

**Literacy – Critical thinking, critical reading**

**Year: 8, term 3**

**Topic: Writing**

**Learning Journey**

**Prior learning:** In term 1, students have been introduced to thinking and reading critically. They have also refreshed their summarizing skills by preparing a summary of the key learning from their reading around a controversial subject. They have worked together in pairs, threes and a group to interrogate texts and discuss their thinking and learning. In term 2, students have prepared for, participated and reflected on a Socratic discussion based on our controversial topic. They have also self and peer assessed their Socratic discussion and reflection skills.

<b>Learning sequence –</b>						<b>Endpoint</b>
<b>Main learning steps</b>	What is a balanced and considered opinion?	Drafting a balanced and considered opinion	What is 'upgrading'?	Applying 'upgrading' to the draft balanced and considered opinion		An 'upgraded' balanced and considered opinion on our controversial topic
<b>Assessment</b>				Self and peer assessment		Formal teacher assessment using success criteria

**Where will we use these ideas again:**

- Year 8 literacy
- English: applying critical thinking and reading to oral work, media, texts
- Across the curriculum: applying critical thinking and reading when reading subject specific texts

In the wider world: Using critical thinking and reading to evaluate what we hear, see and read in the media, on line and with others

