

Lesson Focus	Lesson Outline
<p>Structure/Organisation <u>W.A.L.T</u> - Identify the format and key elements of persuasive writing - Examine the structure of speeches</p>	<p>In small groups look at 2 persuasive writing examples. What are common features? Annotate the writing using the class writing checklist. Each group come to the whiteboard and annotate the class exemplar down the side of the writing. Display as a future reference</p> <p>Listen to a selection of speeches. Students note down any common features of speeches. Create a glossary of persuasive language features. As a class co construct a success criteria for speech writing</p>
<p>Evaluation/Reflection: They responded really well to the selected exemplars as it related to them. The Feral Cats exemplar linked well to GST so we were able to refer back to it during GST. We ran out of time to create the glossary and co-construct the success criteria so this will need to be done during the next session. It may help doing it then so students can refer to their venn diagrams. Students also brainstormed potential ideas for their speeches.</p>	
<p>Structure/Organisation <u>W.A.L.T</u> - Compare and contrast types of writing</p>	<p>In pairs refer to the texts from the last sessions (text copy of speeches used). Complete a Venn diagram in writing books showing similarities and differences between persuasive speeches and writing. Co-construct a class diagram on the IWB. Use as a class reference.</p> <p>Students start writing their persuasive speeches. Refer back to ideas session last term. Allow time for planning and brainstorming ideas. Work with ideas group.</p>
<p>Evaluation/Reflection: This session was not needed. Instead students relooked at the exemplars and in groups focussed on an area to annotate. They then shared back what they thought the success criteria for their area should be. This then resulted in a class constructed success criteria.</p>	
<p>Ideas <u>W.A.L.T</u> - Select ideas</p>	<p>Work with the ideas group. Share with them a writing topic. (school should start at 10am) Ask them to put forward some different ideas I could use when writing about this. Prompt them to look at the other side of the statement. Can I think now about where I can use things like evidence, emotive language etc? TPS their own speech topics and together come up with ideas. Share some back to the group.</p> <p>The rest of the class independently brainstorms Ideas. Share with the person next to them, what can they add? Start writing.</p>

Evaluation/Reflection:**Language**W.A.L.T

- Explore how language can be used to persuade
- Explore how voice and body language can be used to persuade

Share examples of persuasive words. Students read persuasive writing and highlight the words that they feel are used to persuade. (Link to reading programme material). In reading groups feedback the words they selected. Use google docs to create a class list of persuasive words to refer to when writing. (One reading group to a computer)

Students create a poster an advertising 'Dehydrated Water'.

Students read through their own speeches and look for where they could use more persuasive words. Share with a body for feedback. Have they achieved the purpose of the speech and persuaded?

Evaluation/Reflection:**Sentence**W.A.L.T

- Use different sentence structures and observe the effect it has

Jump Start, Pg 46 – 47

Share the sentence starter table on the IWB. Students read an example of writing and label different types of sentences they can find. (Link to reading programme)

Read their own writing and select one sentence. How many different ways can they rewrite that sentence? Which way do they like best and why? Which do they like least and why? Read through their entire writing, are there any sentences they think may need to be rewritten to have more of an effect (achieve the writing purpose)

Evaluation/Reflection:

Editing/Proof readingW.A.L.T

-Reflect on and critically analyse others' writing

Giving effective feedback

How do you know what 'good' writing is – referring to success criteria

What to look for in my own writing

Where/who can I go to for help

Evaluation/Reflection: