

Learning objectives

NLS Term 2

- S2: To understand features of formal official language.
- T20: To discuss the way standard English varies in different contexts.

Resources

'Formal and official language' flipchart file; paper and pens; individual whiteboards and pens.









Links to other subjects**PE**

QCA Unit 26 'Net/wall games'

- Encourage the children to use and adapt rules, strategies and tactics, using their basic knowledge of attack and defence.

Whiteboard tools

Use the Print button, found in the Teacher tools menu, to print any pages of the flipchart. Use the Fill tool to change the colour of shapes.

-  Pen tool
-  Highlighter tool
-  Fill tool
-  Marquee select tool
-  Floating keyboard
-  Teacher tools menu
-  Print button
-  Activote (optional)

Formal and official language

Starter

Open the 'Formal and official language' flipchart and go to page 2. Allow five minutes for the children to write, on individual whiteboards, rules for formal letter-writing. Let them compare notes with a partner. Ask: *How many rules did you agree on?* You could hold an ad-hoc voting session, using Activote or alternative methods, to compare results. Add some examples to the flipchart.

Whole-class shared work

- Display page 3. Point out that some letters are very formal. Introduce the term *formal official language*. Ask the children what they think it means. To see some examples, fill the orange box with white.
- Fill the blue box with white to reveal further explanations about using standard English, making meanings clear, and avoiding ambiguity.
- Point out that in avoiding ambiguity, formal official language can become difficult to understand, because it is unfamiliar.
- Look at the examples on page 4 together. Invite suggestions for other examples and type them in the space provided.
- Describe the scene on page 5. Matt is marking out the area where Kylie must be positioned during their basketball practice.
- Move on to page 6. Ask the children to read and discuss the letter with a partner. Use further questioning to investigate the names. Make sure that the children realise that it is written to Matt, written by a solicitor and written on Kylie's behalf.
- Ask about the content: *What does Kylie want?* (The circle to be removed.) *What is she threatening?* (To take her basketball net away.)
- Experiment with the children, translating sentences into the language in which they would usually write.
- Investigate typical style features. Highlight examples of the passive voice (*is attached*); impersonal tone (*We are reliably informed*); formal politeness (*would be grateful*).
- Identify examples of formal official language. Copy useful words and phrases, adding them to page 7. Leave this on display.
- Print copies of the letter for the children's reference, if possible.
- Suggest that Matt needs to decide what to do and get his own solicitor to reply to this letter.

Independent work

- Ask the children to act as Matt's solicitor: they must write a formal letter replying to this one using similar language.
- Support less able learners with a writing frame of paragraph openers.
- As an extra challenge, ask more able learners to involve a third solicitor, writing on behalf of the parents to both children.

Plenary

- Encourage the children to read their letters aloud. Point out the effective use of appropriate language.
- If required, type or write an example page 8.