

Year 7/8 Persuasive Writing

[Schedule](#)

[Assessment Resources:](#)

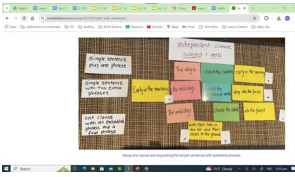
[Resource Bank:](#)

Word Level Learning	Sentence Level Learning	Structure Level Learning
<p>Spelling strategies:</p> <ol style="list-style-type: none"> 1. Vocab lists to develop language and use. Persuasive Writing Vocabulary Charts 2. To identify misspelt words in own writing; to keep individual lists (e.g. a spelling lo); to learn to spell them. 3. To use spellings as a basis for spelling other words with similar patterns or related meanings. 4. To use independent spelling strategies including: <ol style="list-style-type: none"> a. Understanding of vowel, consonant sounds and blend sounds. b. Building up spelling by syllabic parts, using known prefixes, suffixes and common letter strings; c. Applying knowledge of spelling rules and exceptions; d. Using dictionaries and IT spell checks' e. Using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc) <p>Spelling conventions and rules:</p> <ol style="list-style-type: none"> 5. Revise and consolidate spelling rules and learning from Primary School. <ol style="list-style-type: none"> a. Learning rules and strategies b. Explore homophones <p>THIS IS NOT COVERED EXPLICITLY IN THIS UNIT BELOW FOR INDIVIDUAL SPELLING TASKS CAN BE SET USING IXL 😊</p>	<p>Grammatical and Language Awareness:</p> <ol style="list-style-type: none"> 1. To revise the language conventions and grammatical features of persuasive writing such as: <ol style="list-style-type: none"> a. Use of present tense verbs. b. Use of third person. c. Connectives to link arguments (e.g. Firstly, in addition, furthermore...) d. Conjunctions to link words, phrases and sentences (e.g. and, or, but, because) e. Formal language used. f. Use of second-person pronouns, imperatives, te reo and rhetorical questions. g. Use of modal verbs h. Use of adjectives and emotive language. i. Use of tricolons. j. Use of statistics, numbers and quotations from reliable sources. <p>Sentence construction and punctuation:</p> <ol style="list-style-type: none"> 2. To revise : <ol style="list-style-type: none"> a. What makes a sentence a sentence? <ol style="list-style-type: none"> i. -Fragments ii. -Run on Sentences b. Developing Questions for sentences c. - who, what, when, where, why, how d. Conjunctions, Complexity and Clauses <ol style="list-style-type: none"> i. -Basic conjunctions e. Appositives <ol style="list-style-type: none"> i. - Another name for a noun f. Examples of sentences to develop syntax <p>Persuasive Writing Sentence Charts</p> <p>12 Ways to write a sentence</p>	<p>Structural Understanding:</p> <ol style="list-style-type: none"> 1. Understand the way to persuade using (logic, emotion, reliability and importance at this time). 2. Understand the difference between fact and opinion. 3. Understand how to plan and organise ideas using a graphic organiser. 4. Understand the structure of persuasive writing. 5. Understand paragraphing. 6. Understand plagiarism and how to quote and reference researched material.

PD Slides - [PD delivery - Persuasive Writing](#)

Schedule

This is a rough outline to show how this might be covered.

Week / Day / Period	Learning Objectives	Resources	Starter and Homework/Hei Mahi/ General suggestions/ Further resources.
Term ...Week ...			
L1:	<ul style="list-style-type: none"> ● Identify fragments and sentences and change fragments into sentences. ● Identify prior knowledge of argument and persuasive writing. ● Familiarise students with the idea of persuasion and the difference between fact and opinion. (IXL will allow 7 free questions if using link) ● Students develop an understanding of how opinions are supported by facts to persuade others. ● Students practice convincing others through dialogic discussion to support the understanding that persuasive writing is an argument 	<p>L1 - Persuasive Writing</p> <p>https://create.kahoot.it/details/128d6d3d-9b13-4c42-90ab-5e3553a95372</p> <p>Fact or opinion</p> <p>IXL - Distinguish facts from opinions (Year 7 English practice)</p> <p>fact-and-opinion-worksheet</p>	 <p>At High school we teach the following: Can You Identify Logos, Pathos, and Ethos? (Class Activity)</p> <p>Logos, pathos, ethos, kairos</p>

		fact-and-opinion-worksheet - answers https://create.kahoot.it/details/dd5b6a0c-bcf1-4b4d-ab91-527c1af20832	
L2:	<ul style="list-style-type: none"> • Understand sentences, fragments and appositives. • Understand the structure of persuasive writing. • Analyse and complete reading comprehension of a persuasive essay. (This will develop encourage exploration of argument and structure) 	L2 - Persuasive Writing Yr 7/8 Persuasive Essay Persuasive Writing Structure Hamburger-1	https://create.kahoot.it/details/23563db0-232b-49f6-b65c-a07fee4485ad
L3:	<ul style="list-style-type: none"> • Understand the planning process of persuasive writing. • Understand how to reference resources. 	L3 - Persuasive Writing Jamie's planning	
L4:	<ul style="list-style-type: none"> • Developing (kernel) sentences and fronted adverbs. • Understand how to write in the correct style. 	L4 - Persuasive Writing Persuasive Language Part 1 Persuasive Writing EasyTeaching Persuasive Language Part 2 Persuasive Writing EasyTeaching Yr 7/8 Persuasive Essay	

L5:	<ul style="list-style-type: none"> Developing (kernel) sentences by using conjunctions. Begin writing 	L5 - Persuasive Writing	
L6:	<ul style="list-style-type: none"> Run-on sentences Writing continues... 	L6 - Persuasive Writing Run-ons Worksheet USE THIS CHECKLIST TO ENSURE YOU HAVE MET ALL THE CRITERIA	Magic School Rubric: <ul style="list-style-type: none"> Identifies topic and a clear point of view or stance. Give convincing evidence/ reasons to explain this point of view. Sustain a formal style appropriate to the audience and purpose. Structure each paragraph to clearly identify and support topic and include a few judgements/ conclusions. Use a range of appropriate vocabulary. Structure each paragraph clearly. Use transitions effectively to link ideas. Use a variation in sentence lengths and structures for effect/ purpose. Use writing conventions

			independently, with few intrusive errors.
L7:	● Final Submission		Achievement objective - Formal Writing.pdf Copy of marking recount 1.pdf Copy of marking recount 3.pdf Copy of marking recount 4.pdf

Assessment Resources:

Resource Bank:

[6 Principles of the Hochman Method.pdf](#)
[TWR Template_SentenceLevelActivities](#)
[Syntax+Scope+and+Sequence+updated](#)