Mission 5: Dr X: Good or Evil?

What Children Can Do
This mission assumes that most children can:
- use formal letter structure
- distinguish between fact, evidence and opinion
- use paragraphs to organize and sequence ideas.

What Children Need to Revisit
This mission provides opportunities for children to revisit the following learning points, which will have been taught but may not be secure:
- matching form and organization to purpose and audience.
- understanding the correct terminology for expressing familiar connectives: co-ordinating and subordinating conjunctions.
- understanding the correct terminology for expressing familiar causal connectives: conjunctions, adverbs.
- understanding the correct terminology for expressing familiar time connectives: adverbs.
- using generalizing language (some, most, often).
- using simple literary language in poetry: alliteration and onomatopoeia.

What Children will Learn
This mission will teach children the following knowledge and skills, using a clear, meaningful purpose and audience to provide context:
- how to write a persuasive letter:
  - using inference to develop understanding (of characters)
  - using evidence to strengthen an argument
  - using formal language appropriately for purpose and audience
  - using superlatives and other emotive language to persuade
  - extending the range of time adverbs/adverbials (firstly, secondly, finally)
  - using fronted adverbials to structure evidence.
- how to write a balanced argument in the form of a magazine article:
  - using formal language appropriately for purpose and audience
  - using evidence to strengthen an argument
  - using fronted adverbials to structure evidence
  - using superlatives and other emotive language to persuade
  - understanding structure (title, opening statement, both sides of the argument, closing statement)
  - using inference to develop understanding (of characters)
  - extending the range of adverbs of cause (hence, thus, consequently, therefore, moreover).
- how to write a poem using literary language:
  - using similes to create vivid descriptions.

In the Teaching Handbooks you will find:
- a clear programme overview including correlation to all UK curricula
- guidance on using the online resources
- comprehensive lesson notes for every teaching session
- support for assessment using the Oxford Writing Criterion Scale
- an overview of every writing mission and the key learning outcomes.

This section highlights skills that children should be secure in before starting this mission.
These are skills that will have been taught, but will be revisited in this mission so that they become secure.

The Handbooks for Reception/P1 and Year 1/P2 include specific features to support younger learners.
The teaching of grammar is embedded throughout each lesson; enabling children to learn these skills in a meaningful context.

**Dr X: Good or Evil? Week 1 Lesson 1**

**Teaching focus**
- Examining and gathering evidence, focusing on:
  - using inference to develop understanding (of characters)
  - using evidence to strengthen an argument
  - using formal language appropriately for purpose and audience.

**You will need:**
- Resource Sheet 5.1 – one copy for each child
- Resource Sheet 5.2 – one copy for each child
- Resource Sheet 5.3 – one copy for each child

**Whole Class: Establishing Audience and Purpose**
- Play Message 1 to begin the mission.
- Play Message 2. Ask: Where is Dr X? Why is he there? If Dr X is innocent, how might he be feeling? What is he asking for our help with? Who might he want to persuade that he is innocent? (A judge or police officer) Why? Establish that Dr X’s motive is probably to get out of prison!
- Check children’s understanding of ‘persuade’. Ask: Have you ever persuaded somebody to do something? What was it? How did you persuade them? Share experiences briefly as a class.
- Establish that, when you are trying to persuade someone, it is useful to have reasons or evidence to back up your argument.

**Whole Class: Using Formal Language**
- Play Message 3. This introduces the Agent from the Big Writing Agency who will help children to complete this mission.
- Play Message 4. Ask: What has Agent Mark sent us? What is a witness statement? (A document recording someone’s evidence.) Click through to Dr X’s statement and read it or play the audio. Ask: Is this a formal or informal piece of writing? Why is a formal style most suitable for the purpose and audience of this statement? Establish that it is an official document, so Dr X is trying to give clear information and to present himself in a good way.
- Play a quick game of VCOP Detectives to establish the higher-level vocabulary and language structures that make the statement more formal. Ask: Where is punctuation used for impact?

**Whole Class: Examining the Evidence**
- Give each child a copy of Resource Sheet 5.1 and ask them to read the statement again. Ask: Do you think Dr X is a good or bad person? Why? Encourage the children to highlight specific words and phrases from his statement that support their view. Highlight examples on Message 4 as you take feedback. (Resource Sheet 5.1 will be used again in Lessons 5 and 8.)

**Writing Partners: Further Evidence**
- Play Message 5 and read through or play the audio of Plug and Socket’s statements.
- Ask: Have Plug and Socket used the right kind of language in their statements? Play Fastest Shout First to find examples of informal language and/or poor grammar.
- Ask: What is the effect of this language on the reader? Establish that Plug and Socket’s statements are not particularly clear, so the reader might think their evidence is less reliable, even if this isn’t the case.
- Give each child a copy of Resource Sheet 5.2. Ask them to highlight the words and phrases that suggest that Dr X is a good person. Encourage them to talk about and infer meaning from these statements by asking: Why does that particular phrase or sentence make you think that?
- Then ask the children to use a different colour to highlight any words or phrases that show a different view of Dr X. Ask: Do you think Dr X is a good person? Why or why not? Again, encourage them to infer meaning from the evidence. (Resource Sheet 5.2 will be used again in the Week 1 Big Write and in Lessons 5 and 8.)
- Finally, hand out Resource Sheet 5.3 and ask the children to make notes to capture the evidence they have gathered to support the idea that Dr X is a good person. Remind them that this evidence will help to support their letter writing, as it will make it more persuasive. (Resource Sheet 5.3 will be used again in Lessons 2 and 5.)

**Whole Class: Cool Down**
- Take feedback and review the evidence. Ask: Do we have enough evidence to write the letter on behalf of Dr X? Establish that, while we still don’t know whether Dr X is innocent or not, we probably do have enough evidence to write a persuasive letter on his behalf.

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**Lesson 1 Sample from the Teaching Handbook for Year 4/PS**

Tell the children that, when we use evidence to support a view, it makes our argument stronger and more persuasive. Explain that we can also use evidence as a starting point to develop more detail about what a character is like or how they are feeling. This is called ‘inferring’. Play Fastest Finger First to find the word ‘infer’ in a dictionary and discuss its meaning.

Ask the children to look back at some of the words and phrases they highlighted and ask: Why does that particular phrase make you think that Dr X is good? What are you inferring from that evidence? (e.g. Dr X must be a good person because he cares about starving people.)

Ask: Is Dr X’s evidence about himself enough to help us persuade other people that he’s a good person? Why or why not? Establish that this evidence is one-sided and may be biased. We only have Dr X’s word for it that he’s innocent so our argument won’t be very strong.

Write and in Lessons 5 and 8.)

**Resource Sheet 5.3 – one copy for each child**

**Resource Sheet 5.2 – one copy for each child**

**Resource Sheet 5.1 – one copy for each child**

**A clear purpose and audience is established for all writing tasks.**

**There is a clear teaching focus for every lesson.**

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