Unit Four

Persuasive writing -Argument

Y5



Developing the writing skills of

advanced EAL learners

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Resources Overview – Persuasive Writing

**Literacy objective:** To write a balanced argument – (3 weeks)

**Success criteria:**

* To be able to identify persuasive techniques and recognise their use in their own debate/argument.
* To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things
* To plan and write a balanced argument – using the techniques learnt.

Note: The teaching sequences are exemplar materials on which to model good practice for EAL pupils. Teachers may need to tailor and develop these units to match the needs of pupils and the curriculum of individual schools. They have been developed to use with pupils moving from L4-5 but could easily be adapted around a different arguments/debates.

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| **RESOURCES Folders** | PUPIL ACTIVITIES | TEACHER NOTES |
| **Folder 1.**  **Short activities and introduction to persuasion.** | Ask the children to work on whiteboards with a partner – they have 3 mins to write 5 good reasons why they should be allowed to have Golden Time/Free Time at school. (There are alternative subjects which can be discussed on the same power point, can be discussed as a starter activity on different days).  Argument Game (adapted from Primary resources)  Make a large version of the game and display at the front of the class (or make versions for each table and let small groups play).  Ask two children to come to front – decide who will be **FOR** and who will be AGAINST each argument. Give them each a dice. Ask one child to roll dice for the vertical and one for the horizontal axis in order to select the argument from chart/game board, which they will be arguing about. Each child has to give two reasons in favor or against the topic – if they take too long to think of something or give a bad reason they are out! They continue until one person is out.  Encourage children to think of reasonable and valid arguments. | At the end of the time ask the class to give you some of the examples and as you write them up think of and write your own counter argument against each of their arguments!!  Make sure the children are familiar with the terms FOR/ AGAINST and COUNTER ARGUMENT.  **For example – Should children have Golden Time?**  **For** - We have worked hard and deserve a rest.  **Against** -Some children in the world do not have the same opportunity to free full time education and would not want to waste a min of any learning opportunity they have!!!  **For** - It is an opportunity for the teacher to mark some books.  **Against** -The teachers have a special time each week to plan and mark – so the rest of their time should be teaching!!! |
| **Folder 2.**  **Three ideas for and against a statement** | Cut out the argument cards – give groups or pairs a card. Stick card at the top of a piece of sugar paper and write ‘For’ on one side and ‘Against ‘ on the other. Discuss the topic. Then write up 3 points for the argument and 3 points against the argument. | Discuss each group’s ideas.  Which do they think is the strongest point?  What is their own POV on the particular subject?  Does anyone else have another point they could have included?  Display the work on the working wall. |
| **Folder 3,**  **Looking at a theme -**  **Adopting a Pet** | Start session by looking at film on link below about the RSPCA’s work and adoption of animals.  <http://www.rspca.org.uk/allaboutanimals/pets/rehoming> or alternatively TV clip from persuasion shows some children talking about their pets.  [http://www.tes.co.uk/teaching-resource/Teachers-TV-KS2-Persuasive-Writing-6047833/event/22](http://www.tes.co.uk/teaching-resource/Teachers-TV-KS2-Persuasive-Writing-6047833/event/22/)  After watching the film ask small groups to work collaboratively to sort the cards as a group into arguments for adopting a pet and arguments against adopting a pet.  (word document – to cut up and sort) | Note - It is important for the pupils to look at a film for this unit because some pupils will have not have previous experience of keeping a pet. |
| **Folder 4.**  **Argument for and against keeping a pet (role play)** | To use persuasive and argumentative skills in debates.  Tell the children they are going to role play a conversation between themselves and their parents. Divide groups into 4s.  Some of the class will be making the arguments against getting a pet from the RSPCA (they will be pretending to be the parents).  If they are the children they need to think of arguments to make the parents change their mind!  Let each group pick a Pet Card – this will give the group a specific animal to argue for and against and will ensure that groups will need to adjust their arguments to incorporate the advantages and disadvantages of a particular animal!!  Encourage the children to use the language provided on the speaking frame.   * It is my belief that adopting a pet ……….. . * I have two main reasons for thinking this. First of all, as I’m sure you’ll agree,……… * My second argument for/against ..…….. adopting a pet is that…………………… * Perhaps you would say that ..……………….…… * However, I would point out that……………… * I am convinced that ….……………………… | Encourage the children to use these techniques: Provoking emotions through key vocabulary, backing up points with facts, elaborating on main points, using exaggerated language and not becoming too emotionally involved (NB no shouting, throwing strops or crying allowed!)  At the end of the session get each group to stand up at the front of the class and role play their argument.  Give specific feedback  – I liked the way you used some facts in your argument.   * You really tried hard to incorporate the language of argument into your Role Play….. * You used some good emotive language in your argument.   Speaking frame can also be used as a writing frame for the children to record their personal view on keeping a pet using a more formal style. |
| **Folder 5. Matching features found in persuasive writing** | Discuss Literary features the children think may be included in a written argument. Write a list on the board and ask for an example of how they could be used.  Give each child a worksheet to cut and sort and a piece of coloured card or paper to stick them on. Match the persuasive techniques to the definition. | If the children each has a piece of coloured paper onto which to stick their features and descriptions they will then have a glossary of terms that can be kept as an aide memoir that can be used in subsequent lessons. |
| **Folder 6**  **Finding Features** | Hand out the Model text.  Ask the children to read through and highlight or underline any words they do not understand. Give the children a few mins to look up the meanings of these words. Go through some of the words as a class to check that the children understand them. Read through the text as a class (asking different pupils to read a paragraph at a time).  Pairs to write what they think are the main points of the argument at the bottom of the text.  Stick the text in the middle of a larger sheet of paper (or photocopy an A4 text in the middle of an A3 sheet).. Pairs find different features and make a colour key to highlight identify them. Create a labelled diagram of text labelling language features around the text.  Ask children what language features they noted down on their charts.  Discuss main features as a class. | This is an activity that enables the pupils to focus on the component parts of a text to help them understand how it is constructed.  Discuss new vocabulary as it arises and add to word bank/glossary on class working wall, also highlight use of literary devices used for effect. |
| **Folder 7.**  **Quiz, Quiz, Trade activity**  **(building up vocabulary)** | How to Play game (Quiz, quiz, trade).   * Give each child a question and answer card. * Stand up and go and find a partner, ask them your question (Quiz). * If they get the answer right praise them. If not tell them the correct answer. * Your partner will now Quiz you by reading their question. * Once you have both asked your questions, then Trade questions (swap cards). * Go onto Quiz, Quiz Trade as many people as you can !!! * At the end of the game see if you have learnt some new words!!! ☺ | This activity introduces some of the tricky vocabulary used in the ‘Factual Tiger Text’, so that the pupils are familiar and confident with the subject specific words before they read the text. |
| **Folder 7a**  **Factual Information** | Read the text about Tigers in pairs. Highlight the words learnt in previous activity (Quiz, Quiz, Trade).  Introduce the writing task – writing an argument for or against adopting a tiger cub. Pupils decide whether they are for or against adopting a tiger cub after watching video <http://www.bbc.co.uk/news/magazine-27832684>  Remind the children to refer back to the text read earlier and consider the factual information included in the text and the film clip to help them decide if they are for or against adopting a tiger. | During this activity the pupils should extract facts which they can then incorporate into their own text when they write it. |
| **Folder 8. Planning**  To plan an argument for or against a motion | Short writing task – Keeping a Tiger Cub as a Pet.  Teacher to model writing your own plan for or against keeping a wild animal as a pet. (can adapt for another wild animal such as a monkey, so that the pupils cannot copy your ideas).  Teacher then to ‘Model Write’ a concluding paragraph from their own argument (referring back to your plan to show how it supports your ideas).  Instruct the children to break up their writing into paragraphs whilst planning their argument. Each new point should be a new paragraph.  1st Paragraph  -Introduce to your POV at the start.  2nd to 4th paragraph  -Write three reasons for or against, including at least one counter argument  5th Paragraph  -Summary of your view at the end.  Use planning templates to support pupils with the structure and organization. | Instruct the children to break up their writing into paragraphs whilst planning their argument. Each new point should be a new paragraph.  NB\*When modeling writing - it is important that teachers writes some of the text they expect the pupils to write for themselves first. This helps to identify the potential difficulties for pupils and clarifies the natural elements of the text type. It also provides a useful resource that can be used to model different aspects of the text.  Teacher to write a modelled concluding statement on the whiteboard (summarising your POV for the argument), talk through your decisions as a writer (such as recapping on main point in another way, levelling up a sentence or using more technical vocabulary). |
| **Folder 9.**  **Strongest to weakest (statements)** | Present the pupils with the statement: Is it a good idea to keep animals in zoos?  Give each child a post it note to write down a good reason ‘For or Against’. Put onto sugar paper on English working wall. Think about the strength of the arguments and order them from strongest to weakest. | Discuss why in a written argument it is important to start with your strongest argument first. |
| **Folder 10. Dictogloss activity** | 3 min Starter – Imagine you are a meerkat. Where would you rather live? The Wild or a Zoo. What are the advantages/disadvantages of both options?  Take feedback on main arguments for and against each habitat.  Take a vote as a class after discussing arguments. Did ‘The Wild’ or a ‘Zoo’ win?  Watch part of the film about Zoos three times.  The first time the children watch it, they just listen.  The second time they watch they write notes focusing on verbs and adverbs used.  The third time they watch it, they focus on adjectives and descriptive phrases included in the clip.  Then they partner up and compare your notes – add anything they have missed.  Then give 20 mins to re-create the text as close to the original as they can.  Feedback using the speaking frame. LAP pupils can also use this as a writing frame. | Debate and vote on a simple motion/choice, as a class.  Hugging the text!!.  Purpose of this activity is to get pupils to imitate a style as closely as they can without having to think of their own content. It helps to internalize features, vocabulary and style of text or film clip |
| **Folder 11. Strongest to weakest (continued – but with pupils own statements)** | Present the pupils with the statement: Is it a good idea to keep animals in zoos?  Work collaboratively in groups.  Give each child a post it note to write down a good reason for or against. Put onto sugar paper on English working wall. Think about the strength of the arguments and order them from strongest to weakest.    Or children to sort statements for and against Zoos from worksheet. | Use speaking frame on power point at the end of the lesson to encourage the children to speak about Zoos in a way that moves them in to writing. |
| **Folder 12.**  **Bias** | What does bias mean? In talk partners, pupils write down on white boards what they already understand by this word. Show/explain the definition of the word.  Watch  <http://www.bing.com/videos/search?q=youtube+zsl+zoo+advert&qpvt=u+tube+zsl+zoo+advert&FORM=VDRE&adlt=strict&ajf=70#view=detail&mid=AD46FC8AD7EE292C811CAD46FC8AD7EE292C811C> Ask pupils to watch the video and write down four facts they hear in it.  What is the purpose of the video? Who is the audience it is aimed at? Is it biased in any way? | It is important that pupils develop as critical thinkers, thereby considering the tone and purpose of videos and texts they study. Encourage the pupils to discuss the tone/audience and purpose of texts and videos used. |
| **Folder 13.**  **Counter argument** | Discuss the term counterargument. Was this used in the ZLS promotional video – why not?  Provide statements made in the ZLS video watched in activity before. Pupils write a counter balance/argument for each one. | Make sure that the children are aware of the importance of a counter argument in a written balanced argument in order to acknowledge the other side, but also disprove a point. |
| **14. Planning and writing**  To plan an argument for or against a motion  Edit and improve | Planning and writing balanced argument.  Look at PowerPoint to re-cap on main features of genre.  Pupils to write your own plan for argument – Should Animals be Kept in Zoos.  Instruct the children to break up their writing into paragraphs whilst planning their argument. Each new point should be a new paragraph.  Use planning templates to support pupils with the structure and organization.  Use Steps to Success Ladder to remember features that should be included. | Plan, edit and improve and write final piece across a few days, so that pupils have a chance to look back over their work and make improvements.  When editing give pupils different colour pens to edit and improve.  Look at different aspects of text separately.  Use different colours for:  – Improving punctuation   * Adding subject specific vocabulary or more ambitious words * Reordering or up levelling sentences   Finally write best and final copy. |
| **15. Extra resources** | Sentence starters  Word mat |  |