

Which Way to Vote?

Mr A Whitehouse
Denver Lane
Bristol

23rd May 2016

Dear important voter,

I am writing to you to urge you to vote wisely on the 23rd June.

We all know that the UK **economy** is far better if we stay in the European Union (EU). The EU is the biggest **trading** partner with the EU buying 44% of what we sell abroad. If we were not in the EU anymore, this huge percentage of trade may not continue and it would have a huge impact on the money we have to spend. It may even force us to increase **taxes** and many people could lose their jobs.

In addition to this, being part of the EU attracts people to **invest** in the UK, which simply means more opportunities for jobs here in the UK as well as more money for the economy. This means we can improve our services such as hospitals, schools, police and the fire service among many others. Why would we want to have less money to spend on improving these **vital** services?

The EU has a hugely positive effect on our daily lives as **citizens** of the EU. We have **privileges** such as being able to live and work in other EU countries if we want to. Furthermore, when we travel to European countries on holiday, we are **entitled** to cheap or even free healthcare if it is needed. If we were no longer in the EU, who knows how much we would have to pay if we have an accident abroad and need healthcare?

I would worry about the future of the UK if we were to mistakenly leave the EU. Our children would suffer with the rise of living costs as leaving the EU would increase prices for everyday items. Not only that but the safety of living in the UK would be a **potential** problem. At the moment, while in the EU, our **national security** has access to information shared by other EU countries. This means it is easier to catch criminals who often travel between countries to escape capture.

Do you know how much our farmers rely on money from the EU? In 2015, agriculture received £2.4bn (billion) in direct payments to help farmers to keep producing food. This money is essential for the farming community to continue, and leaving the EU, well, that money would just disappear. We have been given no **guarantees** that the farming community would still receive any money from our government.

David Cameron, our Prime Minister, is absolutely correct for **negotiating** a new deal for us to stay in the European Union. I believe he really knows what is best for our country. We should stand with him and vote to stay in the EU.

I cannot sit back and let you vote for the wrong thing for our country. We do not want to be the only country ever that has left the EU after joining it. We would look foolish!

Please, for your children's sake, make the right choice when you vote!

Mr Whitehouse
Member of Parliament

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Which Way to Vote? – Y4m/Y5s/Y6e – Text

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23rd May 2016

Dear **undecided** voter,

I am writing to you in hope that you will listen to the voice of reason. As you will know, we all have an important **decision** to make on June 23rd.

The European Union (EU) has taken our money for long enough – it is now time to stop this! Currently, the EU costs the UK tax payers £350 million a week, and frankly, this money could be spent to build a brand new hospital in the UK, every week! How great would that be? The £350 million we spend every week has added up to the UK giving the EU half a trillion pounds since 1973, and yet our hospitals, police force, schools and housing are stretched to their **absolute** limit. We are wasting so much money by being in the EU. We know what is best for our country and we should be able to spend our money how we see fit.

In the same way, **immigration** has become a huge problem in the UK. More people **migrating** to the UK means that more money is needed to spend on schools and homes. There is simply just not enough space in the UK to have any more migration happening. We cannot **accommodate** all of these people in the way they should be, if we continue to pay out money to the EU and have open borders. At the moment we cannot refuse entry to criminals or terror suspects, meaning that many could be living amongst us, in the same town or even the same street as us!

Security is a major worry with staying in the EU. If we make the right decision and vote to leave the EU, we would be able to allow smaller numbers of people into the UK, and also refuse entry to dangerous criminals so that we can keep our children safe.

David Cameron, the prime minister, has failed to arrange a good deal for the UK to stay in the EU. If we stayed in the EU we would still be paying £350 million a week and therefore he would not be saving us any money like he set out to do. Furthermore, it will increase to £400 million a week by 2020! Just think how we could spend that money in our UK.

We should be very **wary** of what the EU say that they will agree with us. The European Court has already broken a similar deal with Denmark nearly 80 times! Who is to say that they will keep their word on the deal David Cameron made?

The European Union needs the UK more than the UK needs the EU. That is because the UK is the 5th biggest economy in the whole world, and the 4th largest **military** power. The EU want to keep us to help the other EU countries, but at the moment many of our UK citizens, including myself, feel used by the EU. We are always relied upon to help out in times of crisis, such as helping out other countries who have no more money, as well as being the ones that will help protect other countries. We don't get much in return for being the 'big brother' of the EU.

Please make the right choice for our future **generations**. They should not have to suffer growing up in an EU-ruled UK. They deserve better!

I **urge** you to vote leave on your **ballot slip**, because without the EU, we will be stronger, bigger and better!

Dr. F Dovecote

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Which Way to Vote? – Y4m/Y5s/Y6e – Text

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Who is the intended audience for the letters? (C7)

What are the features used in both letters to persuade you to vote in a certain way? (T4)

Why do you think one letter uses the term 'our Prime Minister' and the other uses the term 'the Prime Minister'? (C8/2h)

What feature is used in the extract below? (T4)

Why would we want to have less money to spend on improving these vital services?

Why is it used and what effect does it have on the reader? (L5/2g)

Which letter wants the reader to vote to leave the EU? (C6/2b)

Which letter would you recommend that your friend reads? Why? (R4)

Which letter persuades you the most? Discuss with a friend and explain why. (R2)

What main points are raised in the letter persuading you to stay in the EU? (S2/2c)

Persuasive language is used throughout both letters. List some examples of powerful verbs or adjectives. (T4)

What is meant by the sentence below? (P5/2d)

'Please, for your children's sake, make the right choice when you vote!'

Summarise the information that is given in Dr Dovecote's letter. (S2/2c)

The letters were written by a doctor and a Member of Parliament (MP). Why do you think this is?

How would this influence the reader? (P5/2d)

What do you think Dr Dovecote thinks about David Cameron? What evidence is there to suggest this? (P5/2d)

How much money does the UK spend on the EU every week? Do you have any opinions on this? (R2)

Which Way to Vote? – Vocab 1

Write the meaning of each of the words.

economy _____

trading _____

taxes _____

invest _____

vital _____

citizens _____

privileges _____

entitled _____

national security _____

potential _____

guarantees _____

negotiating _____

undecided _____

decision _____

absolute _____

immigration _____

migrating _____

accommodate _____

wary _____

military _____

generations _____

ballot slip _____

urge _____

Which Way to Vote? – Vocab 2

Find the correct word in the box below to complete the sentences.

The EU has a hugely positive effect on our daily lives as _____ of the EU.

As you will know, we all have an important _____ to make on June 23rd.

We should be very _____ of what the EU say that they will agree with us.

Please make the right choice for our future _____.

I _____ you to vote leave on your _____ slip.

urge	decision	citizens	wary	ballot	generations
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Match the words below to their synonyms.

urge

unsure

privilege

essential

vital

promise

guarantee

benefit

absolute

insist

wary

complete

Rearrange the letters to create the word that matches the meaning.

sxtae

money that is paid to the government

ymiiatrl

armed forces that protect a country

cisdieon

to make up your mind about something

endltiet

a right or claim to something

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Which Way to Vote? – Y4m/Y5s/Y6e – Vocab

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Which Way to Vote? – SPAG

Write the words in the boxes below to complete the sentence. Remember to use correct punctuation.

Dr Dovecote wants us to leave the EU because of _____

and

immigration

spending too much
to be in the EU

not having the money
for our services

Why have brackets been used in the sentence below? Tick one box.

We all know that the UK economy is far better if we stay in the European Union (EU).

to show the writer's opinion

to indicate a full stop

to give an abbreviation

to link two clauses together

Write appropriate questions to fit the answers in the table below. Remember to use punctuation.

Question	Answer
_____ _____	Mr Whitehouse wants the UK to stay in the EU.
_____ _____	David Cameron.

Which Way to Vote? – Oral Teacher Questions

Who is the intended audience for the letters? (C7) **Adults who might be undecided on voting.**

What are the features used in both letters to persuade you to vote in a certain way? (T4)
Persuasive language, facts and numbers.

Why do you think one letter uses the term 'our Prime Minister' and the other uses the term 'the Prime Minister'? (C8/2h) **One letter believes that David Cameron is right, the other one does not.**

What feature is used in the extract below? (T4)

Why would we want to have less money to spend on improving these vital services?

Rhetorical question.

Why is it used and what effect does it have on the reader? (L5/2g) **Encourages the reader to think about what is being asked.**

Which letter wants the reader to vote to leave the EU? (C6/2b) **The second letter by Dr Dovecote.**

Which letter would you recommend that your friend reads? Why? (R4) **Personal response.**

Which letter persuades you the most? Discuss with a friend and explain why. (R2) **Personal response.**

What main points are raised in the letter persuading you to stay in the EU? (S2/2c) **Losing money, less jobs, less investment if we leave. Continuing to receive money for farmers from the EU.**

Persuasive language is used throughout both letters. List some examples of powerful verbs or adjectives. (T4) **Huge impact, huge percentage, privileges, mistakenly, suffer, rely, essential, guarantees, cannot sit back, for your children's sake, urge you...**

What is meant by the sentence below? (P5/2d)

'Please, for your children's sake, make the right choice when you vote!'

For the benefit of your children. Think about the future.

Summarise the information that is given in Dr Dovecote's letter. (S2/2c) **Children should comment on the main points; giving EU money, stretched resources, immigration, security, a poor EU deal, stronger without the EU.**

The letters were written by a doctor and a Member of Parliament (MP). Why do you think this is? How would this influence the reader? (P5/2d) **They are important people in society therefore their opinion should be trusted.**

What do you think Dr Dovecote thinks about David Cameron? What evidence is there to suggest this? (P5/2d) **That he has made a poor deal and that he is wrong about the EU. Use of examples from the text to support this answer, such as 'David Cameron, the prime minister, has failed to arrange a good deal for the UK to stay in the EU'.**

How much money does the UK spend on the EU every week? Do you have any opinions on this? (R2) **£350 million every week, personal response.**

Write the meaning of each of the words.

economy – the way in which money is made in a country

trading – buying and selling resources

taxes – payment that has to be made to the government by citizens

invest – to put money into something

vital – important, essential, it has to happen

citizens – people who live in a specific place

privileges – a benefit or good thing that isn't available to everyone

entitled – a right or claim to something

national security – the security of the country, its safety

potential – possible or capable of something

guarantees – promises, pledges

negotiating – make a deal or bargain

undecided – unsure, have not made a decision

decision – to make up your mind

absolute – complete, outright

immigration – to go to a country that is not your homeland, intending to stay somewhere

migrating – to move or resettle in a different place

accommodate – to supply things to, to provide suitably

wary – unsure

military – armed forces

generations – all the people born and living around a certain time

ballot slip – the paper that you put your vote onto

urge – strongly persuade, insist, to pressure

Which Way to Vote? – Vocab 2

Find the correct word in the box below to complete the sentences.

The EU has a hugely positive effect on our daily lives as **citizens** of the EU.

As you will know, we all have an important **decision** to make on June 23rd.

We should be very **wary** of what the EU say that they will agree with us.

Please make the right choice for our future **generations**.

I **urge** you to vote leave on your **ballot** slip.

urge	decision	citizens	wary	ballot	generations
------	----------	----------	------	--------	-------------

Match the words below to their synonyms.

urge	unsure
privilege	essential
vital	promise
guarantee	benefit
absolute	insist
wary	complete

Rearrange the letters to create the word that matches the meaning.

sxtae

taxes

money that is paid to the government

ymiatrl

military

armed forces that protect a country

cisdieon

decision

to make up your mind about something

endltiet

entitled

a right or claim to something

Which Way to Vote? – SPAG

Write the words in the boxes below to complete the sentence. Remember to use correct punctuation.

Dr Dovecote wants us to leave the EU because of **spending too much to be in the EU, not having the money for our services and immigration.**

and

immigration

spending too much
to be in the EU

not having the money
for our services

Why have brackets been used in the sentence below? Tick one box.

We all know that the UK economy is far better if we stay in the European Union (EU).

to show the writer's opinion

to indicate a full stop

to give an abbreviation

to link two clauses together

Write appropriate questions to fit the answers in the table below. Remember to use punctuation.

Question	Answer
Who wants us to stay in the EU? What does Mr Whitehouse want us to do? What does Mr Whitehouse think about the referendum?	Mr Whitehouse wants the UK to stay in the EU.
Who is the Prime Minister? Which famous person wants us to stay in the EU? Who did a deal with the EU for us? Who does Mr Whitehouse believe has made a good deal for the UK?	David Cameron.

Classroom Secrets Codes for New Curriculum Reading Expectations

Comprehension

Year 1/2	C1/1a	Discussing word meanings, linking new meanings to known vocabulary
	C2	Answer simple, information retrieval questions about texts*
	C3	Drawing on what they already know from background information and vocabulary provided by the teacher
	C4	Discussing and expressing views about a wide range of texts
	C5/1c	Discussing the sequence of events in texts and how items of information are related
Year 3/4	C1	Explaining the meaning of words in context
	C4	Discussing and expressing views about a wide range of texts
	C6	Retrieve and record information from fiction and non-fiction
	C7	Identifying how language, structure and presentation contribute to meaning
Year 5/6	C1/2a	Exploring the meaning of words in context
	C4	Discussing and expressing views about a wide range of texts
	C6/2b	Retrieve, record and present information from fiction and non-fiction
	C7	Identifying how language, structure and presentation contribute to meaning
	C8/2h	Making comparisons within and across texts
C9	Distinguish between statements of fact and opinion	

Predictions and Making Inferences

Year 1/2	P1	Link the text to their own experiences
	P2/1e	Predicting what might happen on the basis of what has been read so far
	P3/1d	Making inferences on the basis of what is being said and done
	P4	Answering and asking questions
Year 3/4	P2/2e	Predicting what might happen from details stated and implied
	P4	Asking questions to improve their understanding
	P5	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Year 5/6	P2/2e	Predicting what might happen from details stated and implied
	P4	Asking questions to improve their understanding
	P5/2d	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Language for Effect

Year 1/2	L1	Recognising and joining in with predictable phrases
	L2	Learning to appreciate rhymes and poems, and to recite some by heart with appropriate intonation to make the meaning clear
Year 3/4	L3	Using dictionaries to check the meaning of words they have read
	L4	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
Year 5/6	L2	Learning a wider range of poetry by heart
	L4	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience
	L5/2g	Discuss and evaluate the authors' use of language, including figurative language, including the impact on the reader and how meaning is enhanced through the author's choice of words and phrases
	L6/2f	Identify and explain how content is related and contributes to meaning as a whole

*not currently a curriculum objective

Summarising

Year 1/2	S1	Discussing the significance of the title and events
Year 3/4	S2	Identifying main ideas drawn from more than one paragraph and summarising these
Year 5/6	S2/2c	Summarising from more than one paragraph, identifying key details which support the main ideas

Themes and Conventions

Year 1/2	T1/1b	Becoming very familiar with non-fiction and fiction, such as key stories, fairy stories and traditional tales, and retelling them
	T2/1b	Considering the particular characteristics of the above texts
Year 3/4	T3	Reading texts that are structured in different ways and reading for a range of purposes
	T4	Identifying themes and conventions in a wide range of texts
	T5	Recognising some different forms of poetry
Year 5/6	T2	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and texts from other cultures and traditions
	T4	Identifying and discussing themes and conventions in and across a wide range of writing

Reading for Pleasure

Year 1/2	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about texts, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
	R3	Discussing their favourite words and phrases
Year 3/4	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about both texts that are read to them and those they can read for themselves, taking turns and listening to what others say
	R3	Discussing words and phrases that capture the reader's interest and imagination
Year 5/6	R2	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
	R3	Discussing words and phrases that capture the reader's interest and imagination
	R4	Recommending texts that they have read to their peers, giving reasons for their choices