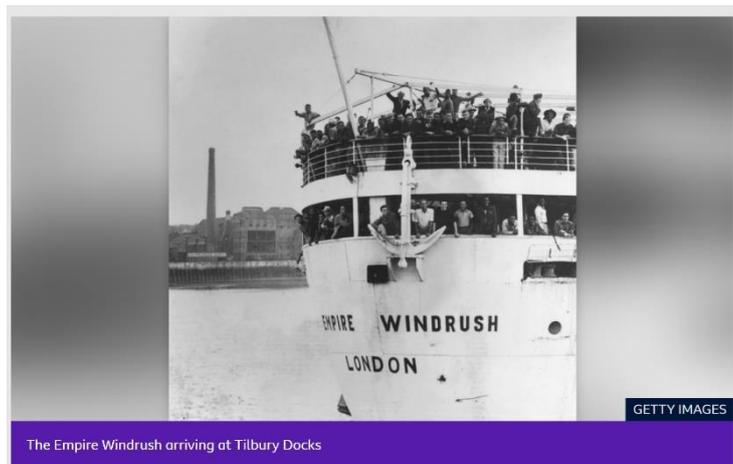
- Windrush Day takes place on 22 June, remembering the day when around 500 migrants from the Caribbean arrived at Tilbury Docks in Essex in 1948.
- Britain was just starting to recover from World War Two back then. Thousands of buildings had been bombed, lots of houses had been destroyed and it all needed to be rebuilt.
- In the Caribbean, lots of young men and women had served in the British armed forces because at the time, many Caribbean countries were still under British rule and not yet independent.
- After the war, some of these people answered an advert to come to Britain where there were lots of different jobs to do.
- Other people just wanted to see Britain, which they had heard so much about.

Transcript of video: (what the video says if you cannot watch it)

In 1948 Britain was just starting to recover from the Second World War. Towns and cities had been bombed: thousands of homes and buildings were destroyed and they all needed to be rebuilt. In the Caribbean, thousands of men and women had served in the British Armed Forces. After the war, some of them answered an advert to come to Britain where there were lots of different jobs available. Other people just wanted to see England, which they had heard so much about! They all got on a ship: The Empire Windrush, which left the Caribbean to travel thousands of miles across the Atlantic Ocean. This was the first time so many Caribbean people had come to live in Britain. Many more arrived in the following years. It was on the 22nd June 1948 that the Empire Windrush arrived at Tilbury docks in Essex. But when its passengers got off, they found that Britain was not as friendly to them as they had hoped. It was cold and grey and the Caribbean people soon experienced racism and discrimination. They found it hard to get proper homes to live in and to make friends with British people. Later, many of their children because of the colour of their skin. There were racial attacks and years later racial riots broke out in cities across Britain. Settling into a new country was difficult and black people had to stick together and support one another.

How did they get to Britain?

- They got on a ship - the Empire Windrush - which left the Caribbean to travel thousands of miles across the Atlantic.
- This was the first time so many Caribbean people had come to live in Britain. Many more arrived in the following years.
- It was 22 June 1948 when the Empire Windrush arrived at Tilbury Docks in Essex.



What happened when they arrived?

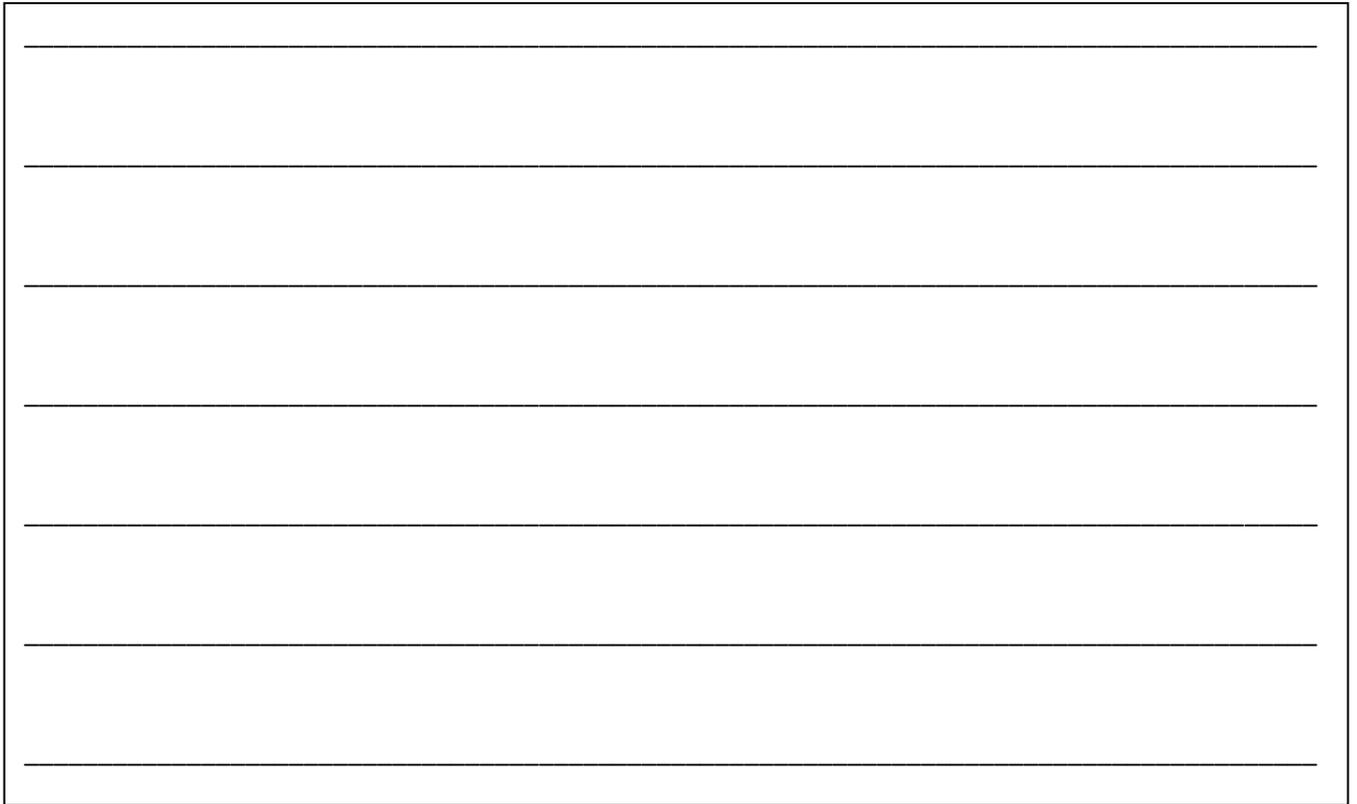
- When the passengers landed they didn't always get the friendly welcome they had hoped for.
- Many of them experienced racism and discrimination and often found it hard to get proper home to live in and to make friends with British people.
- It wasn't always easy for the new arrivals to get jobs. Some companies said they didn't want black people to work for them.
- Later, many of their children were bullied at school because of the colour of their skins.
- Some of them suffered racial attacks and in later years there were riots in cities across Britain.
- It is more than 70 years since the Empire Windrush sailed to Britain from the Caribbean. An estimated 500,000 people now living in the UK who arrived between 1948 and 1971 from Caribbean countries have been called the Windrush generation.
- But, some of the people who arrived in the UK as children with their parents were later told - wrongly - that they live here illegally.
- In 1971 these people were told they could stay permanently but the government didn't keep a full record of them. Some of these people didn't apply for official paperwork like a UK passport.
- In 2012 there was a change to immigration law and people were told they needed official documents to prove they could get things like free hospital treatment or benefits in this country.
- This led to some being sent to immigration detention centres and facing deportation.



- On 21 August 2018, the then-Home Secretary Sajid Javid announced that - after a review of 11,800 cases - 18 members of the Windrush generation who could have been wrongfully removed or detained would get a formal apology from the government.
- He also said that anyone who had left the UK would also be helped to return.
- The prime minister at the time, Theresa May, apologised to Caribbean leaders and reassured them that no one from the Windrush generation will have to leave the UK.
- She said Windrush migrants were "part of us" and that there was no question of forcing anyone who had made their life in the UK and was here legally to leave.
- The government also announced that a day celebrating the contribution of the Windrush generation and their descendants - Windrush Day - would be held annually on 22 June.

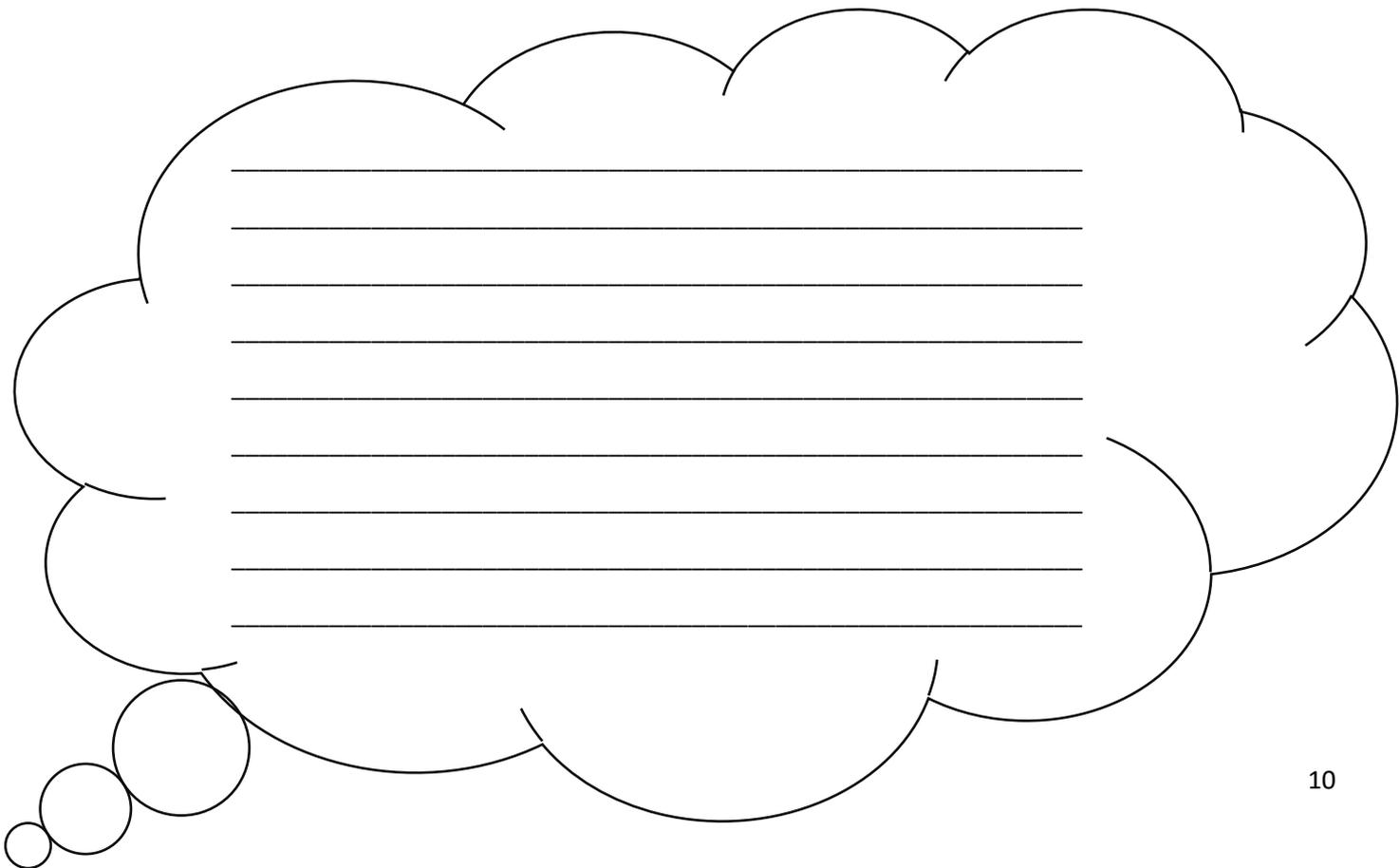
WEEK 4 – LESSON 1 – ACTIVITY 1 (part 1)

1) What do you learn from the research? What were the people from the Caribbean expecting?



ACTIVITY 1 (part 2)

2) Write in role as if you were a passenger on the ship. Think about what your expectations would be and why. You should also describe your thoughts and feelings about coming to Britain.



The Legacy of the Windrush Generation

Floella and her siblings made the two-week sea voyage from the Caribbean to England in 1960, to join their parents in London. Their journey was one that had been undertaken by many before them, as part of a movement of people who came to Britain after the Second World War in search of work and better prospects for themselves and their children.

After the War, Britain's workforce was left badly depleted, so the government encouraged people to come from other Commonwealth countries to fill the gaps in the labour market. In 1948 the British Nationality Act was passed, which conferred the status of British citizenship on all people from countries within the British Commonwealth – the group of countries under British rule – allowing them full rights of entry and settlement.

The first ship that brought a large group of West Indian immigrants to the United Kingdom was the *Empire Windrush*, a former German passenger liner.

It arrived at Tilbury Dock in Essex on 22 June 1948 with 492 passengers (and several stowaways) on board – men and women from Jamaica, Tobago, Trinidad and other Caribbean islands. Many of them were ex-servicemen who had fought for Britain in the War. And many of them had been urged to come by enticing advertisements in newspapers, proclaiming Britain as the 'Mother Country' and promising jobs and a better standard of living.

When these new arrivals walked down the gangplank, taking their first steps towards what they hoped would be a brighter future, they could not have imagined that their journey was the start of a wave of mass migration that would change the social landscape of Britain. The Caribbean people who came to Britain as part of this post-war movement later became known as the 'Windrush Generation'.

The *Windrush* passengers were met by the press on arrival, and later that day the *Evening Standard* greeted them with the headline, 'Welcome Home!' But despite this initially warm welcome, the immigrants found that conditions were not what they might have been expecting. The country was only just beginning

to recover from the devastation caused by the War and there was a severe housing shortage. Many of the *Windrush* passengers had to be temporarily housed in the air-raid shelter under Clapham Common. They found the climate and differences in available food an uncomfortable challenge. And, worse, they also faced discrimination and racism. Unofficial ‘colour bars’ were introduced and signs featuring slogans such as ‘No Coloured, Dogs or Irish’ were common. They were often treated as second-class citizens with regard to employment, housing, access to education and treatment by the police. There was hostility and sometimes violence, which worsened during the 1950s and led to race riots in cities, including London and Birmingham.

But despite enduring this prejudice the Caribbean community embraced Britain in the firm belief that the ‘Mother Country’ valued and cared for all its subjects. They settled in London (many of them in Brixton, close to where the original *Windrush* passengers were housed) and around the country, established churches and community centres, and actively participated in the few organizations that opened their doors to them

such as trade unions and local councils. Many of them found jobs working for essential public services such as the newly formed NHS, British Rail and the Royal Mail. By the 1970s, West Indians had become an integral part of the fabric of British society, influencing and impacting on everything from culture to politics.

The Windrush Generation played a significant role in shaping and creating modern Britain. Their contribution to the workforce helped to make Britain one of the most successful post-war economies in Europe – and, perhaps even more importantly, their arrival and their emphasis on the values of hard work, empathy and respect helped to shape the country into one of the most vibrant and tolerant multicultural societies in the world.

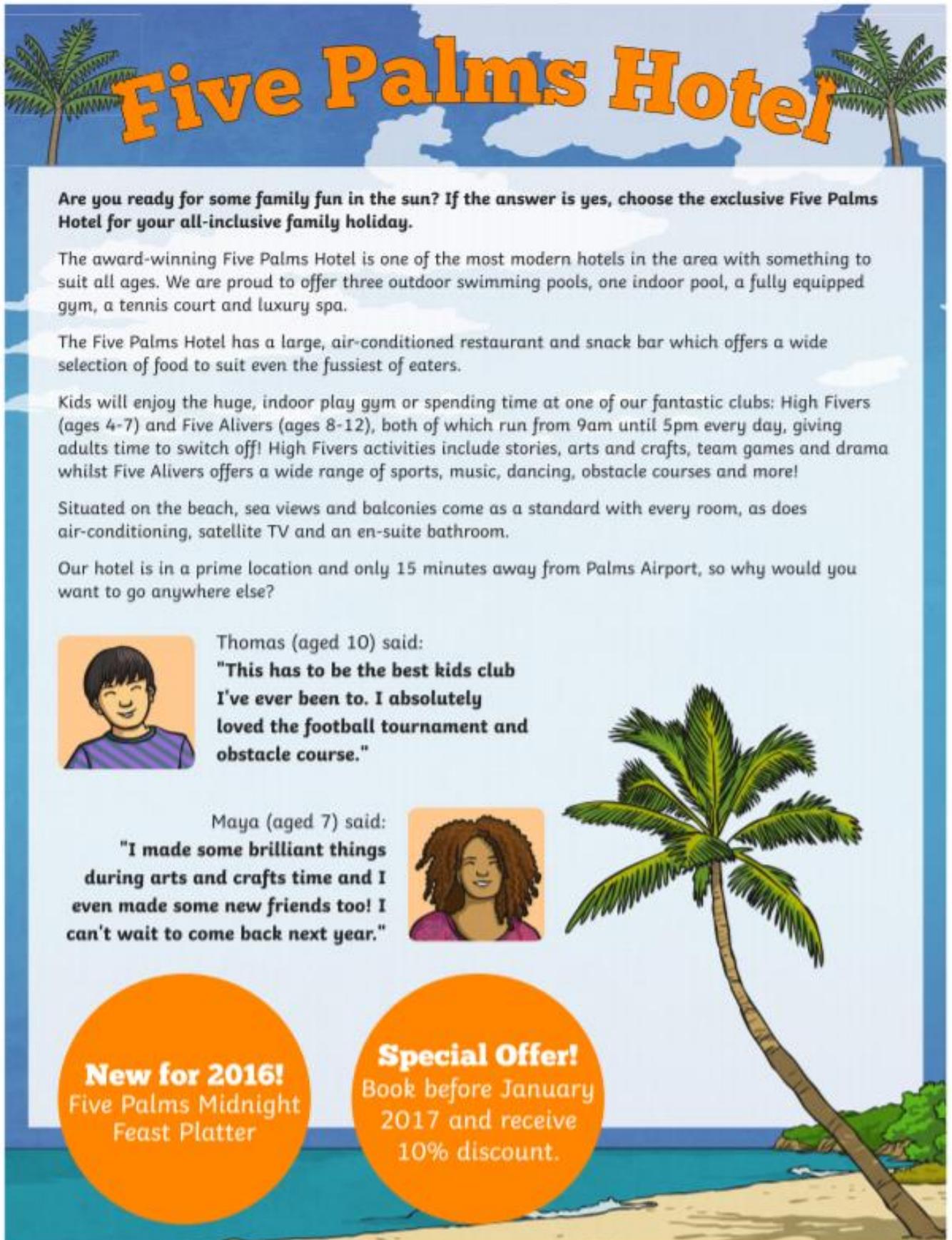
Victoria Walters, Editor

Reflection: Is Britain what they had expected?

Week 4, Lesson 2

– ENGLISH

Read this persuasive advert for a hotel – what do you notice?



Five Palms Hotel

Are you ready for some family fun in the sun? If the answer is yes, choose the exclusive Five Palms Hotel for your all-inclusive family holiday.

The award-winning Five Palms Hotel is one of the most modern hotels in the area with something to suit all ages. We are proud to offer three outdoor swimming pools, one indoor pool, a fully equipped gym, a tennis court and luxury spa.

The Five Palms Hotel has a large, air-conditioned restaurant and snack bar which offers a wide selection of food to suit even the fussiest of eaters.

Kids will enjoy the huge, indoor play gym or spending time at one of our fantastic clubs: High Fivers (ages 4-7) and Five Alivers (ages 8-12), both of which run from 9am until 5pm every day, giving adults time to switch off! High Fivers activities include stories, arts and crafts, team games and drama whilst Five Alivers offers a wide range of sports, music, dancing, obstacle courses and more!

Situated on the beach, sea views and balconies come as a standard with every room, as does air-conditioning, satellite TV and an en-suite bathroom.

Our hotel is in a prime location and only 15 minutes away from Palms Airport, so why would you want to go anywhere else?

 Thomas (aged 10) said:
"This has to be the best kids club I've ever been to. I absolutely loved the football tournament and obstacle course."

Maya (aged 7) said:
"I made some brilliant things during arts and crafts time and I even made some new friends too! I can't wait to come back next year."





New for 2016!
Five Palms Midnight Feast Platter

Special Offer!
Book before January 2017 and receive 10% discount.

Five Palms Hotel Persuasive Advertisement - Questions

1. What does the author use to grip the reader at the start of the advertisement?

2. How does the author make the restaurant sound appealing?

3. How does the author attempt to interest adults in the activities for children?

4. Explain how the author tempts readers by describing the room features.

5. Find and copy an example of a rhetorical question used in the text.

6. What does Thomas think of the Five Palms Hotel and what reasons does he give to support his viewpoint?

7. Find and copy three powerful adjectives used to make the hotel sound appealing.

Five Palms Hotel Persuasive Advertisement - Answers

1. What does the author use to grip the reader at the start of the advertisement?
Accept any answer relating to the use of questioning in the opening paragraph e.g. 'The author uses the question 'are you ready for some family fun in the sun?' to grip the reader. It does this because it requires an answer and therefore engages the reader from the very start of the text.'
2. How does the author make the restaurant sound appealing?
Accept any answer relating to the author's use of descriptive language, e.g. 'The author makes the restaurant sound appealing by describing it as air-conditioned and as having a wide range of snacks. The author states the opinion that the food will suit 'even the fussiest of eaters' to appeal to all readers, regardless of what kind of food they like to eat.'
3. How does the author attempt to interest adults in the activities for children?
Accept any answer relating to the phrase 'giving adults time to switch off', e.g. 'The author appeals to adults in this section by saying 'giving adults time to switch off'. This tempts adults into staying at the Five Palms Hotel as they know that their children will be looked after whilst they can relax too.'
4. Explain how the author tempts readers by describing the room features.
Accept any answer relating to the author's use of descriptive language, e.g. 'The author uses facts, such as 'situated on the beach', 'sea views' and 'satellite TV' to tempt readers by showing them all of the exciting features present in rooms. By highlighting the room's best features, it will make guests want to experience them.'
5. Find and copy an example of a rhetorical question used in the text.
Accept any rhetorical question used in the text.
6. What does Thomas think of the Five Palms Hotel and what reasons does he give to support his viewpoint?
Accept any answer relating to Thomas' favourable opinion and the evidence provided in the text, e.g. 'Thomas likes the Five Palms Hotel. The reason he gives for this is that he loved the football tournament and obstacle course at the kids club.'
7. Find and copy three powerful adjectives used to make the hotel sound appealing.
Accept any three of the following adjectives:
 - exclusive
 - luxury (spa)
 - award-winning
 - fantastic (clubs)
 - modern
 - prime (location)

Read through some of these **examples** of different types of persuasive writing (they're not adverts). Can you find any persuasive features?

Persuasive Writing Examples

Why There Should Be a Television Programme for Women's Football

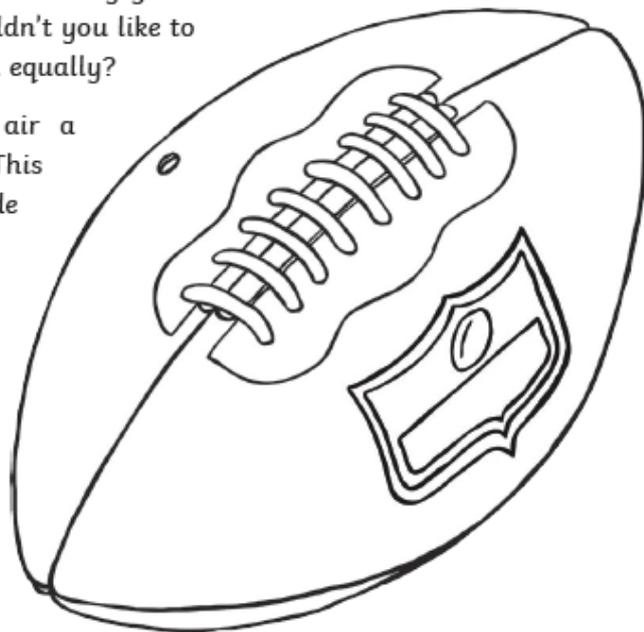
Anyone who likes football can close their eyes and hear their AFL team's theme song. They can hear the crowd noise, imagine the football sailing through the goal posts and picture the players celebrating another goal. However, the players are always men. Why? I strongly believe that women's football should be given equal billing with men's football and that would include having the same programme for women each week.

Women's football is a popular and growing sport and should be represented on TV. Football is one of the most popular team sports for women, the crowds at games are getting bigger and the skill levels are even better than those in the men's game. It is time to give women's football equal standing on TV.

Girls who enjoy playing football should have access to role models that can be a positive influence for them. Not many people know the names of women's football stars. If girls could be more familiar with women who have become professional players, they would be more likely to train hard to try and achieve the same thing.

It is hugely important to give boys and girls equal rights in everything. Females are paid on average less than males and are not represented equally in films. As AFL is the national sport in Australia, it makes really good sense for football to lead the way in this. Wouldn't you like to have a world where everybody is treated equally?

Undoubtedly, the time has come to air a television programme for women too. This would be the perfect way to provide positive role models for girls and combat inequality. The time is now.



Dear Mr. Jones,

I am writing to you because I would like to see harsher penalties imposed on dog owners who allow their pets to foul the pavements and not clear up the mess. I see new piles of dog waste every day when I walk to school. I feel very strongly that this is not acceptable and I would like you to do something about it.

Children especially do not look at the ground as carefully as adults because they are often playing or skipping or running. Obviously, they are much more likely to step in dog mess. This has happened to me several times recently and also to many of my friends.

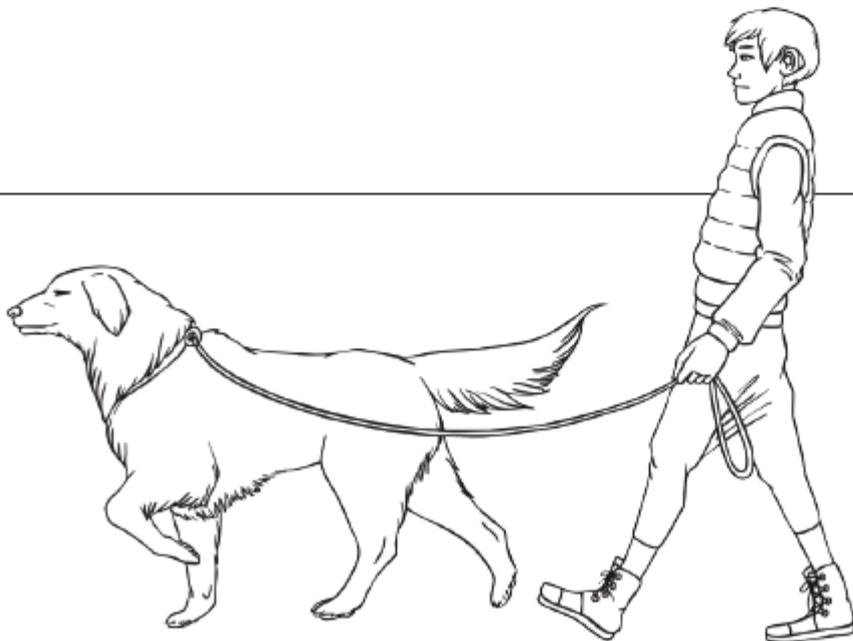
When you get dog mess on your shoes, everyone knows about it. The horrid smell makes you feel ashamed, almost as if everyone is looking at you and you often have to take your shoes off and leave them outside or run the risk of getting poo all over you when you try to clean your shoes. Why should children be made to feel like this?

If people choose to own dogs, then they should make sure that the pavements are left suitable for everyone to use. It is totally obvious that clearing up dog mess is just as much a part of owning a dog as feeding it or taking it for walks. If owners are not prepared to clean up after their dog, then they should not own one.

In summary, I am fed up of ordinary people, particularly children, suffering while they go about their daily business as a result of the laziness of some dog owners. While I appreciate that most dog owners take their responsibilities seriously, I think that those who don't should pay a much heavier penalty.

Yours sincerely,

Mr. I. Trodinit.



Why You Should Vote for me in the Student Council Elections

Good afternoon, my name is Natalie Hicks and I would like to explain why you should vote for me in the student council elections on May 1st.

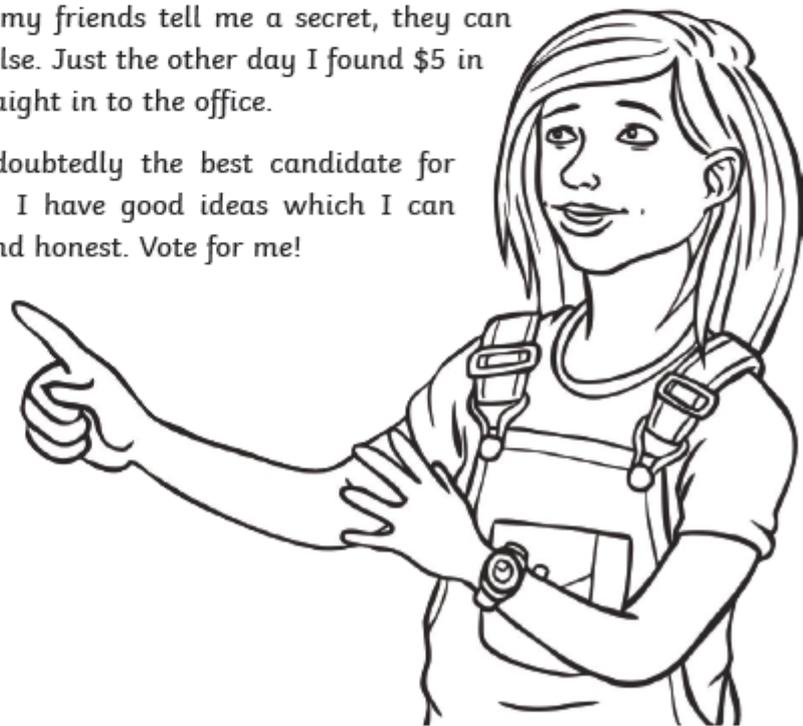
I have been attending this school since I was 5 years old so I care a lot about what happens here. I learned to read at this school, I lost my first tooth at this school and I have enjoyed every minute of my time here. However, I think that together we could make some changes that would benefit everyone.

Have you ever wondered what recess would be like if the equipment we had was even better? How about if you got to choose how any money raised at the school was spent? I plan to arrange new and exciting fundraising opportunities and then ask you - the children - what we should spend our money on to make sure we have the best equipment possible.

Furthermore, I will make an excellent school councillor because I have really good ideas. I have shown this in my school work and in my enterprise projects. I know what children at this school want because I have a lot of friends and I talk to lots of people. I am good at talking to adults – it always says so on my school reports.

Additionally, I am trustworthy and honest. This is an extremely important quality in a school councillor. If my friends tell me a secret, they can depend on me not to tell anyone else. Just the other day I found \$5 in the playground and handed it straight in to the office.

I have explained why I am undoubtedly the best candidate for this position. I know the school, I have good ideas which I can communicate and I am reliable and honest. Vote for me!



KEEP THESE POSTERS AND GUIDES SAFE – THEY WILL HELP YOU DURING THE WEEK!

Writing to Persuade

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.

Persuasive Language

Modal Verbs

(must, will, should)

Modal Adverbs

(definitely, absolutely, certainly)

Evaluative Language

(incredible, outstanding, awful, revolting)

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.

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



You may want to use this checklist at the end of the week

Persuasive Texts Checklist



Check and complete the list

Title implies a point of view	
Reasons to support the viewpoint	
Facts and evidence to support reasons	
Connectives to link ideas (e.g. however, therefore, furthermore)	
Persuasive devices: Agreement (e.g. obviously, without doubt)	
Powerful adjectives	
Rhetorical questions	
Conclusion to summarise and state opinion	

Persuasive devices – AFOREST

A – alliteration

Alliteration is the stylistic device of using a series of words that begin with the same sound.

Example: A wonderful, willingly worker.

F – facts

A fact is something which is truthful and can be proven. Facts can be used to support a point being made. *Example: Britain needed repairing after WW2.*

O – opinions

An opinion is someone's point of view of/about something that is not based on fact or knowledge.

Example: It will be wonderful for our country to have immigrants living here.

R – rhetorical questions & repetition

To repeat the same thing more than once. This can be done by repeating the words or sentence in the same way: *Example: It is so important for country to embrace these workers; they will only help us. The country depends on help and they are willing to do so.*

A rhetorical question is one that does not require an answer. *Example: Can we really miss this wonderful opportunity?*

E – emotive language and exaggeration

Sometimes writers deliberately choose words to be emotive. Emotive language means words that create an emotion in the reader. *Example: These workers have always loved Britain and we must love them in return.*

A statement/information that is untrue or over the top. *Example: Our whole country depends on the work of these migrants.*

S – statistics

Factual data used to convince the reader. *Example: 10% of Britain's population are migrants' workers. (not accurate)*

T – the rule of three

It is believed that a person is more likely to remember things if they are grouped in three. *Example: It is vital for our country, vital for us and vital for you to treat these migrants as if they have always been here with us.*

Week 4, Lesson 3

– ENGLISH

Persuasive Writing Planning Page

What are you trying to promote?

Who are your target audience?

Which words and phrases will you use to appeal to your target audience?

Why are migrants coming to Britain a good thing?

Points I will make:

How will your advert attract their attention and stick in their memory?

Which of these will you use in your advert?

a mix of facts and persuasive comment.....

focus on the positive and ignore the negative.....

use exaggerated language, full of adjectives and adverbs to paint an appealing picture.....

start sentences with the imperative verbs.....

ask a rhetorical question.....

use memorable image or slogan.....

Their sole purpose is to convince the reader to buy their product.

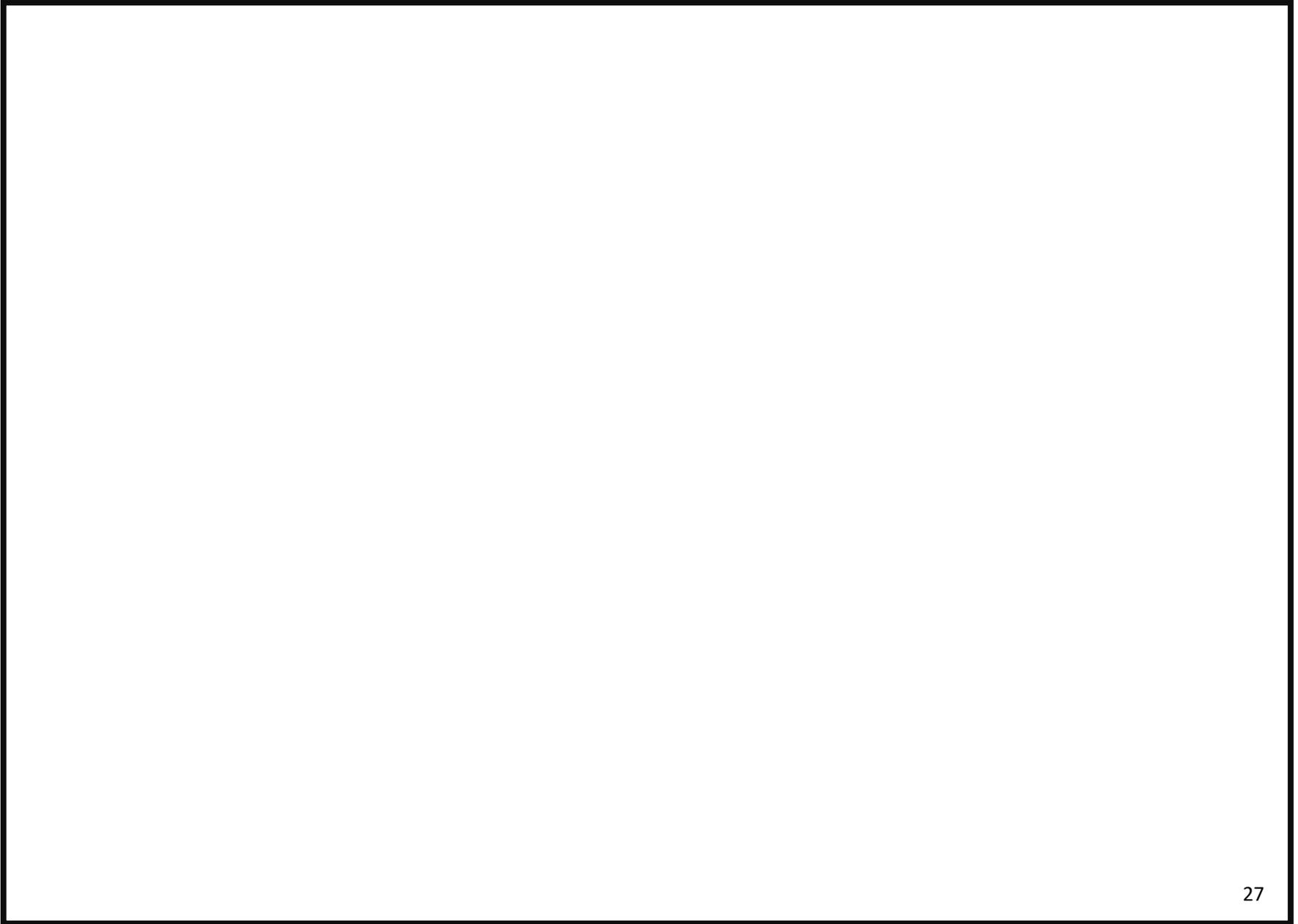
Alternative planning frame: (you can just use plain paper if your prefer)

Main Idea/Title:	
Introduction	The main point you want to make.
Argument 1	<i>Remember evidence!</i> <u>Useful words:</u> Firstly... Secondly... In my opinion... Some believe that... I feel that... I am sure that... It is certain... Therefore... Moreover... For this reason...
Argument 2	
Argument 3	<i>-Reasons for</i> <i>-Reasons against</i> <i>-Ask questions to get the reader thinking</i>
Conclusion	Sum up the main argument.

Advert layout design – decide how you will organise your advert

Design your page:

- Where will your title go?
- Where will your paragraphs go?
- What pictures will you include?
- What colours will you use?
- Do you have a slogan?



Miss Verdi's example:



Britain is saved!

We all know our brilliant Britain is suffering from the damage cause by the Second World War and is crying out for help.

How can we ever recover?

Do not fear! Our brothers and sisters from the Caribbean islands will help us to become 'Great' once again!



London welcomes home the people of the Caribbean!

Why do we need these wonderful workers?

- Our buildings and houses are destroyed – **they can help.**
- Our public transport is in ruins – **they can help.**
- Our National Health Service (NHS) needs nurses – **they can help.**
- Our days need a little sunshine again – **THEY CAN HELP!**

They call us their '**Mother Country**' and as a country we **must** unite. We **must** embrace them. We **must** care for them. **We must welcome them home!**

It really is simple:

They want to help us, they want to work, they want to be in Britain and we want them!



Flags of the Caribbean



Week 4

Lesson 4 and 5

ENGLISH

Please spend time over the next two days drafting the writing and creating your final advert – be creative!

Drafting pages for writing – keep it memorable!

Pictures you could use for your final advert: Feel free to cut and stick. If you have internet access you could look for appropriate pictures.



Antigua



Bahamas



Barbados



Belize



Dominica



Dom. Republic



Grenada



Guyana



Haiti



Jamaica



St. Kitts



St. Lucia



St. Vincent



Suriname



Trinidad

First advert draft (extra pages included – just in case and for final piece)

Remember you can create something on the computer, film or record ad advert, make a poster on other materials you have at home!

Before you send us your adverts please ask yourself these questions and complete the reflection below.

Have you...

- Checked for mistakes?
- Made sure you have filled the space?
- Have you used the resources from lesson 2 to be persuasive?
- Is your information accurate for the time?
- Have you managed to include picture (drawn is ok) with captions?
- Is your colour scheme and font promoting a positive reception?
- Do you think Britain’s would welcome migrants after reading your advert?

What went well with your advert? Do you think it promotes a positive reception?



Is there anything you would change or improve next time?



Once you’re ready and have a final advert (we don’t mind how you have presented it) please send to year6@mpjs.org.uk