

Persuade Me!

Task Overview:

Throughout this term, Year 2 have been learning about planning, drafting and composing persuasive arguments. During speaking and listening lessons your child has been rehearsing and presenting short arguments for debates on a variety of different topics.

In Week 8 and 9, your child will present a formal debate on a given topic. They will have drafted, composed and practised their arguments for the debate at school, dividing up their key arguments with their debating team.

Your child may wish to practise this at home, as well in front of family members as an audience. This will help your child to build up their confidence and help them to explore different ways of expressing emotion through volume and pitch of verbal expression, body language and facial expression.

Learning Outcomes:

SPEAKING & LISTENING 1

- * explore different ways of expressing emotions, including verbal, visual, body language and facial expressions
- * use some persuasive language to express a point of view
- * demonstrate attentive listening across a range of school context

SPEAKING & LISTENING 2

- * make short presentations using some introduced text structures and language, for example opening statements

* rehearse and deliver short presentations on familiar and new topics

* explain personal opinions orally using supporting reasons, simple inferences and reasonable prediction

ASSESSMENT RUBRIC

	Experiencing Difficulty	Developing	Competent	Proficient	Advanced
Delivery - body language (posture, eye contact)	Displays great discomfort when presenting to others. (e.g. fidgets and moves their body in a way that is distracting or their body faces away from audience).	Displays no eye contact or minimal eye contact with audience. Some fidgeting may distract from speech.	Makes an effort to glance at audience sporadically and remains in one position.	Consistent use of direct eye contact with audience, and some complimentary body language, facial expressions and movement to make their argument more convincing, entertaining, and easily understood.	Holds attention of their audience with the use of deliberate eye contact. Confidently uses complimentary body language, facial expressions and movement. Delivery is highly engaging, entertaining and easily understood by the audience.
Delivery - voice (volume, expression, inflection)	Difficult to hear, no variation in tone.	Speaks in uneven volume with little or no inflection.	Speaks audibly and clearly, however with little expression.	Speaks audibly and clearly, with variation of pace, inflection and volume.	Speaks confidently, using consistent voice inflection, to create mood and maintain audience interest.
Arguments/Preparation -	No evidence of preparation prior to performance.	Arguments are unrelated to the topic.	Student delivers arguments that are related to topic but	Student delivers strong argument/s with some supporting	Student delivers strong argument/s with good supporting evidence that

			require further elaboration.	evidence to support their given side.	supports their given side. Student thoughtfully chooses specific vocabulary to persuade the audience (e.g. modal verbs, language of opinion).
Listening to others during debating	Working towards demonstrating active listening when their peers are presenting.	Good listening to others most of the time during a variety of debates presented by their peers.	Excellent attentive listening to others during a variety of debates.		