

## Suggested lesson plan

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### Paper 2 Question 5

<b>Learning objective:</b> <ul style="list-style-type: none"> <li>• Develop knowledge and understanding of transactional/non-fiction writing (Paper 2 Question 5).</li> <li>• Create an effective transactional/non-fiction writing plan and response.</li> <li>• Analyse and evaluate a model transactional/non-fiction text (optional).</li> </ul>	
Starter	Differentiation
<p>Image of a vintage fast food advertisement shown via PPT (can also be printed off and given to students as per resources, or replaced with another suitable print or video advertisement). Students to complete tasks:</p> <ul style="list-style-type: none"> <li>• What persuasive techniques/features are being used in this advertisement?</li> <li>• What other techniques do advertisers use to persuade us to buy their products?</li> </ul> <p>Students can either list examples in exercise books or annotate using differentiated resources (in pairs, groups, independently).</p>	<p>Teacher support and questioning.</p> <p>Differentiated worksheet.</p>
<p>Extension activity: Create example persuasive technique/ features for the products in this advert.</p>	

Introduction to question and task	Differentiation
<p>Share learning objective and brief recap of Paper 2 Question 5.</p> <ul style="list-style-type: none"> <li>Students to briefly discussion question (answers shared through teacher led discussion): What features should you include in an effective example of persuasive writing?</li> </ul> <p>Introduce students to main task and read through example question and response (highlighting that this example is the expectation). Example received 17 marks for content and organisation (AO5) and 11 marks for SPaG (AO6) – teacher to choose whether to share this information with students.</p> <p>Extension/alternative task if session is 3 hours long:</p> <ul style="list-style-type: none"> <li>Students given brief recap of Q5 mark scheme</li> <li>Students given highlighters and to identify 1. range of punctuation; 2. range of sentence structure/ length; 3. range of vocabulary in exemplar and 4. Identify all persuasive techniques/ features</li> <li>Students to also give a level/ mark and feedback (using the mark scheme): what is done well? What can improve?</li> </ul>	<p>Targeted teacher support and questioning.</p> <p>Differentiation through pairing/ prompts during discussion.</p> <p>Stretch and challenge through student discussion of mark/ level achieved by example response.</p>
Planning	Differentiation
<p>Introduction to planning techniques for transactional/non-fiction/persuasive writing.</p> <p><b>Teacher to cover one or more of these approaches, depending on lesson length and suitability. Students will then complete their own plan.</b></p> <p>Extension/alternative task if session is 3 hours long:</p> <ul style="list-style-type: none"> <li>Cover all planning styles, depending on available time and suitability of planning strategy for group.</li> <li>Create an additional model for each planning style with students completing a plan for both types of response.</li> </ul>	<p>Teacher support and extension through questioning.</p> <p>Differentiation through planning sheet(s).</p> <p>Differentiation through student engagement with planning exemplar (ie teacher creates independently or collaboratively).</p>

Main task	Differentiation
<p>Having completed a plan, teacher to briefly recap the example response and then complete another example using suggestions and ideas from students (and content from their plans). This can either be completed using a visualiser, on a whiteboard or by typing directly into the PPT slide. Teacher to highlight elements needed for an effective response.</p> <p>Students will then complete an example response for Paper 2 Question 5 using the differentiated prompt.</p>	<p>Teacher support and extension through questioning.</p> <p>Differentiation through writing prompt (tick-list).</p>
<p>Extension/ alternative task if session is 3 hours long:</p> <ul style="list-style-type: none"> <li>• Students to identify additional vocabulary to support their response using thesaurus or <a href="https://www.thesaurus.com">thesaurus.com</a></li> <li>• Students to use the mark scheme used in previous activity, and add to their response to up-level.</li> <li>• Students to identify areas for improvement from previous responses and attempt to address areas for improvement in current response (using previous teacher feedback).</li> </ul>	<p>Give selected students additional time, starter sentence, key vocabulary or access to a thesaurus.</p> <p>Create a distribute additional prompt/knowledge organiser for students who require additional support.</p>
Plenary	Differentiation
<p>Students self or peer assess. For self-assessment, students to re-read their response and use suggested feedback on slides titled ‘What went well’ and ‘What can I improve?’ to identify three comments which relate to their work. Students should copy out comments underneath their own work.</p> <p>For peer-assessment, students should swap work with a peer, read through the response and copy three relevant feedback comments underneath the response (two comments for ‘What went well’ and one comment from ‘What can I improve?’).</p> <p>Final slide on ‘top tips’ to be shared.</p>	<p>Teacher support and extension through questioning.</p> <p>Teacher to support relevant students to identify strengths/ areas for improvement in their responses.</p>

<p>Extension/alternative task if session is three hours long:</p> <ul style="list-style-type: none"><li>• Ask students to identify (via highlighting or underlining) <b>where</b> think they have been successful and <b>where</b> they need to improve according to their feedback – if they have stated they have used a range of vocabulary, ask them to highlight it.</li><li>• Ask students to copy out the top tip they will follow in future sessions.</li></ul>	
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