




| Unit = Promoting a Point of View   | Road Map  |  |   |   |   |
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| In this unit you learn to identify the point of view in a text and how the writer shows it. You will then use these skills in your own writing<br><b>LG1:</b> Knowledge<br><b>LG2:</b> Application<br><b>LG3:</b> Skills | Assessment Grades   |  |   |   |   |
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| Lesson Title   | Learning Goals/Outcomes/Content   |  |  |  |  |
| 1. What does point of view mean? What is the difference between stating and promoting your point of view?  | LG1: Understand what point of view means and some synonyms of the word<br><br>Know the difference between stating and promoting your point of view  |  |   |   |   |
| 2. How can I identify and establish the point of view in a text?   | LG1: Know and identify the point of view in the Facebook article<br><br>LG3: Practise skimming and scanning skills and develop comprehension skills   |  |   |   |   |
| 3.Can I summarise the writer’s developing argument?  | LG2: Apply knowledge of points of view to the text<br><br>LG3: Develop critical reading skills  |  |   |   |   |
| 4.How can a writer CONVEY their point of view?   | LG1: Know some methods writers use to convey their opinion<br><br>LG2: Identify the methods used by the writer of the Facebook article  |  |   |   |   |
| 5 and 6.How can I write about point of view linked to method?  | LG3: To develop skills in constructing a paragraph identifying point of view linked to method   |  |   |   |   |
| 7.How can we apply a range of reading skills to an unfamiliar text?  | LG2: Apply the skill of dramatization to an unfamiliar text to reveal understanding   |  |   |   |   |
| 8.Have we understood the point of view in this new article   | LG1: Know some of the main methods writers use to express their point of view<br><br>LG2: Apply skills of identifying point of view to a new text   |  |   |   |   |
| 9 and 10.How can we write a paragraph which describes point of view and method?  | LG2: Apply skills to a written piece<br><br>LG3: Develop skills of writing about point of view  |  |   |   |   |
| 11 and 12. How can we compare two texts?   | LG2: Apply previous skills to unfamiliar texts<br><br>LG3: Practise the key skill of comparison   |  |   |   |   |
| 13 and 14. How can I write my comparison up?   | LG1: To know and revise some key connectives for comparison (including the use of ‘more’ and ‘less’ and -er words instead of simply relying on connectives<br><br>LG3: Practise writing up a ‘Paper 2, Question 4’ style response |  |   |   |   |
| 15.What have I learned so far?   | Assessment - Interim  |  |   |   |   |

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| 16.What makes effective persuasive writing? What are the key ingredients when promoting your point of view? | LG1: To know the key ingredients of persuasive writing – the things they will get marked on  |  |  |  |
| 17 and 18. How can I collect arguments for my writing?  | LG1: Know some facts and opinions about the use of mobile phones in school<br>LG3: Practise skimming and scanning skills and the skill of collating information from different sources |  |  |  |
| 19.How can I structure my persuasive writing in a more interesting way?                                     | LG1: To know or revise the key term 'counter-argument'<br>LG3: Practise the skill of analysing the structure of a piece of persuasive argument   |  |  |  |
| 20 and 21. How can I plan my response for an interesting structure?   | LG1; To know and revise key arguments and facts about mobile phone use in school<br>LG2: Apply knowledge of structure from last lesson to their own plan                               |  |  |  |
| 22.How can I write an arresting opening?  | LG1: to know some strategies to begin persuasive writing in an interesting way   |  |  |  |
| 23.How can I create a clear tone in my writing?<br>How can I sound persuasive?                              | LG1: Know how to improve the persuasive nature of our writing<br>LG3: To practise incorporating persuasive devices and keeping tone consistent   |  |  |  |

Assessment = final copy of mobile phone article