

Rhetorical devices Activity Challenge Colouring Page

KS3 / Year 7 - English

Find and colour-code imagery, repetition, a triplet, a rhetorical question, an imperative and inclusive language.

RHETORICAL DEVICES

Find five persuasive choices in the original speech

A SPEECH FOR A SCHOOL GARDEN

Imagine a playground alive with bees and blossom. We can plant it, we can protect it, we can share it. Why wait? One small garden can give shade, food and a home for wildlife. Join us today.

IMAGERY

Picture the scene

REPETITION

A phrase pattern

TRIPLET

Three linked ideas

RHETORICAL QUESTION

Asked for effect

IMPERATIVE

A command verb

INCLUSIVE LANGUAGE

Builds shared purpose

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Parent & Teacher Guidance

Curriculum focus

Topic: Rhetorical devices. Develop accurate observation, subject vocabulary and evidence-based explanation. Mapped scope: DfE national curriculum programme of study for key stage 3.

Before you begin

Review the picture together and ask the learner what they already notice about Rhetorical devices. Read the activity aloud, explain unfamiliar vocabulary, and agree which details need special attention.

Solo activity

The learner can complete the colouring independently, then use the finished page to explain three details linked to Rhetorical devices. Encourage accurate colour choices where they carry meaning, but allow creative choices elsewhere.

Group activity

Give pairs or small groups different areas to inspect. Ask them to agree on evidence before colouring, compare their findings, and present one curriculum fact to the class. Finish with a whole-group check against the guidance below.

Questions to guide discussion

What evidence can you see? Which feature is most important and why? How does one part connect to another? What new fact about Rhetorical devices can you explain using the picture?

Answers and checking

Imagery: 'alive with bees and blossom'. Repetition and triplet: 'we can plant it, we can protect it, we can share it'. Rhetorical question: 'Why wait?' Imperative: 'Join us today.' Inclusive language: 'we' and 'us'.

Learning record and next steps

☐ Completed the colouring

☐ Explained key vocabulary

☐ Completed the activity

☐ Used visible evidence

Evidence noticed / vocabulary used

Next step:
