**Persuasive writing Unit: Level 3 Planner (Secondary School)**

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| **Outline of tasks through unit**  Technology today – group discussion task  Finding information task – search terms, reliability, skimming, bias  Recording information – note taking, colour coding, mindmapping  Research time – individually or on pairs  Persuasive techniques – PowerPoint & produce persuasive paragraph – peer assess  Small tasks around: structure, linkage, developing ideas, tone, introductions, conclusions  Group discussion task: analysis of sample essay | | **Overarching learning intentions**  Pupils will understand how to find and assess information on a given topic  Pupils will be able to select information for their purpose  Pupils will be able to structure a persuasive essay on an aspect of science / technology  Pupils will be able to recognise and use persuasive techniques, understanding their effect |
| **Holistic assessment task**  Write a persuasive essay on an aspect of science or technology such as the internet, weapons, transport, medical advances. You should argue whether this aspect of science/ technology has done more harm than good, using evidence to back up your points. | | **Other assessment which could be gathered to support holistic task**  Students’ notes  Persuasive paragraph & peer assessment  Teacher post-it notes from discussions on sample essay |
| **Teacher Evaluation: All pupils engaged well with topic. Good prior knowledge on reliability of websites though some still trying to take research from untrustworthy sources and so their evidence and analysis is weaker as result. Will continue to press this, using more successful essays as a model. Most pupils were able to create good notes using a format on their own choosing – a number of pupils (Ben, David, Sarah, Kieran) still lifting whole chunks of info for their notes and so not really using own words in essay; need to revisit this. Everyone able to use varied starters, linking phrases and some persuasive techniques (using CARPETS as reminder acronym) and some making use of more ambitious techniques like tripling, irony, tone – Marie and Sasha did particularly well with this. Lots missing bibliography – need to address this asap so as to avoid this in future. Some very effective introductions and conclusions, again Sasha and Marie but also Karen, Lauren H and Becky – use these as exemplars. A lot of pupils found the conclusion particularly difficult so worth revisiting. John, Aimee and Daniel did not finish.** | | |
| **Es and Os relating to assessment task**  Tools for writing   * As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs. LIT 3-22a / LIT 4-22a * Throughout the writing process, I can review and edit my writing to ensure that it meets its purpose and communicates meaning at first reading. LIT 3-23a   Organising and using information   * I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, generate and develop ideas or create original text. I recognise when it is appropriate to quote from sources and when I should put points into my own words. I can acknowledge my sources appropriately. LIT 3-25a * By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience. LIT 3-26a / LIT 4-26a   Creating Texts   * I can engage and/or influence readers through my use of language, style and tone as appropriate to genre. ENG 3-27a / ENG 4-27a * I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence. LIT 3-29a | **Learning Intentions relating to task**  Students will understand how sentence types can create impact  Students will understand how to link effectively, to show movement in argument  Students will understand when and how evidence can be used to reinforce a point  Students will understand how structure can enhance impact  Students will understand how writers can manipulate language for persuasive purposes | **Success Criteria relating to task**  I have used a range of sentence types e.g. questions, statements, exclamations, for persuasive effect  I can use linking phrases to move my argument forward  I have used evidence to back up my points  I have included a bibliography  I have an engaging introduction  I have structured my writing to reinforce my point of view  I have a clear conclusion which reinforces my point of view and summarises what I’ve said  I have used some of the persuasive techniques discussed in class |
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