



Year 6 - Non-Fiction Unit 3

Argument Persuasive Writing

An Everyclick Lesson Plan
by **Lucy Lawrence** - Swell School

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<p>Key Learning Objectives: 1. Speaking; 2. Listening and responding; 6. Word structure and spelling; 7. Understanding and interpreting texts; 9. Creating and shaping texts; 10. Text structure and organisation; 11. Sentence structure and punctuation</p>	<p>Learning Outcome for unit: To write an effective argument for a particular case, selecting language, form, format and content to suit a particular audience and purpose.</p>
<p>Shared learning and teaching.</p>	<p>Teacher shows powerpoint slide A/ website explaining how Everyclick works or using resource One – Everyclick Education factsheet - as a handout with larger version on display. Read through and ensure children understand all the language. Children to suggest & highlight features of persuasive language used in the text: Present tense, emotive language, layout emphasising persuasive points, daring the reader to disagree, evidence supporting it's argument, powerful language. This will ensure children are aware of what is fact in the statements and what is persuasively phrased. Children, in pairs or groups, to discuss features in favour of using the website and write key words on whiteboards. Teacher then writes them on white board in 'for' column. Repeat for 'against'.</p>
<p>Guided learning</p>	<p>Discuss the idea of using this website as a home page for all school computers. Who would have to agree to this (head, governors, class teachers, ICT co-coordinator, the children) and how could the class go about getting it to happen (write a persuasive letter)? Teacher take one of the 'for' arguments chosen earlier and model writing a complete sentence using powerful language. Remind children that they must open their letter with a statement of the issue being addressed and end with a clear summation of the facts – using paragraphs.</p>
<p>Independent learning</p>	<p>Children to write a persuasive letter. This can be done in groups/pairs/independently whichever is most appropriate for the ability levels. The target audience can also be adjusted: head, other pupils, teachers etc or each group could have a different target.</p>

Plenary	If done in groups then each group, if individually, then a selection of children, to read out their letters and the rest of the class review.
Assessment criteria	Have the children been able to write an effective persuasive argument, making appropriate language, style and structural choices to meet a particular purpose and audience?
Resources	Interactive whiteboard, PowerPoint presentation, or word document 'Everyclick Education factsheet' whiteboards.