

Session notes

- Explain that being in these booster lessons is all about being a winner and a champion. This will help children when they do their tests. Ask them to think about any winners and champions they can think of – gold medal winners, top-goal scorers, and so on. Explain that it's easy to think of their success as just being due to skill or talent. Point out that it's about more than that. Ask them, in pairs, to think of what other things – apart from talent or skill – help champions to do well.
- Give time for discussion and then take feedback.
- Point out that in reading and writing, becoming a champion requires you to do some of the same things as becoming, say, a sports champion. For example, sports training depends on expert coaches – experts who can share their secrets.
- Explain that in these booster lessons they are going to be able to share some of the secrets of good reading and writing – including tips and hints from some winning authors and champion writers.
- Explain that they will be able to use these secrets straight away – not just in the booster lessons, but in all their work. In fact, it's important that they remember to use what they have learned in other lessons, because regular practice of what they know is another championship secret – like daily training and exercise for footballers.
- Ask them, in pairs, to think of the kinds of opportunities they have every day in school to read and write – not just in literacy hours, but in all their work.
- Take feedback and add any opportunities which they have missed. Remind them of the importance of using those opportunities to 'show off' some of the championship skills they will look at in these booster lessons.
- Ask children to think of some aspects of their reading and writing in which they would like to improve. Give them each a copy of PCM 13 and ask them to record some targets for themselves in the empty boxes.
- Explain that almost every lesson will start with a secret of championship spelling – that's the spelling 'know-how' that will show them how to tackle some really challenging words and get them right.
- They'll also be reading some articles from *Winners and Champions* magazine – articles that show you the secrets of prize-winning authors. And they'll have a chance to use the ideas of those authors to do writing of their own.
- Explain that you're going to give them an example of a championship tip for spelling.
- *The word 'tomorrow' is one that causes a lot of trouble – when people write it they often get muddled over the 'm' and they write it like this: 'tomorrow'.*
- *You could learn this, by just saying to yourself over and over again – there's only one 'm' in 'tomorrow', but that wouldn't be the championship way.*
- *The championship way is to remember how you spell easy words that are in the same family for meaning, words like 'today' and 'tonight'. It's to-day, to-night. Champions remember that tomorrow is just the same: to-morrow. And nobody would ever spell 'morrow' with a double 'm' at the beginning. So now you'll never get 'tomorrow' wrong, because you know the secret the champions use to make sure they get it right.*
- Ask children to write the word 'tomorrow' on their whiteboards. Next, you write the word on the board and ask them to check their own spelling. Then get them to rub the word out and to write it again. Ask them to 'show-me'. Give positive feedback.
- Explain that as well as spelling they will look at championship reading and writing.
- Explain when and where the booster lessons will be held. Talk through any practical arrangements and answer questions raised.

Resources

- Whiteboards
- PCM 13

Reading target

Know structures and grammatical features of a range of non-fiction text types, e.g. explanations, recounts, persuasion

Writing targets

- Use the range of different connectives to write coherently
- Produce lively writing to persuade the reader, for example, by providing persuasive reasons with examples
- Use independent spelling strategies

NLS Framework for teaching objectives

Y5 T3 T12, 13

Y6 T2 T15, 16

Y6 T2 T18

Y6 T1 S4

Y6 T2 W8

Lesson	Description	Preparation and resources
2	Guided reading Reading adverts, identifying purpose, audience and key features	PCM 1 'Ad of the year award': one per child Paper / books to write in
3	Writing A short advertisement	PCM 1 for reference Paper / books to write in Whiteboards
4	Guided reading Persuasion and discussion	PCM 2 'Letter of the month' and 'Should dogs be allowed in public parks?' one per child
5	Writing Discussion: Do children watch too much TV?	PCM 2 for reference Paper / books to write in
6	Writing Argument – 'Please do not cancel children's TV'	PCM 3 'Argument planning frame': one per child PCM 2 for reference Paper / books to write in
7	Writing Improving writing, using connectives	PCM 2 for reference

Additional materials

- Further Literacy Support: these booster lessons are related to some lessons in FLS Module 1. Other sessions and materials from FLS could be added.
- Year 6 Planning Exemplification Argument unit
- *Grammar for Writing*, Unit 51
- *Spelling Bank*

This session has been written to follow the structure of guided reading sessions. The emphasis, use of resources and time spent on different phases of the session, will need to be altered if you are working with larger groups of children.

Aim To explore and comment on features of an advertisement, drawing on points made in a report about the writer of the advertisement

Book introduction	<ul style="list-style-type: none"> ● Remind children that these lessons are about being winners and champions. ● Introduce the 'Ad of the year award' page from <i>Winners and Champions</i> magazine, (PCM 1). Ask children to scan briefly through the page to identify the kind of text it is. Take feedback to establish that it is a magazine or newspaper article which is a mixture of text types: a recount (of a speech given by ad writer Bill Poster, at an award ceremony), and a persuasive text (an advertisement included by the magazine as an example of Bill Poster's work).
Strategy check	<ul style="list-style-type: none"> ● Ask children to review the strategies they can use to help support reading which is phrased and fluent.
Independent reading	<ul style="list-style-type: none"> ● Children read the article independently.
Return to text	<ul style="list-style-type: none"> ● Ask children to review the strategies they can use to annotate or otherwise mark texts. ● In pairs, children read Bill Poster's six tips for writing advertisements, look for the use of those ideas in his Sudz advertisement and highlight or otherwise note any of those links.
Response to text	<ul style="list-style-type: none"> ● Children explain and discuss how the Sudz ad uses Bill Poster's techniques for effective ad writing. ● Ask children to turn over their text and to review mentally Bill Poster's techniques. ● Ask children individually to remind the rest of the group of one of the techniques.
Resources	<ul style="list-style-type: none"> ● PCM 1 'Ad of the year award': one copy per child
Notes for TA	<ul style="list-style-type: none"> ● The point of persuasive writing is to try to convince your reader to accept, believe or agree with what you are saying. Advertisements usually do this by making a claim that their product is different from and better than anyone else's.

Teaching sequence	Session notes
<p>Spelling challenge Identifying the rule</p> <p>Quick test</p>	<ul style="list-style-type: none"> ● Today's challenge is to add the suffix '-ful'. ● Example: successful ● Explanation: Though the ending sounds like the word 'full' it is spelled with only one 'l'. The spelling rule is that generally you just add the suffix, except for words that end in 'y', when you have to change the 'y' to an 'i' before adding 'ful' (e.g. 'beautiful'). ● Dictation words: wishful, painful, forgetful, thankful
<p>Introduction Learning intention</p>	<ul style="list-style-type: none"> ● Remind children that in the last booster lesson they read some ideas on how to write a good advertisement and looked at how those ideas had been used to write an advertisement for Sudz washing powder. ● In the next few booster lessons, they are going to work on persuading people with their writing. In this booster lesson they will write their own advertisement.
<p>Setting up the lesson Demonstration writing using key features</p>	<ul style="list-style-type: none"> ● Recap key ideas by looking back at what Bill Poster said. (Refer to PCM 1.) ● <i>I'll show you how I might use those ideas if I were going to write an advertisement for an imaginary product – for example, a new stick of glue called 'Gummo'.</i> ● <i>The first technique is to think of a snappy slogan – a neat little phrase or saying that people will remember once they've read it.</i> ● Scribe: 'Gummo glue – it's stronger for longer'. ● <i>The next technique in Bill's list was exaggeration – so I need to write something that makes Gummo sound by far and away the best.</i> ● Scribe: 'Gummo is the world's strongest glue.' ● <i>The next of Bill's techniques is to attract the reader's attention with a question.</i> ● Scribe: 'If sticking was an Olympic event who'd win the gold medal?' ● <i>Now, Bill's next technique was to pick really good adjectives. Let's try to do that. I want to say the glue is strong, but the word 'strong' on its own is a bit too plain. I want to put another word before it – like 'super strong'. In pairs, think of some other adjectives that we could put before 'strong'. Choose the best one you can think of and write it on your whiteboard.</i> ● After a minute or two, take feedback. ● <i>The next technique on Bill's list was to play around with words, to make a little joke or to play with the sound of the words. A joke about Gummo glue might be, 'Don't get stuck without it'. If I wanted to play with the sound of words I might think of something like, 'The sticking stuff for when sticking's tough'. You try now, in your pairs, to come up with some word play – a little joke, or perhaps something using rhyme. When you've decided what you're going to write, put it on your whiteboard.</i> ● After a minute or two, take feedback. ● <i>The last technique is to describe the benefits of the product – to make it sound really useful or really attractive. Take a few minutes with your partner to write a couple of sentences that show the reader just how useful Gummo is.</i> ● After a few minutes take feedback. Clarify that together you have worked up what might go into an advertisement for Gummo, using Bill Poster's ideas.
<p>Having a go Independent writing</p>	<ul style="list-style-type: none"> ● Tell children that they are going to try some of these ideas themselves – using the product that's mentioned at the end of the magazine article – the ice cream maker. Explain that it's a machine that, if you put some ingredients in and switch it on, will make perfect ice cream. It's called the 'Ice Cream Dream Machine'. Ask them to use Bill Poster's techniques to help them to write a champion advertisement for that ice cream maker. ● Remind children to write quickly, as they will need to do in the test. Support individuals as they write.

Teaching sequence	Session notes
Reviewing what's been learned	<ul style="list-style-type: none"> ● Children share ads, reflect, and identify techniques used. ● Ask them to reflect on what made their advertisements persuasive. Ask them to share some of their 'champion' advertisements. ● In the next booster lesson, they're going to look at another page from <i>Winners and Champions</i> magazine.
Resources	<ul style="list-style-type: none"> ● PCM 1 'Ad of the year award' ● Whiteboard or flipchart ● Individual whiteboards and pens ● Paper books to write in
Notes for TA	<p>Advertisements use a lot of:</p> <ul style="list-style-type: none"> ● powerful verbs, e.g. '<i>drives dirt away</i>', '<i>eliminates germs</i>'; ● strong adjectives, e.g. '<i>amazing power</i>', '<i>outstanding results</i>'; ● strong adverbs, e.g. '<i>totally renovate</i>', '<i>completely change</i>'.

Literacy booster lesson 4

Persuasion Guided reading

This session has been written to follow the structure of guided reading sessions. The emphasis, use of resources and time spent on different phases of the session will need to be altered if you are working with larger groups of children.

Aim To compare and contrast two ways of writing about an argument – through a persuasion text and through a discussion text

Book introduction	<ul style="list-style-type: none"> ● Remind children that the focus for these booster lessons has been to persuade people with their writing. Explain that the kind of persuasion they are going to look at today is not about selling something to someone, but about working with ideas where people might be persuaded to think one way or the other. ● Introduce PCM 2 – 'Letter of the month' and 'Should dogs be allowed in public parks?' ● Ask children to scan the text briefly and establish what kind of text it is. ● Take responses and establish that it is a page from a magazine which includes two text types: persuasion (the letter) and discussion (the feature article).
Strategy check	<ul style="list-style-type: none"> ● Ask children to review the strategies they can use to help support reading which is phrased and fluent.
Independent reading	<ul style="list-style-type: none"> ● Children individually read the complete text. ● Monitor and support children as they read independently.
Return to text	<ul style="list-style-type: none"> ● Establish that both letter and feature article deal with a contentious issue. Ask children to consider in pairs what is different about the two approaches and to mark extracts from the two texts which illustrate what is different.
Response to text	<ul style="list-style-type: none"> ● Children contrast the two texts, referring to details of the texts to justify their opinions. Establish that the letter is one-sided, intended to persuade others to share the writer's opinion; and that the feature article is a balanced account of a controversy, intended to summarise different sides of the argument, without indicating the writer's own point of view.
Resources	<ul style="list-style-type: none"> ● PCM 2 'Letter of the month' and 'Should dogs be allowed in public parks?': one copy per child
Notes for TA	<ul style="list-style-type: none"> ● A feature of discussion texts is that they state an issue and outline, quite fairly, arguments for and against. They may be entirely even-handed, or they may conclude with a recommendation. ● Writing an argument, to persuade someone to agree with you, usually starts with stating your point of view. Each point supporting the argument needs to be backed up by evidence to make it convincing.

Teaching sequence	Session notes
<p>Spelling challenge <i>Identifying the rule</i></p> <p>Quick test</p>	<ul style="list-style-type: none"> ● Today's challenge is to spell words that are compounds; that is, they are made by joining two or more words. ● Examples: blackboard, anybody ● Explanation: Compound words are spelled using the same letters that are in their base words – even when the compound word doesn't sound as though all the letters of the base words are there in the compound – e.g. cupboard. ● Dictation words: windmill, bedroom, tablecloth, grandmother, handbag
<p>Introduction <i>Learning intention</i></p>	<ul style="list-style-type: none"> ● Remind children that in the last booster lesson they read an article by 'Even' Eddie about the argument over whether dogs should be allowed in public parks. Can they remember what was distinctive about the way in which that article was written? ● Establish that it was a discussion text – an outline of the arguments for and against something. ● Tell children that in this booster lesson they're going to write a discussion text of their own.
<p>Setting up the lesson <i>Establishing points on both sides of an argument</i></p> <p>Using the for/against grid</p>	<ul style="list-style-type: none"> ● Explain that before you can start a discussion text you have to be sure that you have understood both sides of the issue. You have to make something like a 'for and against' list. ● Remind children that at the end of 'Even' Eddie's article, it says that he's going to write next about whether or not children's TV should be allowed. Explain that they are going to make a 'for and against' list about this issue. In the 'for' column, they need to list all the arguments they can think of in favour of children's TV programmes. In the 'against' column, they need to list arguments for why children's TV programmes should all be stopped. Explain that they'll probably have to think harder to come up with reasons for banning those programmes, but that they should be able to come up with about three or four reasons – even if they don't actually agree with them. ● Children work individually to make their 'for and against' lists. Support children as they write, encouraging them to list their points in note form rather than in complete sentences. Briefly take some feedback to ensure that they have got points for both sides.
<p>Having a go <i>Independent writing</i></p>	<ul style="list-style-type: none"> ● Explain that next, they will turn their points into a piece of balanced discussion writing, just as though 'Even' Eddie was writing it. ● Remind them to link their points. Point out that 'Even' Eddie's article includes some examples of words and phrases that will help them to make both sides of the argument really clear. ● Children write individually. Support children as they write, emphasising the importance of paragraphing.
<p>Reviewing what's been learned</p>	<ul style="list-style-type: none"> ● Ask children to read extracts from their articles. ● Share some 'champion' examples.
<p>Resources</p>	<ul style="list-style-type: none"> ● PCM 2: one copy per child for reference ● Paper / books to write in
<p>Notes for TA</p>	<ul style="list-style-type: none"> ● In a discussion text, all the arguments on one side may be considered before turning to the counter-arguments. An alternative structure is to consider one argument and one counter-argument at a time, paragraph by paragraph.

<i>Teaching sequence</i>	<i>Session notes</i>
<p>Spelling challenge <i>Identifying the rule</i></p> <p>Quick test</p>	<ul style="list-style-type: none"> ● Today's challenge is to spell words that have two syllables and to know whether they have double or single consonants in the middle of them. ● Examples: hoping, hopping ● Explanation: Generally, a long vowel sound in the first syllable means just one consonant. A short vowel sound in the first syllable usually precedes a doubled consonant. ● Dictation words: writing, supper, grabbed, butter, comma, taping
<p>Introduction <i>Learning intention</i></p>	<ul style="list-style-type: none"> ● Explain to children that in this booster lesson, they are going to look again at the argument about whether children's TV programmes should be stopped. But this time, instead of giving both sides of the argument, they'll be writing to persuade people to agree with their own point of view.
<p>Setting up the lesson <i>Using argument planning framework</i></p>	<ul style="list-style-type: none"> ● Introduce 'Writing an argument template' (PCM 3). ● Talk through this planning template to show how to use it. Each box is for a separate paragraph. ● In the opening paragraph, explain that they need to tell their reader what their point of view is. ● The next two paragraphs are where they will set out the reasons to support their argument and the evidence that backs their argument up. This helps to make their argument more persuasive. ● The last paragraph is for the conclusion, where they will summarise their main argument, so that the reader knows exactly what their point of view is.
<p>Having a go <i>Independent writing</i></p>	<ul style="list-style-type: none"> ● Tell children to choose one side or the other of the argument about whether children's TV programmes should be scrapped. Give a moment to decide which side of the argument they want to choose. ● Point out that they can use their 'for and against' planning chart to help them to start to write their persuasive argument. Explain that while they might think they only need to use one side of the chart – whichever side they're arguing for – in fact, they need to use some of the points on the other side, in order to say why they are not good points. ● Remind them that the planning template is there to help them to get their argument into a sensible sequence, broken down into well-ordered paragraphs. ● Children write independently. Support children as they write, encouraging the selection of nouns, verbs, adjectives and adverbs that make the argument more powerful.
<p>Reviewing what's been learned <i>Paired evaluation</i></p>	<ul style="list-style-type: none"> ● Ask children to read their argument to their partner, and to comment on how effective their partner's writing is in persuading them with its argument. Take feedback, encouraging children to explain why their arguments are effective, referring to features in the text.
<p>Resources</p>	<ul style="list-style-type: none"> ● PCM 3 'Argument planning template': one per child ● PCM 2: one per child for reference
<p>Notes for TA</p>	<ul style="list-style-type: none"> ● A piece of persuasive writing that aims to argue a particular case should demonstrate the use of good reasoning backed up by appropriate evidence. This may include taking account of opposing arguments, in order to demonstrate their weaknesses. Language will be strongly persuasive, in order to get the reader on the writer's side.

Teaching sequence	Session notes
<p>Spelling challenge</p> <p>Quick test</p>	<ul style="list-style-type: none"> ● Today's challenge is adding suffixes to words that end in 'y'. ● Examples: happy / happiness; try / tried ● Explanation: words ending in 'y' change the 'y' to an 'i' when adding a suffix. (An important exception is when you add '-ing'.) ● Dictation words: spied, varied, lazier, marrying
<p>Introduction</p> <p>Recap key features of discussion</p>	<ul style="list-style-type: none"> ● Remind children that the overall aim of these booster lessons has been to help them to persuade people with their writing. Two booster lessons ago they read a discussion text (by 'Even' Eddie) and wrote a discussion text. Ask children to recap the main features of a discussion text. ● Take feedback to establish main features – arguments for and against, which may or may not include a final recommendation, written in the present tense.
<p>Setting up the lesson</p> <p>Role of connectives</p> <p>Identifying connectives</p>	<ul style="list-style-type: none"> ● Refer children to PCM 2 – the article by 'Even' Eddie. ● Explain that when writing discussion texts, it's very important to link all the ideas together. To help to do that, you need to use lots of connectives that show those links. For example, the second and third paragraphs begin with a pair of matching connectives. ● Point out that 'on the one hand' and 'on the other hand' are very common connectives in explanation texts, because they help to show that one argument <i>for</i> is balanced by another argument <i>against</i>. ● Explain that there are lots of other connectives that are useful in discussion texts. Ask them, working with a partner, to go through the text and mark the other connectives that 'Even' Eddie has used. ● Children discuss and text mark. ● Take feedback, ensure identification of the range of connectives used. ● Point out that 'Even' Eddie used those connectives to show the links between the arguments for and against. But that on the same page as 'Even' Eddie's article is the letter from Anna Pinion – she's only giving one side of the argument, but she still uses connectives. Ask them to work with their partners to find the connectives she's used. ● Children discuss and text mark. ● Take feedback, ensure identification of the range of connectives used.
<p>Having a go</p> <p>Editing for connectives</p>	<ul style="list-style-type: none"> ● Ask children to go back to the last two pieces of writing they have done – the discussion about children's television programmes and the persuasive argument – and to edit those to include a good range of connectives. ● Children edit their work. Support children as they write, encouraging the use of appropriate connectives.
<p>Reviewing what's been learned</p> <p>Paired evaluation</p>	<ul style="list-style-type: none"> ● In pairs, children evaluate one another's work, commenting on the choice of connectives, suggesting alternatives where they think they would improve the writing. ● Give a few minutes for children to reflect in pairs on what they have learned about persuasive writing and to share their tips for being persuasive champions. Remind them to remember this so that they can go on being winning writers.
<p>Resources</p>	<ul style="list-style-type: none"> ● PCM 2: one copy between two children
<p>Notes for TA</p>	<ul style="list-style-type: none"> ● Connectives are words and phrases that link parts of sentences or whole sentences together. Connectives help children write more complex and longer sentences. ● Different connectives are used for different purposes (see PCM 7 for reference, and <i>Grammar for Writing</i>, Units 32 and 34). Logical connectives, such as 'however', 'therefore' and 'although', are most often used in discussion or argument.



'Ad of the year' award

Bill Poster was presented last week with first prize in a national competition to find the writer of the best advertisement of the year.

A ccepting his award, for a **Sudz™ washing powder ad, Mr Poster made a short speech in which he outlined the secrets of successful advertisement writing.**



Bill Poster receiving his award in Blackpool

'Here are my six tips for success,' he told his audience at the annual meeting of the British Association of Advertisement Writers, held this year in Blackpool.

'You have to write a snappy slogan – a little phrase or saying that helps your readers to remember the product. Alliteration or rhyme

often helps to make the slogan memorable – like "Mustard Munch, the snack that kicks back".

'Be prepared to exaggerate – make what you are selling sound bigger, better, nicer or in some other way really special. For instance, don't just say it's a "really good holiday", say it's the "holiday of a lifetime".

'Use an intriguing question to catch the reader's attention and get them thinking about your product – for example, in an advertisement for a new kind of alarm clock, I wrote, "Have you woken up to what's going on?"

'Adjectives are really important – use them to describe what you are selling in a way that makes it sound very attractive – for instance, in an advertisement for toffees,

I described them as "super-chewy".

'Play around with words. Little jokes are one way of doing this, like, "Use Tubbs Margarine, it's a spreading habit". Another way is to use the sounds the words make. In an advertisement for a quick-cooking microwave snack, I wrote that it was "hasty but tasty".

'Describe the benefits of the product in a really attractive way; for example, "After just ten minutes in a Mello bubble bath, you'll feel soothed, relaxed and refreshed."

Bill Poster is currently working on an advertisement for a new ice cream making machine. We invite our readers to try their hand at writing an advertisement for the 'Ice Cream Dream Machine' using Bill Poster's tips to guide you.

Who is your clothes' best friend – and dirt's worst enemy?

SUDZ! It doubles the bubbles.

Gentle SUDZ with mighty foam is guaranteed to leave your dirtiest washing super clean and fragrant fresh.

It's the washing powder that beats the rest into the dirt.

SUDZ – washing powder with attitude!

Before washing with SUDZ

After washing with SUDZ

SUDZ



Each month we choose a reader's letter for our 'Letter of the month' spot. This month Anna Pinion wins our book token.

Dear Editor

Although not everyone would agree, I believe that there are far too many programmes in which teenagers are asked to audition for a chance to become a pop star. I think that these programmes are very bad for those who take part in them and that the programmes do not make good entertainment. I have several reasons to support my view.

Firstly, the panel of judges always includes at least one person who makes highly critical comments about some of the teenagers who come to perform. Sometimes these comments are highly insulting and it is quite wrong that highly-paid professional performers should be allowed to be so rude to young amateurs who are only doing their best. It is quite cruel to make entertainment out of teenagers being treated so badly.

In addition, the young people

who are so desperate to take part are being tricked into thinking that they have a real chance of stardom. They are encouraged to build up their hopes just so that the television audience can enjoy the tears and upset when those taking part find out that they have been rejected. Furthermore, it is obvious that the producers of these programmes give more camera time to those whose performance is weakest, deliberately making fun of their shortcomings.

Some may argue that these programmes have given a real chance to some people who would otherwise never have had their talent spotted. However, this argument ignores the fact that the number of people who have achieved success in this way is tiny and is far outweighed by the number of those who have been bitterly disappointed and have gone away from the programme feeling upset and rejected.

What makes it all far worse is that while television producers spend millions of pounds on these programmes, there are thousands of young musicians who have spent years developing a real musical talent and ability and yet get no chance to appear on television because they have chosen to study music seriously and not to take the easy option of dreaming that they can become a pop star.

In conclusion, it is clear that these shows exploit the young people who take part in them and expose them to insults and to ridicule. Therefore these programmes should be stopped and replaced by programmes which give a genuine opportunity to showing off the abilities of young people who have real musical talent.

Yours,
 Anna Pinion
 Myvue, Wunway Street

Letter of the month

Should dogs be allowed in public parks?

by 'Even' Eddie, 'The Man Who Sees Both Sides'
 (Runner-Up, Local Newspaper Columnist of the Year, 1973)

Whenever the topic of conversation turns to dogs, it won't be long before someone raises the question, 'Should dogs be allowed in public parks?' There is a lot to be said on both sides of this issue.

On the one hand, it has been the custom for years to take the dog to the local park for some healthy exercise and perhaps even a chance to run off the lead. Everyone knows that it's good for the dogs and their owners to get this exercise, and even those of us who don't own a dog often get some fun from watching other people's dogs racing around, running to fetch a ball that's been thrown for them, and generally having a good time.

On the other hand, it's widely recognised that dogs can be a nuisance in public places. They regularly foul paths and open spaces and too many

owners can't be bothered to remove their pets' waste or put it in the specially provided bins. Furthermore, young children can be frightened by dogs they meet, even when the dogs are harmless, and sometimes aggressive dogs off the lead can do actual harm, not just to children, but to adults, too – occasionally leading to serious injuries.

Nonetheless, while fears about dangers to public health are genuine concerns, many people believe that the answer lies in stricter controls over the way dogs are exercised, rather than an outright ban on dogs in public parks. However, many argue that the risks of serious illness from dogs' waste are great and that public health, particularly children's health, should be a priority.

Nonetheless, it is true to say that dog owners have their rights and that dogs

are entitled to fresh air and open spaces in which to exercise. Therefore, it would seem wrong to allow people to own dogs but then to deny them access to what is for many people the only part of their locality in which they can give their dogs the proper exercise they need.

However, it has to be recognised that parks are primarily there for the use of humans, not animals, and that people without dogs are entitled to use those spaces for their own enjoyment, free from the inconvenience that dogs can cause as they bark, race around, pick fights with other dogs, jump up at anyone they see and generally make a mess.

Everyone will want to make up their own mind on the question, but I hope you'll agree that I've shown that this is a controversial issue, with plenty of arguments on both sides.

**NEXT
MONTH**

'Even' Eddie addresses the question:
Should children's TV programmes be taken off the air?

Writing an argument template

Please do not cancel children's TV



Argument planning framework

Use this framework to organise the ideas for your argument.

There are some useful connectives at the bottom of each box that will help you when drafting your argument.



Opening paragraph

Why you are writing and what you want to happen ...

Although not everyone would agree ...
I believe that ...

Main reason to support your argument ...

... add evidence to back up your point of view ...

Firstly ...
The most important point is ...

Further reason to support your argument ...

... add evidence to back up your point of view ...

Furthermore ...
In addition ...

Concluding paragraph

Summarise the main points ...

Restate your point of view and what you want to happen ...

In conclusion ...
Therefore ...