**Persuasive writing Unit: Level 3 Planner**

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| **Outline of tasks through unit**Technology today – group discussion taskFinding information task – search terms, reliability, skimming, biasRecording information – note taking, colour coding, mindmappingResearch time – individually or on pairsPersuasive techniques – PowerPoint & produce persuasive paragraph – peer assessSmall tasks around: structure, linkage, developing ideas, tone, introductions, conclusionsGroup discussion task: analysis of sample essay | **Overarching learning intentions**Pupils will understand how to find and assess information on a given topicPupils will be able to select information for their purposePupils will be able to structure a persuasive essay on an aspect of science / technologyPupils 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’ notesPersuasive paragraph & peer assessmentTeacher post-it notes from discussions on sample essay |
| **Es and Os relating to assessment task**Tools for writingAs 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 4-22aThroughout the writing process, I can review and edit my writing to ensure that it meets its purpose and communicates meaning at first reading. LIT 3-23aOrganising and using informationI 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 3-25aBy 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 4-26aCreating TextsI can engage and/or influence readers through my use of language, style and tone as appropriate to genre. ENG 3-27a / ENG 4-27aI 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 impactStudents will understand how to link effectively, to show movement in argumentStudents will understand when and how evidence can be used to reinforce a pointStudents will understand how structure can enhance impactStudents 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 effectI can use linking phrases to move my argument forwardI have used evidence to back up my pointsI have included a bibliographyI have an engaging introductionI have structured my writing to reinforce my point of viewI have a clear conclusion which reinforces my point of view and summarises what I’ve saidI have used some of the persuasive techniques discussed in class |
| **Teacher Evaluation of task** |