



KS2 - ENGLISH; LETTER WRITING

National Curriculum Learning Objective: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

L.O: to write a persuasive letter

Together read the three extracts from 'Five On a Treasure Island' by Enid Blyton (**Resource 1**) where Anne first meets Cousin George, when they are all together on the beach for the first time and finally George's thoughts on her cousins once she has spent more time with them.

What impression do the cousins have of George? As a reader, why do you think George behaves the way she does? How would you describe George? What do you think about how Anne and the boys respond to her? How does George's opinion of her cousins change?

What is Hot Seating?

Hot Seating allows children to explore and understand characters on a deeper level. An adult or child sits on the 'Hot Seat' and adopts a different persona whilst answering questions in role.

If the teacher has a swivel chair then it can be used as the 'Hot Seat'. As the child going into character sits on the chair the rest of the class can say 'goodbye' to their classmate. The teacher can then slowly spin the chair once and the class then say 'hello' to the fictional character.

Enid Blyton

At the Heart of Every Childhood

**THE
FAMOUS
FIVE**

LESSON WARM UP:

Class teacher to put on a prop / carry out an action that signals he / she has stepped into the shoes of Cousin George. Encourage the rest of the class to think of questions to ask George about her behaviour / her thoughts on her cousins / her personality etc. Allow two or three children to ask one of their questions, teacher to model replying in the sulky, sullen way that Cousin George would.

Teacher to step back out of character and select a child who would like to be in the 'Hot Seat' as the character of Cousin George. Allow the child playing George to reply to their classmate's questions – remind them to stay in character as they are responding. Display prompt questions for the children to refer to if they are struggling to think of something ask (**Resource 2**).

MAIN ACTIVITY:

Ask the class to imagine that they are Cousin George. They are going to write a persuasive letter to Anne, Dick and Julian asking them to come and visit again. To begin with, they can use the letter planning sheet to help organise and develop their initial ideas (**Resource 3**). In their letter they should consider how George has behaved towards her cousins – does she owe them an apology? How can she convince them to visit again? What could she say to explain why she treated them so badly at the start of their visit?

PLENARY:

In small groups, the children can read their letters aloud to each other thinking about using an appropriate tone of voice, body language and facial expression. In their groups they can give feedback to one another; what made the letter convincing? Could they hear George's "voice" in the writing style?

RESOURCE 1

extracts from 'Five On a Treasure Island' by Enid Blyton

EXTRACT 1

"I didn't want any of you to come, anyway. Interfering with my life here! I'm quite happy on my own. Now I've got to put up with a silly girl who likes frocks and dolls, and two stupid boy-cousins!"

EXTRACT 2

"You go fishing if you want to," said Anne when they were down on the beach. "We won't tell tales of you. We don't want to interfere with you, you know. We've got ourselves for company, and if you don't want to be with us, you needn't."

"But we'd like you, all the same, if you'd like to be with us," said Julian, generously. He thought George was rude and ill-mannered, but he couldn't help rather liking the look of the straight-backed, short-haired little girl, with her brilliant blue eyes and sulky mouth.

George stared at him. "I'll see, she said. "I don't make friends with people just because they're my cousins, or something silly like that. I only make friends with people if I like them."

"So do we," said Julian. "We may not like you, of course."

"Oh!" said George, as if that thought hadn't occurred to her. "Well- you may not, of course. Lots of people don't like me, now I come to think of it."

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EXTRACT 3

George was beginning to recover from her rage and disappointment. If she had been alone, and had brooded over everything, she would have been in an even worse sulk and temper-but somehow the others were so calm and sensible and cheerful. It was impossible to sulk for long if she was with them.

“I think I’d have been much nicer if I hadn’t been on my own so much,” thought George to herself, as she looked at Julian’s bent head. “Talking about things to other people does help a lot. They don’t seem so dreadful then; they seem more bearable and ordinary. I like my three cousins awfully. I like them because they talk and laugh and are always cheerful and kind. I wish I was like them. I’m sulky and bad-tempered and fierce, and no wonder Father doesn’t like me and scolds me so often.

Mother’s a dear, but I understand now why she says I am difficult. I’m different from my cousins- they’re easy to understand, and everyone likes them. I’m glad they came. They are making me more like I ought to be.”

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RESOURCE 2

Hot Seating Prompt Questions:

What makes you happy / sad / angry?

Do you like your cousins? Why

Where is your favourite place?

Who is your best friend?

If you had one wish what would it be?

Why do you wish you were a boy?

How would you describe your father?

How would you describe your mother?

If you were to describe yourself in three words, what would they be?

RESOURCE 3

L.O: to plan a persuasive letter

Letter planning sheet

Why did you treat your cousins so rudely when you first met them?

How would you like to apologise for your behaviour?

How do you feel about them now?

Why do you want them to come back?

What would you like to thank them for?

What adventures might you get up to together next Summer?

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RESOURCE 4

Letter Template

A yellow notepad with 12 rows of dotted lines for writing. Each row starts with a circular punch hole on the left side. The notepad has rounded corners and a subtle drop shadow.