



Unit 4.4 – Writing for Different Audiences



Year Group: 4
Number of
Lessons: 5



From **2**simple



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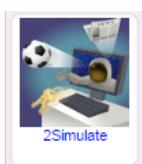
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Introduction

In this unit, children learn that technology can be used to organise, reorganise, develop and explore ideas, and that working with information in this way can aid understanding. It also gives children opportunities to discuss their experiences of using ICT and how it is used in the wider world. Children will be able to apply what they have learnt in this unit when identifying key points in a story or account, writing accounts in which details of character and action are used to interest the reader and using evidence and examples to support key points.

The tool used for simulations during these lessons is 2Simulate. This can be found on the Games tab in Purple Mash.



The scenarios can be used over several weeks though the teaching has been condensed for this computing unit. If you prefer, you could extend the simulation using the additional materials provided in the Resources section of the simulations themselves.



For these sessions, the children will need to have their own individual logins to Purple Mash. If you are currently using a single login per class or group and would like to set up individual logins yourself, then please see our guide to doing so at [Create and Manage Users](#). Alternatively, please contact support at support@2simple.com or 0208 203 1781.

These lesson plans make use of the facility within Purple Mash to set activities for pupils which they can then complete and hand in online (2Dos). This enables you to assess their work easily as well as distribute resources to all pupils. If children have not opened 2Dos before, they will need more detailed instructions about how to do this. If your pupils do not have individual logins for Purple Mash, we can help you with this. Contact your school Purple Mash administrator or email us at support@2simple.com.

A teacher's guide to 2Dos can be found in the Teacher section: [2Dos Guide](#).

To force links within this document to open in a new tab, right-click on the link then select 'Open link in new tab'.



Medium-term Plan

Lesson	Aims	Success Criteria
<u>1</u>	To explore how font size and style can affect the impact of a text.	<ul style="list-style-type: none"> • Children have looked at and discussed a variety of written material where the font size and type are tailored to the purpose of the text. • Children have used text formatting to make a piece of writing fit for its audience and purpose.
<u>2 & 3</u>	To use a simulated scenario to produce a news report.	<ul style="list-style-type: none"> • Children have role-played the job of a journalist in a newsroom. • Children have interpreted a variety of incoming communications and used these to build up the details of a story. • Children have used the incoming information to write their own newspaper report.
<u>4 & 5</u>	To use a simulated scenario to write for a community campaign.	<ul style="list-style-type: none"> • Children have used 2Connect to mind-map ideas for a community campaign. • Children have used these ideas to write a persuasive letter or poster as part of the campaign. • Children have assessed their texts using criteria to judge their suitability for the intended audience.



Lesson 1 – Font Styles

Aims

- To explore how font size and style can affect the impact of a text.

Success criteria

- Children have looked at and discussed a variety of written material where the font size and type are tailored to the purpose of the text.
- Children have used text formatting to make a piece of writing fit for its audience and purpose.

Resources

All resources can be found on the [Unit 4.4 page](#). From this page they can be set as 2dos if required by clicking on the icons. Open the links below in a new tab (by right-clicking on them) so that you can preview them without navigating away from the lesson plans.

- Slideshow: [Types of Text](#).
- It would be useful, but not essential, to have a few different types of text on display to add to class discussion, e.g. newspaper front page (children's and adult), poster/advert, formal letter, informal text message, fiction text, encyclopaedia, poem and picture book.
- [Unformatted newspaper front page](#) for demonstration on the whiteboard. The text of this is repeated [at the end of this document](#).
- [Unformatted newspaper front page](#) for children. This should be set as a 2Do for the class. The text of this is repeated [at the end of this document](#).

Activities

1. Open the slideshow on the whiteboard. Name the types of texts on the first slide. Have a general discussion about they look different; why is this so? What features are different? You can do this with the aid of the samples of real publications as well if you have them.
2. The subsequent slides in the slideshow show each publication. Draw children's attention to the way each is formatted, the font styles and sizes. How does this affect the way the reader perceives the text?
3. Open the [demo unformatted newspaper](#). Does it look like a newspaper front page? What is correct (columns, picture frame) and what needs to be improved (font styles and sizes)?
4. Show children how to alter the font types and sizes. We can do this to make the page look like a newspaper front cover.
5. Correct the demo cover as a class on the whiteboard and save.
6. Children should open the [newspaper front page](#) set as a 2Do and try to edit the text to make it look like a proper newspaper front cover. There are some photos in the gallery that children can add by clicking on the green cross in the picture box. The lower picture box can be used to upload a picture that children have found by doing an internet search. They should then save and hand in their work.
7. On the whiteboard, compare the way that different children have completed the work. How does each one affect the look of the newspaper?



Lessons 2 and 3 – Using a Simulated Scenario to Produce a News Report

Aims

- To use a simulated scenario to produce a news report.

Success criteria

- Children have role-played the job of a journalist in a newsroom.
- Children have interpreted a variety of incoming communications and used these to build up the details of a story.
- Children have used the incoming information to write their own newspaper report.

Resources

All resources can be found on the [Unit 4.4 page](#). From this page they can be set as 2dos if required by clicking on the icons. Open the links below in a new tab (by right-clicking on them) so that you can preview them without navigating away from the lesson plans.

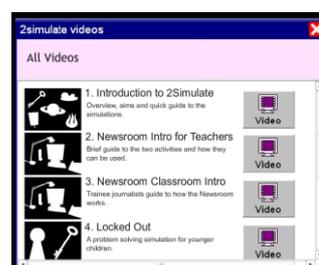
- 2Simulate can be found in the Games section of Purple Mash. The children will be using the 'After the Storm' simulation. After the Storm is the first of two newsroom simulations. It puts children in the role of trainee journalists. It is about the story of an animal that escapes from a zoo after a major storm.
- To open the simulation, click on the clouds picture on the screen:



- Print copies of the [Reporter's Notebook](#) for each child. This can also be found within 2Simulate on the Classroom Resources page for this activity.
- Watch the [introductory video to the newsroom scenario](#) before the lesson. This is found by opening



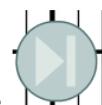
2Simulate and clicking on the  button at the top right. Then, navigate to the video called 'Newsroom Classroom Intro'.



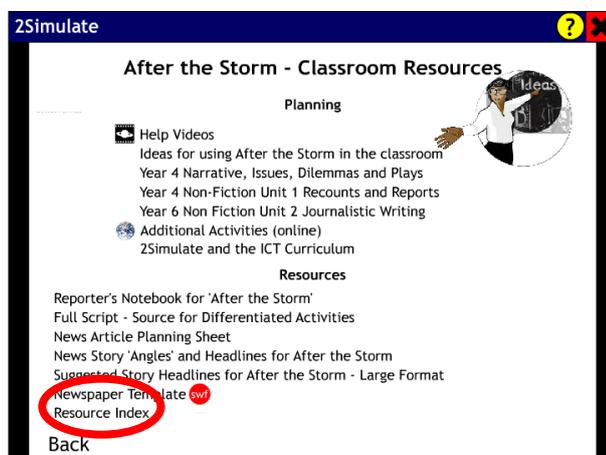


- [Full script of all communications](#) for teacher reference.
- Print a copy of the [News Article Planning Sheet](#) for each child.
- The [News Story Angles information](#) is a useful resource for helping children to think of the story angle that their report will adopt and the headline they will use. This can be used on the whiteboard as the basis for class discussion.
- Save the [newspaper template](#) as a 2Do for your class. They will use this template to write their news report. The template includes a Think About box where children are given guidance about what to consider when writing a new story. It also includes a 'writer's checklist' that children can use to check off the criteria for structuring a good news report.

Tip for teachers: Three pieces of information are deliberately omitted from the Introductory video:



- If you want to make the next news Item arrive straight away rather than wait for it, click the button.
- If you wish to advance through several items to get quickly to the one you want, use the right arrow key on the keyboard.
- If you want to use the images, text and sound from the story, you can get to a folder containing all the image and sound files used in After the Storm via the Classroom Resources screen. If you click on the Resource Index option, a zip file containing all the media will be downloaded to your computer (usually into the Downloads folder).



This folder can then be copied and pasted, if necessary, to a location that is easier for pupils to access.

- Each snippet or item arrives after 30 seconds. However, once an item is 'in the queue', as it were, the simulation pauses until you are ready to go to the next item.
- Before starting the activity, you may wish to have a copy of the Reporter's Notebook open, ready for modelling effective note-taking strategies.
- If you wish, children could open the simulation on their own computers and go at their own pace.



Activities

1. Open 2Simulate and, as a class, watch the Introductory video to the newsroom scenario.
2. Hand out the journals. Explain that these are for making notes while the various communications come in from email, fax, phone and newswire. The main task for this lesson is to take notes as the news snippets come in and discuss the story that is unfolding.
3. Whether you are tackling the story as a whole class and watching on the whiteboard or with pupils at their individual computers, it is useful to stop and include opportunities for discussion and debate. Focus some discussion on the dilemma and potential conflict between the zoo authorities on the one hand, who want this rare tiger and its cubs saved if possible, and the police on the other, who see their primary duty as protecting the general public and want to shoot the tiger with tranquilliser guns.
4. Once children have watched the full scenario – probably in the second session – use the resource [News Story Angles](#) and the [News Article Planning Sheet](#). Children should use the planning sheet to plan their newspaper report.
5. Children should use the [newspaper template](#) that was set as a 2Do to present their information as a newspaper front page using appropriate formatting and language. Children should use the writer's checklist and Think About box to ensure a comprehensive report.
6. Once the stories are completed, children should save them. Children could present their reports to others and print them to make a special report newspaper. Have the children written as per the criteria? Have they created an effective report?



Lessons 4 and 5 – Writing for a Campaign

Aims

- To use a simulated scenario to write for a community campaign.

Success criteria

- Children have used 2Connect to mind-map ideas for a community campaign.
- Children have used these ideas to write a persuasive letter or poster as part of the campaign.
- Children have assessed their texts using criteria to judge their suitability for the intended audience.

Resources

All resources can be found on the [Unit 4.4 page](#). From this page they can be set as 2dos if required by clicking on the icons. Open the links below in a new tab (by right-clicking on them) so that you can preview them without navigating away from the lesson plans

- You will be using the 2Connect tool to make a concept map. A user guide to this tool can be found at [2 Connect Guide](#) or use the help videos within the tool  to familiarise yourself.
 - [Criteria for a persuasive letter](#)
 - [Criteria for a persuasive poster](#)
- These criteria have been incorporated into the templates below and can be used as a resource on the whiteboard.
- Publish templates: set these as 2Dos for your class; children will only complete one template as part of the planned lesson but this could be extended to more sessions if you wish. The templates include writer's checklists that incorporate the criteria that the work will be assessed on.

[Blank poster template](#)

[Blank email template](#)

[Blank letter template](#)

Teacher information

These lessons use the scenario 'We Want a Playground' for writing for a different audience – this time a campaign to build a playground for safe play. 'We Want a Playground' is about a group of children who have nowhere safe to play. After a dangerous game of football out in the street results in a near miss with a van, the children decide, with the help of a local youth worker, to start a campaign for a playground. Your class are then invited to help with the campaign. This involves exploring the issues, planning the campaign – whom to target, how to get publicity – and writing and designing the campaign materials.

Teachers should watch the introductory video (Number 6) at <https://www.purplemash.com/#app/games/2sim>. This provides an overview of the simulation and useful additional information.

If you wish, you could adapt the learning from this scenario to a real situation in your school community.



The simulation is split into five scenes:



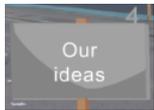
In **Scene 1** we are introduced to the characters. The game of football kicks off, but before long a van nearly knocks down Marlon and the ricocheting ball breaks a window. The game is abandoned and the children decide to go down to the local youth club.



Scene 2 A simple linking scene. It takes place outside the local youth club, where the youth worker is just locking up. When he hears what has just happened, he invites the children to think about what they could do to improve the situation. They go inside to discuss what to do.



Scene 3 is a key scene. This is where your class are invited to help the children in the simulation. They sit down ready to discuss the situation, but soon get stuck and need help. This is a key opportunity for role play. Working in groups, children start to explore the situation and begin to plan their campaign.



Scene 4 shows the campaigning ideas produced by the group of children in the simulation. The soundtrack is from an actual role-play activity. The scene gives an opportunity to compare your own class’s ideas with those of another group of children. (It’s not intended as a ‘this is what you should have done’ scene, so it needs to be approached in the right way.)



This **final** short ‘scene’ should be used towards the end of the activity. It offers on-screen opportunities for assessing the effectiveness of the campaign materials. Posters or letters are assessed according to key criteria for persuasiveness. These are the same criteria as used in the Publish templates that children will have used to complete the work. The simulation then responds accordingly; more persuasive materials get a more positive response. This offers you an opportunity for on-screen assessment.

Activity

1. Play Scene 1 of the simulation. It may be best to play the scene right through and then replay it, pausing to talk about issues such as how the situation arose, safety and what the children should perhaps have done when the window was broken. Children can compare what happens in the scene to their own experiences.
2. Before Scene 2 (outside the youth club) it may already be useful to discuss, in groups or as a whole class, ideas of what the children in the simulation could do.
3. Scenes 2 and 3 can then be used to get to the point where the children in your class can begin to discuss the problems and plan their own ideas about what to do. At this stage, it is probably best to focus more on whom to target and how, rather than to design and make any particular campaign materials.
4. Use the 2Connect tool as a class to create a concept map of ideas. You could open a 2Connect file in Collaborative mode on the whiteboard and let each group add their ideas. If you do not know how to



do this, watch the help video called ‘Collaboration within 2Connect’ for a simple explanation. Once the concept map is finished, this would be a good point at which to split the lesson into two parts.



Purple Mash Scheme of Work – Unit 4.4: Writing for Different Audiences – Lessons 4 & 5

5. In Session 2, it may be useful to replay Scenes 1–3 to recap on the situation.
6. Scene 4, where the children in the story discuss their own ideas for the campaign, may be useful for comparison and additional ideas, or simply to confirm that great minds think alike! Review the plans for the campaign and the ideas for materials.
7. Children could then work individually or in pairs on different materials focusing on either a letter or poster using the appropriate 2Publish template for this. Group and class discussion on what makes a letter or poster effective will be useful here. The criteria within the [criteria for a persuasive letter](#) and [criteria for a persuasive poster](#) documents match both the templates and the simulation criteria. Children should give due consideration to the target audience.
8. Once the work is complete, you could use the on-screen assessment facility in Scene 5 of ‘We Want a Playground’ to assess how persuasive children’s work is. If it seems the letters/posters need to be improved, an extra lesson may be needed to do this. The letters from the council are written in fairly official language. It may well be worth spending time studying these letters in a shared reading session. (They are also available to print on the Classroom Resources page.)



Newspaper Front Page – Demo

The Weekly News

16th February 2016

School dramatically shut down

Purple Mash College in Hendon has been dramatically and suddenly shut by inspectors after it was discovered that the head teacher and several other members of staff were aliens from the planet Purple. Parents became suspicious during Parents' Evening, when several teachers appeared to grow purple tentacles over the course of the night. Children had complained for a while about the school dinners, which were said to consist of only beetroot, aubergine, purple-sprouting broccoli and blackcurrant jelly. They had also noticed that the uniform appeared to be designed with what looked like tail holes and four arms...



Picture of the head teacher, Mr Purpypurpypurp.

Newspaper Front Page

The Daily Words

99p

2nd June 2016

Huge meteor passes Earth

Yesterday, a huge meteor passed by the Earth. It was just outside the limits of our atmosphere. Astronauts from the International Space Station reported that they could see the signs of alien life upon the meteor. NASA is investigating further and using long-range telescopes to zoom in on images of the meteor. It is expected that a space shuttle will be dispatched as a matter of urgency to follow the meteor.



Image of the meteor seen from the International Space Station.

Weather affected by meteor



Purple Mash Scheme of Work – Unit 4.4: Writing for Different Audiences – Newspaper Front Page

There were storms across the planet as the meteor passed by. Several buildings were damaged and it is reported that a tiger escaped from a zoo in the United Kingdom. The weather is expected to be affected in coming weeks. Yesterday, it was snowing in the Sahara Desert and the North Pole was a baking 40 degrees.

Siblings claim they have been communicating with aliens

A brother and sister, Beth and Alex Brainy, who live in Wales, claimed that the aliens had been communicating with them through their baby sister's baby monitor. The aliens could not speak English but used Welsh to explain that they were stranded on the meteor and wanted to be rescued. The children claimed that their father had built a rocket using instructions from the aliens and had gone off in search of them. The local authorities have denied claims by members of the public that a flying saucer was seen above Cardiff.



Assessment Guidance

The unit overview for year 4 contains details of national curricula mapped to the Purple Mash Units. The following information is an exemplar of what a child at an expected level would be able to demonstrate when completing this unit with additional exemplars to demonstrate how this would vary for a child with emerging or exceeding achievements.

Assessment Guidance	
Emerging	<p>With support throughout, children will use 2Connect (Unit 4.4 Lesson 4 and 5. Point 4) and 2 Publish+ (Unit 4.4 Lesson 4 and 5. Point 7) to create limited content in small groups linked to a 2Simulate scenario (Unit 4.4 Lesson 2, 3, 4 and 5).</p> <p>Using the variety of software, children change the font style to make it appropriate for their audience (Unit 4.4 Lesson 1. Point 4).</p>
Expected	<p>Children will use 2Connect (Unit 4.4 Lesson 4 and 5. Point 4) and 2 Publish+ (Unit 4.4 Lesson 4 and 5. Point 7) to create content linked to a 2Simulate scenario (Unit 4.4 Lesson 2, 3, 4 and 5) for a select audience.</p> <p>Using the variety of software, children must make informed choices about the best way to present their information e.g. appropriate font and text formatting (Unit 4.4 Lesson 1. Point 4).</p> <p>Most children will be able to explain the purpose of the watermark/symbol on the photograph and can discuss where they might be used elsewhere across a range of digital content (Lesson 3.1 Point 1).</p> <p>Most children can alter font types, styles and sizes to suit an intended audience for digital content using 2Publish and incorporate, with ease, images from clipart banks and internet sources (Unit 4.4. Lesson 1 Points 4 & 6).</p>
Exceeding	<p>Children demonstrating greater depth will seamlessly use a variety of software including 2Connect (Unit 4.4 Lesson 4 and 5. Point 4) and 2 Publish+ (Unit 4.4 Lesson 4 and 5. Point 7) to create content linked to a 2Simulate scenario (Unit 4.4 Lesson 2, 3, 4 and 5) for a variety of different audiences.</p> <p>Using the variety of software, children must make informed choices about the best way to present their information e.g. appropriate font and text formatting and give reasons for their choices (Unit 4.4 Lesson 1. Point 4).</p>