

## Section 2: Developing writing

### Activity 5: Vox pop

#### Objective

To identify features that writers use to provoke readers' reactions.  
(Year 3 Strand 8)

#### What's on the CD-ROM

##### Vox pop

- Roll over speech bubbles to reveal opinions on computer games.
- Write arguments to support/oppose opinions.

##### Save Scroby Sands

- Text extract to share and discuss.

#### What to do

This activity investigates a range of opinions on the same subject and helps children to address opposing points of view in their writing.

- Open the activity 'Vox pop' from the CD-ROM. Roll over the speech bubbles to reveal different views about playing computer games. Read some of the quotes to the class and start a discussion about the pros and cons of computer games. Alternatively, use photocopiable page 29 'Vox pop'.
- Ask the children how they would counter some of the arguments given. For example, in relation to the opinion that playing computer games makes people violent, they might suggest that it is easy to tell the difference between the fantasy of games and real life. Write some of their ideas on the board. On the final screen, tell the children to decide whether they support or oppose playing computer games and to make notes in support of their point of view. These notes will help them write a letter to a newspaper about the topic.
- If necessary, refer them to the letter on photocopiable page 11 'Save Scroby Sands' to help them to set out their ideas.

### Activity 6: Points of view

#### Objective

To identify features that writers use to provoke readers' reactions.  
(Year 3 Strand 8)

#### What's on the CD-ROM

##### Points of view

- Drag and drop fact or opinion statements into the correct column.

#### What to do

In this activity, the children will read examples of statements that could be fact or opinion and will work out which is which.

- Explain to the children that both facts and opinions can be used as the basis for a persuasive text, but they need backing up with evidence or reasons. Ask the children if they understand the difference between a fact and an opinion. Write some examples of both on the board. For example, 'getting a sun tan damages the skin' is a fact; no one can disagree with it because scientists have proved it. 'A sun tan looks good' is an opinion; some people may disagree with it so it is not an accepted truth.
- Open 'Points of view' from the CD-ROM. Put the children in pairs and explain that they are going to look at each of the statements and decide whether it is fact or opinion. Can each statement be backed up by factual details or is it just what someone thinks? Ask them to drag and drop the statements into the correct columns 'Fact' or 'Opinion'.
- Give the children photocopiable page 30 'Points of view'. Ask them to write a few words of evidence that support the facts. For example, the statement 'Smoking is bad for you' is a fact; evidence could include 'research has shown it causes lung cancer' and so on.
- If they think a statement is just an opinion, they should say why they agree or disagree with it.