

ENGLISH DEPARTMENT: KS4 SCHEMES OF LEARNING

TOPIC/MODULE: Writing to discuss, argue and persuade (in response to texts)

DURATION: 4 weeks

LINKS	IN A NUTSHELL	PRE-ASSESSMENT: FIND THE STARTING POINT
<p>Coursework: Assignment 1 OR Exam: Paper 2 Directed Writing, Section A</p> <p>The SOL refreshes knowledge of writing to argue and persuade which will need to be revisited through: Coursework: redrafts Exam: specific exam practice</p> <p>Refreshes skills of reading and evaluating texts, selecting relevant information and synthesising idea.</p> <p>Links to additional work required to improve aspects of accuracy across writing</p> <p>Links to additional work required to improve comprehension and use of information from texts</p> <p>Links back to persuasive writing tasks and comprehension tasks undertaken at KS3: Year 7, 8 and 9. Students should be familiar with concepts of persuasive language, developing arguments,</p>	<p>Ensuring all students are aware of the features of persuasive writing and giving students the opportunity to practice and develop their narrative writing skills.</p> <p>Ensuring that students can identify and respond to arguments made in texts</p>	<p>Check students End of KS3 levels on SIMS - in particular 'Writing'</p> <p>And</p> <p>Check AEN Register/Gifted and Talented Register for additional literacy needs</p> <p>And</p> <p>Student self review task - strengths and weaknesses</p> <p>Or</p> <p>Short time or word limited writing task: eg persuading headteacher to have an extra day's holiday - 500 words. Marked quickly to inform teacher's assessment of standards, strengths and areas to address</p>

selecting facts to support ideas. Will need to work on developing evaluative skills.

OBJECTIVES/KEY LEARNING	SKILLS	KNOWLEDGE
<p>AO1 Reading R1 - Demonstrate understanding of explicit meanings R2 - demonstrate understanding of implicit meanings and attitudes R3 - analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text R5 - select and use information for specific purposes</p> <p>AO2 - Writing W1 - articulate experience and express what is thought, felt and imagined W2 - organise and structure ideas and opinions for deliberate effect W3 - use a range of vocabulary and sentence structures W4 - use register appropriate to context W5 - make accurate use of spelling, punctuation and grammar</p>	<p>Reading: Be able to read and understand writers' key ideas (explicit) Be able to identify writers' point of view and bias (implicit) Be able to identify writers' use of language to persuade Be able to identify fact; opinion; features of persuasive writing Be able to evaluate effectiveness of writers' argument and techniques Be able to select appropriate details from text to support own argument Be able to synthesise ideas from texts into own argument</p> <p>Writing Be able to plan and develop an effectively structured and logical argument Be able to link argument using effective connectives Be able to develop ideas thoughtfully</p> <p>Be able to craft writing:</p> <ul style="list-style-type: none"> ● Choose vocabulary for precise effect ● Use a range of sentence structures for precise effect ● Use paragraphing for effect <p>Be able to write with accuracy</p>	<p>Know meaning of:</p> <ul style="list-style-type: none"> ● Explicit ● Implicit ● Bias ● Fact ● Opinion ● Assertion ● Subjective ● objective <p>Know features of persuasive writing:</p> <ul style="list-style-type: none"> ● Fact ● Opinion ● Alliteration ● Imperative ● Emotive ● Hyperbole (or exaggeration) ● Powerful verbs ● Adjectives ● List of 3 ● Repetition x3 ● 2nd person ● 1st person plural ● anecdote <p>Know Varieties of sentence structure:</p> <ul style="list-style-type: none"> ● Rhetorical question ● Short sentence ● Exclamation ● Listing <p>Know how to develop argument logically and organise ideas into paragraphs</p>

	<ul style="list-style-type: none"> - Be able to use a dictionary to check spelling - Be able to proof read own work - Be able to use varied range of punctuation accurately - Be able to use grammatically correct syntax 	
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WHAT WILL EXCELLENT LOOK LIKE (describe or make links to examples)	SUCCESS CRITERIA (what, when steps)	FEEDBACK (when, feedback norms, link to progress)
<p>Students writing will:</p> <ul style="list-style-type: none"> ● Be highly effective ● Be capable of conveying subtle meaning ● Use a wide range of sophisticated vocabulary for precise effect ● Use a highly effective register for audience and purpose <p>Students will have accurate:</p> <ul style="list-style-type: none"> ● Spelling ● Punctuation ● Grammar <p>Students will</p> <ul style="list-style-type: none"> ● Successfully evaluate ideas and opinions, both explicit and implicit ● Assimilate ideas from the text to give a developed 	<p>Success criteria sheets for use with students available on shared area</p> <p>Assessment map issued to staff and students to indicate timing of assessment</p> <p>Staff to use marking to identify areas to work on in class to ensure student progress towards excellent</p>	<p>Staff are expected to follow the school assessment policy and ensure that feedback is prompt and timely.</p> <p>Staff marking coursework should also follow the iGCSE guidance on first drafts and give general guidance rather than correction of errors (errors can be indicated in the margin as per school marking code)</p> <p>Staff should:</p> <ul style="list-style-type: none"> ● Indicate errors of accuracy in the margin using the school marking codes ● Give positive feedback indicating how the students have met the success criteria, linking to the mark

<p>sophisticated response</p> <p>Examples of student work available in Coursework Handbook - for examination from 2020 on iGCSE support site (Downloaded version in English shared area)</p>		<p>scheme</p> <ul style="list-style-type: none"> Indicate clearly, using language of the success criteria, what students need to do to make progress and attain a higher level <p>Opportunities should be given for students to act swiftly on the feedback through DIRT activities or re-drafts</p> <p>Assessment map to be issued to staff and students to make clear timings of assessment and feedback</p>
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CHALLENGE AND ENGAGEMENT (the how)	RESOURCES