

English Department  
Year 8 - Spring Term 1  
Independent Learning Project

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**DO IT BETTER THAN YOU HAVE TO!** 😊

## Persuasive Writing

Name: \_\_\_\_\_

Class: \_\_\_\_\_

| Task | Topic                    | Possible marks | My marks | RAG |
|------|--------------------------|----------------|----------|-----|
| 1    | Exploring advertisements | 5              |          |     |
| 2    | Create an advert!        | 5              |          |     |
| 3    | Create a game            | 5              |          |     |
| 4    | Creative Writing         | 5              |          |     |
| 5    | Presentation             | 5              |          |     |
|      | Total                    | 25             |          |     |

You must choose 2 activities from tasks 1-4, then everyone needs to do task 5.

### Task One

1. Find 2 examples of advertisements that are persuasive.
2. You can cut them out of a newspaper or magazine or find them on the internet.
3. Label your adverts in as much detail as possible explaining WHY they are so persuasive.
4. You could comment on: the language used, the colours, images and layout.

| Mark out of 5 | Success Criteria   |
|---------------|--|
| 1             | Find two different examples of persuasive advertisements.  |
| 2             | Include some labels/annotations about your adverts.  |
| 3             | Annotations are quite detailed but mainly focuses on images.   |
| 4             | Annotations are detailed and explores images, colours and some of the language/text used to persuade.  |
| 5             | Advertisements are interesting. Annotations are very detailed with a focus on the language used, the colours, images and the layout. Annotations explain WHY the language/colours/layout is so persuasive. |

### Task Two

1. Research persuasive advertisements.
2. Look at the adverts and decide: what is it that makes them so persuasive?

3. Using your research as inspiration, you are going to design and create your own persuasive advertisement.
4. Choose a product that you like: a mobile phone, computer game etc.
5. Design your advert for this product. Remember you are trying to persuade someone to buy this product so it needs to be eye catching and the text used needs to be catchy and interesting!
6. Design your advert. You can do this by hand or on the computer.
7. Annotate your advert stating WHY it is persuasive.

| Mark out of 5 | Success Criteria  |
|---------------|---|
| 1             | Advert will contain an image of the product chosen. No annotations.   |
| 2             | Advert will contain mainly images and a title of the product. No annotations.   |
| 3             | Advert will be neatly presented and an attempt at persuading someone to buy the product will have been made. No annotations.  |
| 4             | Advert will be eye-catching and interesting. Words and images are used successfully. Some annotations have been included in an attempt to explain WHY this advert is persuasive.  |
| 5             | A detailed and professional looking advert. The advert is persuasive and persuasive language and presentation features have been used successfully. Annotations are detailed and explain fully WHY features have been used and HOW the features make this advert so persuasive. |

### Task Three

1. Design a game that will help you and your classmates remember and revise everything you have learnt in this half term about persuasive writing.

| Mark out of 5 | Success Criteria  |
|---------------|---|
| 1             | A simple game that is based on an already existing game.  |
| 2             | A straightforward game with some questions that link to persuasive writing.   |
| 3             | A straightforward game that has questions about persuasive writing.   |
| 4             | A detailed and original game. Questions will be about persuasive writing and will help students remember/revise key skills.   |
| 5             | A detailed and original game that the student has created a board for and has all of the 'pieces' (e.g. question cards etc.) There will be a range of questions that help you to understand everything to do with persuasive writing. |

#### Task Four

- ✓ It has been decided that Year 9s next year will have to attend school for longer than any other year group. The school day will start at 8am and will last until 5.30pm. It is believed that the longer day will help students learn more and will be an introduction to what it will be like when students join the world of work.
- ✓ I'm guessing you're annoyed/ outraged by this decision!
- ✓ Write a letter to Mrs Rigby persuading her to withdraw her decision and to keep the school day the same for year 9 students next year.

- ✓ Remember to include as many persuasive language features as you can and set your letter out on the page in the correct way.

| Mark out of 5 | Success Criteria  |
|---------------|---|
| 1             | Half a page of writing is produced. It is not particularly persuasive and is not set out correctly as a letter.   |
| 2             | At least a page of writing has been produced. It has some persuasive features but is not set out correctly as a letter.   |
| 3             | At least a page of writing has been produced. It has some persuasive language features and has been set out as a letter.  |
| 4             | At least a page of writing has been produced. It is detailed and persuasive. Some good ideas have been included. Writing has been set out correctly as a letter.  |
| 5             | At least a page of writing has been produced. It is detailed, persuasive and convincing. Arguments are interesting. Writing is technically very good and few errors have been made with spelling/punctuation. Writing has been set out correctly as a letter. |

### Task Five

1. Make a presentation on your independent learning project this half term. This is your opportunity to show off all of the tasks that you have completed!
2. Whether you use PowerPoint or not, you need to practice your presentation, so you know exactly what you are going to say.
3. It should last between 2 and 3 minutes.

| <b>Mark out of 5</b> | <b>Success Criteria</b>  |
|----------------------|--|
| 0                    | No presentation.   |
| 1                    | A very short presentation with a short description of the tasks you have completed.  |
| 2                    | A short presentation with some information on the tasks you have completed and why you completed them.   |
| 3                    | A short presentation with a description of each task carried out, why you have completed them and what you have learnt by doing them.                                      |
| 4                    | A detailed and interesting presentation.   |
| 5                    | A detailed and interesting presentation. The student may have brought in their game or the different tasks that they have completed to show as part of their presentation. |