**Writing about Plastic Pollution**

**Key Stage Two**

**NC references**

Write accurately, fluently, effectively and at length for pleasure and information through:

* writing for a wide range of purposes and audiences, including: well-structured formal expository and narrative essays; stories, scripts, poetry and other imaginative writing; notes and polished scripts for talks and presentations and a range of other narrative and non-narrative texts, including arguments, and personal and formal letters
* summarising and organising material, and supporting ideas and arguments with any necessary factual detail
* applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form

**Learning objectives**

To discuss and explain the need to reduce the use of plastic

To explain ideas and arguments in writing

**Teaching ideas**

Plastic pollution presents a wealth of opportunities for writing. Allow children to look at a range of images that contain plastic pollution: a ‘trash island’ in the ocean, piles of plastic litter on the beach or, if appropriate, pictures of animals that have been hurt by plastic pollution. Children could also watch the Kids Against Plastic video: <https://www.youtube.com/watch?v=TLQN2Y4v1bI> and collate facts, figures and ideas about plastic pollution.

Here are some ideas for writing:

*Poetry*

Children could write acrostic poetry about plastic pollution or they might write about protecting our oceans, with minimising plastic pollution as a focus.

Diamante poems take the following structure:

Noun

2 adjectives

3 verbs

4 nouns

3 verbs

2 adjectives

Noun

At Key Stage Two, children can use the poem to write about 2 opposing subjects:

plastic

useful, bright

holding, wrapping, carrying

bottle, bag, cup, straw

dropping, throwing, wasting

dirty, harmful

pollution

Subjects could also contrast ocean/ pollution or might choose to write about one subject, repeating one word at the beginning and end of the poem.

*Narrative poems*

Children could personify plastic pollution as a predator or write about a ‘war against pollution’.

*Diary entry*

Using picture and video evidence, children write from the perspective of a sailor or explorer who encounters a ‘trash island’ during their travels.

*Persuasive letter*

Choose a focus for persuasion: write to other classes to persuade them to bring reusable water bottles to school, persuade the Head teacher to reduce plastic use in school or inform the school or community about the dangers of plastic pollution.

*Newspaper article*

Write about the harm the plastic pollution is causing, offering simple commands at the end for how people can reduce their use of single-use plastic.

*Balanced argument/ Discussion*

Start with a statement or question and, through research, help children to develop a balanced argument about plastic and pollution.

For example, *Plastic: friend or foe?*

**Resources**

Plastic pollution images

**Next steps**

Present writing to the intended audience

Use writing to launch a school or community-wide litter pick.