

Objectives	Persuasive Writing	Extra Information
<p>L.O:</p> <p>Understand the Meaning of Persuasive Writing.</p> <p>Develop an Understanding of the Main Characteristics of Persuasive Writing.</p>	<p>STARTING ACTIVITY – Introducing Persuasive Writing (15 minutes)</p> <p>GROUP DISCUSSION – In preparation for the Big Write in Phase 3 introduce and discuss the topic of persuasive writing. Use questioning to check prior knowledge ‘What does persuade mean?’ Discuss the meaning of persuasion and its purpose.</p> <p>Ask the pupils ‘have you ever been persuaded?’ Discuss different forms of persuasive writing (advertisements, speeches, etc) and where and when they would be used.</p> <p>MAIN TEACHING – Introduce the Characteristics of Persuasive Writing (15 minutes)</p> <p>GUIDANCE – Ensure the class is comfortable with creating a mindmap, as they will be noting their examples of the characteristics of persuasive writing.</p> <p>Explore and discuss the main characteristics of persuasive writing e.g argument, facts, reasons to support the opinion etc. Write the characteristics one by one on the board providing an explanation and an example of each. Pupils are encouraged to provide their own examples orally and will create a mind map to write down the characteristics for future reference in the Big Write in Phase 3.</p> <p>MAIN TASK – Sample Persuasive Writing Activity and Identifying Characteristics (25 minutes)</p> <p>GUIDANCE – Source a famous speech that uses persuasive writing. We touched on this topic in phase 4 of the Stargaze Learning Kit, which includes some examples of speeches that you can use. Split the class into pairs and print one example speech per pair for them to make notes on.</p> <p>Provide the students with an example of persuasive writing (speech). Read the speech aloud as a class. In pairs dissect the speech and identify as many characteristics as possible. They should draw an arrow and write the characteristic beside the relevant parts of the speech. Students may use the mind map as a reference guide. Once the students have finished the task reform as a whole class and the teacher will lead the discussion.</p> <p>GROUP DISCUSSION – Select pairs to identify where in the text they found the characteristics. Students at this point may add in additional characteristics that they may have missed.</p> <p>PLENARY – (5 minutes)</p> <p>GROUP DISCUSSION – Review knowledge of persuasive writing through a question and answer session. Start a mind map on the board and ask the students to orally list the characteristics of persuasive writing while the teacher fills it in on a mind map.</p>	<p>Materials Required:</p> <ul style="list-style-type: none"> ▶ Mind map template ▶ Pens or pencils ▶ Speech Activity Worksheet ▶ Whiteboard <p>Key Words:</p> <ul style="list-style-type: none"> ▶ Persuade ▶ Persuasion ▶ Viewpoint ▶ Opinion ▶ Arguments ▶ Fact ▶ Speech ▶ Characteristic <p>HA Extension:</p> <p>If the child can think of additional characteristics aside from the main characteristics, they can add this to their mind map.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ▶ I can identify some characteristics of persuasive writing. ▶ I can identify the main characteristics of persuasive writing. ▶ I can identify additional characteristics of persuasive writing.