**KS4 English Persuasive Writing Leisure**

In this unit students will develop their understanding of non-fiction texts, such as timetable, leaflets, reviews, web pages and surveys. Students will develop their understanding of how individuals and organisations use formal and informal language to inform, promote and persuade through a range of media. Students will use this knowledge to develop appropriate skills to identify persuasive techniques in their reading, watching and listening and produce presentations that intend to persuade and write persuasively. Students will develop their understanding of how writers and speakers use the rules of grammar and punctuation to help to persuade and inform the reader / listener and they will practise their skills in using their existing knowledge of grammar and punctuation.

**Reasoning** - Students will predict and extract information from a range of sources.

**Evaluation** – Students will express their own views and preferences against agreed criteria to evaluate their own work and the work of others.

**Empathy** - Writing, reading and listening to others will help students to understand what others might be thinking or feeling in a particular situation.

**Social skills -** When working collaboratively, students will listen to and respect other people's ideas. They will undertake a variety of roles in group contexts.

**Communication** – Students will develop their ability to discuss as they work collaboratively in paired, group and whole-class contexts. They will communicate outcomes orally, in writing and through ICT when appropriate.

**Unit Learning Objectives:**

Students should use **speaking and listening skills** to participate in group discussions and deliver individual presentations, to discuss the key issues and to use role play / hot seating to explore key issues and language

Students should use **reading skills** to identify how writers communicate key information and promote their products and services ; to identify features that writers use to provoke readers' reactions (language and structure, e.g. persuasive language).

Students should use **writing skills** to create and shape their own texts, to write texts linked to a theme, to organise information to inform and persuade and to develop understanding of spelling, punctuation and grammar.

**Keywords**

Non fiction, inform, persuade, exaggerate, sequence, letter, business card, advertisement, brochure, timetable, opening times, reviews, feedback, directions, how to find us, availability, book, reserve, experience, arrive, depart, describe, verb, adverb, adjective, simile, noun, pronoun, structure

**Suggested Texts:**

Business cards, brochures, websites Manchester Aquatic Centre, e.g. <https://www.visitmanchester.com>, http://www.nationalcyclingcentre.com

**Cross curricular links:**

PE – Researching and experiencing different physical activities

Drama – Role play and hot seating activities

ICT – Researching information about the leisure providers, drafting, editing and presenting written work.

**RRS Articles:** This unit of work is linked to **Articles 29** of the UN Convention on the Rights of the Child. Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

Subject: Persuasive Writing – Leisure Suggested Flow of Learning Term: Autumn 1 & 2 2021

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| Wks | Stage of Talk for Writing Approach | Aim | Main activity |
| Wks 1-4 | Immersion & imitation | Students learn and internalise model text.  Students identify transferable ideas and structures | Cold Task / Have a Go Task - Use an interesting stimulus/ starting point with minimal teaching and students to write a Leisure Brochure  Immersion – visit leisure centres, explore a range of brochures, flyers, websites, build up word bank of useful words and persuasive language,  Tune into the text: persuasion game, weasel word game, make it positive etc  Focus on audience, purpose, structure, language features of persuasive writing.  Structure - Logical order, number of points building up viewpoint, images  Language features – personal & direct, poss informal, emotive, opinions stated as facts, use of imperative, weasel words ( language designed to give best impression)  Students identify and arrange key features of a brochure  Students warm up to the text/ embed words/phrases and grammar,  Introduce model text of a leisure brochure- text map and learn text.  Students internalise model text using text map  Students read as a reader –vocabulary & comprehension work  Students read as a writer - Box up model text, analyse features etc |
| Wks 5-8 | Innovation | Students use ideas and structures  Students co-construct new versions of original text with support | Students explore and rewrite a brochure  Shared writing to innovate the model  Students box up a new version of the model text – creative hook, key information, times, location/directions. Students amend / innovate key elements  Students begin to create new activities, new timings, new location, new hook  Use word bank and structure of original text  Use mind map to generate and record different ideas.  and  Use Narrative Therapy & Colourful Semantics to revise model text |
| Wks 9-12 | Invention / Independent application | Students create original texts as independently as possible | Students use structure of a leisure brochure  Students create new leisure centre, activities, process , timings, location etc  Use word bank and structure of original text  Use mind map to generate and record different ideas.  Students plan, review, edit and revise their writing.  Use Narrative Therapy & Colourful Semantics to create new text  Hot Task / Show us what you have learnt –  An independent task on a similar type of writing |

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|  | **B2 P step 4-6** | **B2 P step 7-8** | **B2 NC step 1** | **B2 NC step 2** | | **B2 NC step 3** |
| **Key learning:Informative /persusasive texts** | | | | | | |
| **Subject specific knowledge**  **Spoken language/ speaking and listening.**  How to communicate ideas effectively.  How to respond to others appropriately. | Students are able to identify key ideas and concepts used to communicate a message.  Students understand strategies to communicate misunderstanding without changing the words used e.g. to repeat a word with a different intonation or facial expression.  Students are able to identify the key element in questions about familiar or immediate events or experiences e.g. ‘What is X saying?’  Students understand requests and instructions containing at least two key words, signs or symbols.  Students understand two key ideas contained within a leaflet or review.  Students know how to initiate and maintain short and simple conversations about promotional material including reviews..  Students understand how to take turns and to listen to others in conversations, presentations and debates. | Students are able to identify up to four key words, signs or symbols to communicate a message.  Students are able to identify specific vocabulary to convey desired meaning to the listener.  Students understand the importance of turn-taking, listening to /watching others and how to speak/ act in role play with confidence.  Students are able to identify conjunctions that communicate cause to link ideas e.g. because & so.  Students know how to briefly listen and follow informative videos, advertisements & presentations.  Students understand how to listen and respond to questions from adults and peers about informative texts/ videos. | Students are able to identify a range of vocabulary to communicate clearly about the content of informative texts, audio and video clips.  Students know how to take turns in a range of situations and groups.  Students know how to listen to others and suggest some ways to respond appropriately.  Students understand how to gain, maintain and monitor the interest of the listener.  Students are aware of the need to speak clearly and audibly to convey meaning to a range of listeners.  Students know how to add detail to extend their ideas | Students know several rhymes, jingles and slogans  Students hear rhyming structures and complete the last line of a rhyming slogan or jingle | | Students are aware of formal and informal language and how people speak in advertisements and promotional videos.  Students identify some of the differences between written and spoken English |
| **Subject specific skills**  **Spoken language/ speaking and listening.**  How to communicate ideas effectively.  How to respond to others appropriately | Students are able to combine two key ideas and concepts. They are able to combine single words, signs or symbols to communicate meaning and create desired impact on listeners.  Students are able to make attempts to repair misunderstandings, without changing the words used e.g. by repeating a word with a different intonation or facial expression.  Students are able to respond appropriately to questions about familiar or immediate events or experiences e.g. ‘What is X saying?’, ‘What are they selling?’, ‘What can you do there?’  Students are able to follow requests and instructions containing at least two key words, signs or symbols.  Students are able to communicate two key ideas form a leaflet or review.  Students are able to initiate and maintain short and simple conversations about leaflets and promotional material.  Students are able to take turns and to listen to others in conversations, presentations and debates. | Students are able to link up to four key words, signs or symbols to communicate a message in a group or one-to-one.  Students are able to select and use specific vocabulary to convey desired meaning to the listener.  Students are able to take turns, listen and watch others and speak/ act in role play with confidence.  Students are able to link ideas using conjunctions that communicate cause e.g. because & so.  Students are able to listen and follow informative videos, advertisements & presentations.  Students are able to listen and respond to questions from adults and peers about informative texts/ videos. | Students select a range of vocabulary to communicate clearly about the content of informative texts, audio and video clips.  Students take turns in a range of situations and groups.  Students listen to others and sometimes respond appropriately.  Students effectively convey meaning by gaining, maintaining and monitoring the interest of the listener.  Students speak clearly and audibly to convey meaning to a range of listeners.  Students include relevant detail to extend their ideas. | Students use intonation when making a promotional advert/ slogan.  Students show an awareness that an audience needs detail about a product; they explain, instruct and direct the listener in a promotional video.  Students vary volume or change tone to maintain engagement of the audience.  Students use the following presentation styles:- non-verbal gestures- instructions etc in promotional audio and video presentations  Students explore their ideas on a topic with others and listen and contribute to discussions.  Students show supportive body language when listening and look from speaker to speaker.  Students demonstrate acknowledgement of someone else’s opinion or information in their relevant answers and build on what anotherperson has said  Students work constructively with others and responds to a peer's contribution in filming / recording promotional information.  Students adjust the style of their speech to suit purpose. | | Students discuss what they have read/heard with others, listening to their opinions  Students use rhyme for effect in their informative or persuasive writing  Students face the camera or audience, keep head raised, use facial expressions and  appropriate gestures in promotional talks and videos and conclude them effectively  Students sustain the attention of the listeners by using expression, indirectly or directly involving the audience explaining ideas explaining viewpoint, including relevant information and using appropriate vocabulary.  Students make relevant contributions in group or class discussions.  Students consider and respect the point of view of another and responds to the questions of others.  Students take an active role in role play and video/ audio productions  Students show different viewpoints or issues in media role-play. |
| **Key Learning- Informative /persusasive texts** | | | | | | |
| **Subject specific knowledge**  **Reading**  How to infer.  How to understand how language is used.  How to understand how structure is used  How to compare. | Students are able to identify a few words, symbols or pictures familiar to them in a piece of informative or persuasive writing presented to them in a familiar way.  Students are able to recgonise objects and their pictorial or symbolic representations.  Students know how to express their curiosity about content at a simple level.  Students are able to identify a small number of words or symbols linked to familiar vocabulary in informative or persuasive texts.  Pupils are able to identify letters and short words related to an informative or persuasive text. | Students are able to identify key elements of an informative or persuasive text.  Students understand the conventions of reading e.g that texts flow from left to right and from top to bottom  Students are able to identify what comes next in familiar word patterns, sentences and text structures.  Students understand the differences between print, symbols and pictures in informative and persuasive texts.  Students understand that words, symbols and pictures convey meaning within an informative or persuasive text.  Students know the shape name or sound of half the letters of the alphabet. | Students are able to identify a familiar words used in informative and persuasive texts.  With some support, students are able to identify graphemes and their corresponding phoneme.  With some support, students are able to identify some common exception words.  Students know the vocabulary needed to express what they like when reading an informative or persuasive text.  Students begin to be able to identify how full stops are used in reading. | Students are able to identify and record key sentences in informative and persuasive texts.  Students are able to name organisational conventions of informative and persuasive texts e.g. times, locations, rhetorical questions, slogans etc.  Students identify new vocabulary  Students know that they can use a dictionary to check spelling or meaning of a word.  Students can identify the position of a letter in alphabet i.e. beginning, middle or end  Students understand how words are organised in a dictionary. | Students are able to identify key themes, facts and opinions in different informative and persuasive texts and identify their own responses.  Students are able to identify the purpose of different media campaigns.  Students name conventions of informative and persuasive texts.  Students are aware that informative and persuasive texts are aimed at different audiences and that texts have different purposes.  Students identify when the text isn't making sense  Students know that words are listed in a dictionary in alphabetical order  Students are aware of different types of punctuation used in informative and persuasive texts. | |
| **Subject specific skills**  **Reading**  How to infer.  How to understand how language is used.  How to understand how structure is used  How to compare. | Students use a few familiar words, symbols or pictures to derive meaning from an informative or persuasive text.  Students match objects to their pictorial or symbolic representations.  Students ask and answer basic two key word questions about an informative or persuasive text.  Student select and recognise/ read a small number of words or symbols linked to familiar vocabulary in relation to informative or persuasive texts.  Students match letters and short words related to an informative or persuasive text. | Students display interest in extracting information from an informative or persuasive text.  Students are able to predict elements of an informative or persuasive text e.g. when the reader pauses, students fill in the missing word.  Students identify print, symbols and pictures in informative or persuasive texts.  Students extract information from words, symbols and pictures convey meaning within an informative or persuasive text.  Students recognise or read a growing repertoire of familiar words or symbols used within media campaigns.  Students are able to identify half the letters of the alphabet by shape, name or sound. | Students recognise familiar words used in informative and persuasive texts.  With some support, students are able to use their phonic knowledge to read words and establish meaning when reading aloud.  With some support, students are able to use their knowledge of common exception words to read words and establish meaning when reading aloud.  Students select the vocabulary needed to express what they like when reading an informative or persuasive text.  Students begin to show awareness of how full stops are used in reading. | Students listen to and read a range of informative and persuasive texts.  Students correctly identify how texts are organised, e.g. with slogans, key words, use of capitals and font.  Students reread a text when attempting to understand new vocabulary  Students use clues in the text to suggest the meaning of new words  Students rearrange words to create different meanings  Students use a dictionary to check spelling or meaning of a word.  Students use knowledge of alphabet to open dictionary in an appropriate place.  Students locate a word in a dictionary  Students decode unknown words using contextual knowledge.  Students read simple prefixes or suffixes without overt sounding | Students read, discuss and give their own views on informative and persuasive texts.  Students draw inferences on what they have read.  Students identify some key features of informative and persuasive language.  Students identify specific vocabulary within a text that captures the reader’s interest.  Students compare information from different sources eg leisure facility website and TripAdvisor reviews  Students use a variety of voices tone and pace to enhance meaning in informative and persuasive texts  Students identify the letters in a word sequentially and find the meaning of an unknown word using a dictionary.  Students generate their own questions to research.  Students confidently use knowledge of phonic structure.  Students use knowledge of root words, suffixes and prefixes to attempt new/longer words | |
| **Key Learning Informative /persusasive texts** | | | | | | |
| **Subject specific knowledge**  **Writing**  How to plan for a letter/schedule.  What good looks like: appropriate form, language and structure.  How to edit.  How to proof read. | Students are able to identify marks or symbols associated with spoken words, actions, images or events relating to familiar information or persuasion texts and audio or video clips.  Students know how to hold a pen correctly and to follow the lines on the page to trace, overwrite or copy writing patterns.  Students are able to identify marks, letters, symbols and photographs to use in an informative or promotional text. | Students are able to identify the beginning, middle and end sections of informative and persuasive texts.  Students know to group letters and leaves spaces in their writing to form separate words.  Students are aware of the sequence of letters, symbols and words to communicate a message intended to inform or persuade.  Students are aware that writing can have a range of purposes including informative texts and persuasive texts in leaflets and advertisements.  Students demonstrate understanding of how an information text is arranged on the page, sequencing information from left to right and top to bottom. | Students are able to identify simple words and phrases to communicate meaning.  Students begin to be able to identify how full stops are used in writing.  Students are able to identify how to clearly shape and correctly orientate letters.  Students are able to identify how to correctly format a piece of informative or persuasive writing | Students identify vocabulary to include in their informative or persuasive text when planning their writing  Students identify alternative words to enhance the power of persuasion in their text.  Students read through their work to check for appropriate punctuation and vocabulary choices when drafting and writing.  Students know when to use capital letters in their writing.  Students spell high frequency words that do not conform phonetically.  Students are aware of the placing of a possessive apostrophe in regular and irregular plurals. | | Students are familiar with the style and layout of informative and persuasive texts eg slogan etc  Students are aware of the terms of grammar -subordinate clause, direct speech/speech marks, preposition, conjunction, possessive pronoun, determiner, adverbial, vowel consonant  Students understand the language of punctuation.  Students spell high frequency words that do not conform to normal patterns.  Students know how to write in a joined up style and whether to use a diagonal; or horizontal join to a letter. |
| **Subject specific skills**  **Writing**  What good looks like: appropriate form, language and structure.  How to edit.  How to proof read. | Students produce marks or symbols associated with spoken words, actions, images or events relating to familiar information or persuasion texts and audio or video clips.  Students are able to hold a pen correctly and to follow the lines on the page to trace, overwrite or copy shapes and straight line writing patterns.  Students select and use meaningful marks, letters, symbols and photographs to produce a promotional text. | Students order key sections of a familiar informative or persuasive text and place them in the correct layout.  Students group letters and leaves spaces in their writing to form separate words.  Students select and link symbols and one or two simple key words to communicate an informative or promotional message correctly from memory  Students write or produce letter or symbol sequences moving from left to right and make accurate use of upper and lower case letters. | Students use simple words and phrases to communicate meaning.  Students begin to show awareness of how full stops are used in writing.  Students are able to clearly shape and correctly orientate letters.  Students place the elements of a piece of informative or persuasive writing in the correct format. | Students plan their informative or persuasive writing to address the correct target audience  Students consider what to include as essential information in their text, then discuss and record planning ideas.  Students discuss the layout and style and organise their information in an appropriate manner when planning their informative or persuasive writing  Students use capital letters correctly and may use them for effect in their informative and persuasive writing.  Students use question marks and exclamation marks correctly and to create certain effects in their information leaflets and promotional material.  Students use class word bank to check spelling and spell words consistently in their piece of informative or persuasive writing.  Students write their ascenders and descenders clearly and consistently.  Students adjust the size and style of their writing to create emphasis within a leaflet, review or other informative or persuasive text. . | | Students examine style and layout of informative and persuasive texts and suggest how they can recreate them, e.g. noting presentation, use of paragraphs or headings  Students examine language and grammar, explaining simply why specific words, phrases or styles are used, and naming them, e.g. direct speech, questions etc  Students discuss and record their ideas, organising the ideas, noting specific vocabulary and dialogue etc  Students use simple devices to structure the writing and support the reader / listener of informative and persuasive texts.  Students read their own work to check for tense/spelling/punctuation errors.  Students use a range of punctuation and grammatical devices s: eg fronted adverbials, conjunctions, adverbs and prepositions to express time and cause,  Students check that pronouns make meaning clearer for the reader when evaluating and editing their work eg use of ‘you’ in persuasive phrases and questions.  Students spell simple polysyllabic words and attempt to spell most words.  Students write in a mainly joined up style joining letters correctly. |
| **Personal development** | **KS4 only**  **Problem solving-**  Resolving ways to effectively communicate information and promote places and activities  **Communication skills-**  Asking appropriate questions and listening to responses, developing informative skills and skills of persuasion.  **Self-belief-**  Finding was to get message across  **Self-management-**  Linked to independent research tasks selecting appropriate information and planning and drafting promotional material.  **Team Work-**  Working together to create own promotional material for a leisure facility. | | | | | |
| **Suggested activities**  Differentiated phonics games and activities  Study leaflets / web research into different leisure facilities. Examine persuasive features  Explore pictures of people at leisure facilities – infer feelings of people - Identify positives and negatives  Examine online reviews of attractions/facilities – highlight positive adjectives & identify antonyms Write leaflet / Design a poster/ Create a short presentation / Write a review / Write a script for a short radio/TV advert to promote the facility.  Look at pictures of formal & informal situations and examine formal / informal language, convert informal into formal language. Write an email or letter to the facility to ask  Educational visits: Local leisure facilities – Our Lady’s, Manchester City Centre, Tourist Information centre | | | | | | |
| **Online resources**  [**https://www.olhs-manchester.org.uk/sports-centre/**](https://www.olhs-manchester.org.uk/sports-centre/)  <https://www.visitmanchester.com/>  <http://www.nationalcyclingcentre.com/>  <https://www.sport.manchester.ac.uk/about/manchester-aquatics-centre/> | | | | | | |
| **Evidencing Work**  All task, planning and evidence sheets need to be levelled in accordance with the rubric, students need to self assess and work needs to be put in student books/ folders with next steps identified  Audio and video performances need to be recorded and formatted within Book Creator.  Reading examination at end of Key Stage  Speaking and writing assessment at the end of the unit | | | | | | |