



# KS2 Writing: Teacher notes



The following lessons and activities are designed to inspire KS2 pupils to write for a variety of purposes, with beavers and beaver conservation as the subject.

## These lessons/activities are appropriate for

- Use as isolated lessons
- Use in conjunction with cross-curricular learning (**see other subject/lesson packs from Beaver Trust**)
- Use as a final write in a longer teaching sequence (the lesson plan provided can be extended and adapted)

## Additional Resources

### Knowledge Organiser

You will find a Eurasian beaver **knowledge organiser resource** as part of this writing pack. This contains key information about beavers and outlines important characteristics/impacts of beavers on landscapes. Pupils can refer to this when writing.

## National Curriculum (England) Links

- Learning of **subject-specific vocabulary**
- **Developing an understanding of the audience** for and purpose of writing by selecting appropriate vocabulary and grammar.
- **Developing conscious control** over sentence structure in writing and understanding why sentences are constructed as they are.
- **Understanding nuances** in vocabulary choice and age-appropriate, academic vocabulary.

## This pack contains 4 lessons and activities:

Activity 1	Writing a newspaper article
Activity 2	Writing a blog post
Activity 3	Writing a persuasive letter
Activity 4	Writing a poem

*Each lesson/activity is adaptable depending on Key Stage taught*

# Activity 1: Writing a newspaper article

## Learning Outcome

Writing to inform (recount) [formal tone]

## Lesson plan

- 1 Give pupils the opportunity to explore a range of newspapers (broadsheet) and their articles**

### Key Questions for Class Discussion:

- What is the stance/viewpoint of the newspaper?
- What is the tone of its articles?
- What is the purpose of its articles?
- How are the articles laid out (format)?

- 2 Watch the animated video **BEAVERS: Nature's Ecosystem Engineers****  
<https://www.youtube.com/watch?v=5OqUx2O2Xk>

This stop-motion animation video provides a wealth of information about beavers including what a beaver is, their keystone impacts and why they're so important in our landscape.

Discuss key information gained from the video with the class. Also, make reference to the **word mat** and **knowledge organiser**.

- 3 Introduce the newspaper article task to pupils (see task outline on next page)**

Explain that beavers have been reintroduced to a river nearby their school and they need to write an article which informs the public of this reintroduction and tells people about some of the benefits of reintroducing beavers to rivers.

Make reference to elements outlined on the **success criteria** on the following pages.

- 4 Embark upon the writing process: plan, draft, proofread and re-draft**

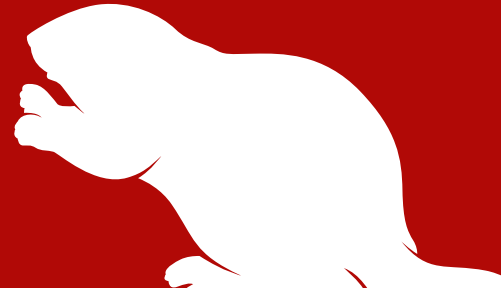
- 5 Use success criteria attached to assess writing (pupil's self-assessment or teacher assessment)**

## Additional Resources

- Beaver **knowledge organiser**
- Watch the documentary '**Beavers Without Borders**' for additional information about Eurasian beaver reintroductions (most suitable for Upper KS2):  
<https://www.youtube.com/watch?v=q4Mmjm22Gi>

# Activity 1

## Writing a newspaper article



### Learning Outcome

I can write a newspaper article to inform the reader, using a formal voice.

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## BEAVERS HAVE BEEN REINTRODUCED TO A RIVER NEAR YOU!

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Source: [beavertrust.org/follow-the-beaver-story-of-re-wetting-our-land](https://beavertrust.org/follow-the-beaver-story-of-re-wetting-our-land)

### **TASK:** Write a newspaper article that

- Informs the public of this reintroduction.
- Tells people about some of the benefits of reintroducing beavers to rivers.

## SUCCESS CRITERIA: What will a successful newspaper article look like?

Tick these off as you complete the tasks.

Your newspaper article needs to include:	Done?
An <b>engaging title</b> to catch the reader's attention.	
An <b>opening paragraph</b> that summarises: <ul style="list-style-type: none"><li>• What happened</li><li>• When it happened</li><li>• Where it happened</li><li>• How it happened</li><li>• Who was involved</li></ul>	
<b>Paragraphs that add extra detail</b> about the event that took place.	
A <b>clear conclusion</b> , that summarises the key events.	
<b>Formal</b> language and vocabulary choices.	
Considered <b>format and layout</b> : <ul style="list-style-type: none"><li>• A bold headline</li><li>• Writing in columns</li><li>• A picture to accompany the writing</li></ul>	

# Activity 2: Writing a blog post

## Learning Outcome

Writing to inform (recount) [informal tone]

## Lesson plan

### 1 Give pupils the opportunity to explore a range of blog posts

There is a range of blog posts related to beavers and their impact on landscapes via the following Beaver Trust link: [beavertrust.org/follow-the-beaver-story-of-re-wetting-our-land](https://www.beavertrust.org/follow-the-beaver-story-of-re-wetting-our-land)

#### Select one blog post and discuss the following with pupils:

- What is the purpose of the blog post?
- What is the tone of the article?
- How are the articles laid out (format)?

### 2 Watch the animated video **BEAVERS: Nature's Ecosystem Engineers**

<https://www.youtube.com/watch?v=5OqUx2O2Xk>

This stop-motion animation video provides a wealth of information about beavers including what a beaver is, their keystone impacts and why they're so important in our landscape.

Discuss key information gained from the video with the class. Also, make reference to the **word mat** and **knowledge organiser**.

### 3 Introduce the blog post task to pupils (see task outline on next page)

Explain that their task is to write a blog post to inform their peers about the benefits of beavers.

Make reference to elements outlined on the **success criteria** on the following pages.

### 4 Embark upon the writing process: plan, draft, proofread and re-draft

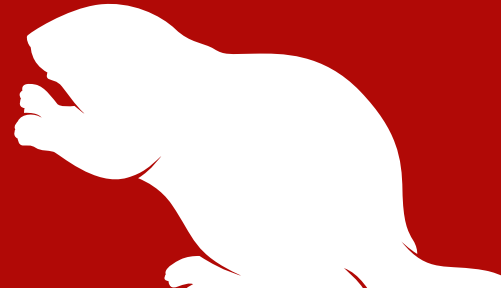
### 5 Use success criteria attached to assess writing (pupil's self-assessment or teacher assessment)

## Additional Resources

- Beaver **knowledge organiser**
- Watch the documentary '**Beavers Without Borders**' for additional information about Eurasian beaver reintroductions (most suitable for Upper KS2):  
<https://www.youtube.com/watch?v=q4Mmjm22Gi>

# Activity 2

## Writing a blog post



### Learning Outcome

I can write a blog post to inform other people my age about the benefits of beavers, using an informal voice.

By **YOUR NAME** published JULY 10, 2023

Wildlife News / Biodiversity

## Beavers have been reintroduced to a river near you!

**TASK:** Write a blog post that

- Informs your peers about the benefits of beavers



## SUCCESS CRITERIA: What will a successful blog post look like?

Tick these off as you complete the tasks.

Your blog post needs to include:	Done?
An <b>engaging title</b> to catch the reader's attention.	
A <b>strap-line</b> (short and snappy summary of the article)	
An <b>opening paragraph</b> that summarises the article and key argument.	
<b>Subheadings</b> to organise the blog content.	
Paragraphs in an <b>effective and intentional order</b> .	
A <b>clear conclusion</b> , which summarises the key argument.	
<b>Informal</b> language and vocabulary choices.	
<b>Considered format and layout:</b> A bold title and a picture to accompany the writing	

# Activity 3: Writing a persuasive letter

Learning Outcome

Writing to persuade

## Lesson plan

**1** Give pupils the opportunity to explore a range of persuasive techniques in writing

**2** Watch the animated video **BEAVERS: Nature's Ecosystem Engineers**  
<https://www.youtube.com/watch?v=5OqUx2O2Xk>

This stop-motion animation video provides a wealth of information about beavers including what a beaver is, their keystone impacts and why they're so important in our landscape.

Discuss key information gained from the video with the class. Also, make reference to the **word mat** and **knowledge organiser**.

**3** Introduce the persuasive letter writing task to pupils (see task outline on next page)

Farmers are concerned about the impact that beavers could cause on their land if they are reintroduced to a river nearby.

Write a letter to reassure the farmers and inform them of the positive impact of beaver reintroduction.

Make reference to elements outlined on the **success criteria** on the following pages.

**4** Embark upon the writing process: plan, draft, proofread and re-draft

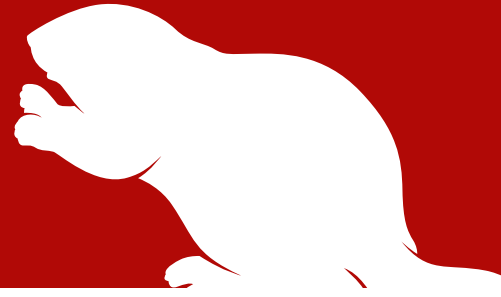
**5** Use success criteria attached to assess writing (pupil's self-assessment or teacher assessment)

## Additional Resources

- Beaver **knowledge organiser**
- Watch the documentary '**Beavers Without Borders**' for additional information about Eurasian beaver reintroductions (most suitable for Upper KS2):  
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# Activity 3

## Writing a persuasive letter



### Learning Outcome

I can write a letter to reassure the farmers and inform them of the positive impact of beaver reintroduction, using a formal voice.

**'Farmers are concerned about the impact that beavers could cause on their land if they are reintroduced to a river nearby.'**

123 Wetland Road  
Beavertown  
BV1 ABC

10th July 2023

**Dear Mr Smith,**

**TASK:** Write a persuasive letter that

- reassure the farmers and inform them of the positive impact of beaver reintroductions



Source: [beavertrust.org/beavers-create-healthy-rivers-for-wildlife-and-people](https://beavertrust.org/beavers-create-healthy-rivers-for-wildlife-and-people)

## SUCCESS CRITERIA: What will a successful persuasive letter look like?

Tick these off as you complete the tasks.

Your persuasive letter needs to:	Done?
<p>Be written in the correct <b>letter format</b>:</p> <ul style="list-style-type: none"><li>• Address of sender and recipient</li><li>• Dear Sir/Madam or To Whom It May Concern</li><li>• Arguments arranged in paragraphs</li><li>• Sign off with yours sincerely/faithfully.</li></ul>	
<p>Include a <b>clear opening paragraph</b>, which outlines your main argument.</p>	
<p><b>Address</b> the concerns the farmers might have and allay them.</p>	
<p><b>Reassure</b> the farmers and inform them of the positive impact of beaver reintroductions.</p>	
<p><b>Formal and polite</b> language and vocabulary choices.</p>	

# Activity 4: Writing a beaver poem

## Learning Outcome

Writing a kennings style poem about beavers

## Lesson plan

### 1 Give pupils the opportunity to explore a range of poetry about the natural world

Recommended texts include 'The Lost Words' by Robert Macfarlane and 'I Am Cat' by Jackie Morris.

### 2 Watch the animated video **BEAVERS: Nature's Ecosystem Engineers** <https://www.youtube.com/watch?v=5OqUx2O2Xk>

This stop-motion animation video provides a wealth of information about beavers including what a beaver is, their keystone impacts and why they're so important in our landscape.

Discuss key information gained from the video with the class. Also, make reference to the **word mat** and **knowledge organiser**.

### 3 Introduce the aim of the session to pupils: to write a kennings poem about a beaver

Kennings poems have a rhythm and every line ends in -er. They are thought to originate as Viking rowing songs.

### 4 Watch the following video of a beaver swimming: [www.youtube.com/watch?v=zpkuuXJQAYA](http://www.youtube.com/watch?v=zpkuuXJQAYA)

### 5 Consider and discuss with pupils what the beavers look like, how they move and their role as dam-builders. Note descriptions/thoughts on the board.

Model how to add -er to the end of these actions/descriptions to create a kennings poem. For example:

- Dam-builder
- Wetland-maker
- River-swimmer
- Bank-scuttler...