

Persuasive texts (Covering speeches, adverts, emotive letters, letters of complaint)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Oracy to support comprehension and writing</p> <p>Talk about how they respond to certain words, stories and pictures by behaving or wanting to behave in particular ways e.g. pictures of food that make them want to eat things, the toys that they would choose to play with</p> <p>Watch and listen when one person is trying to persuade another to do something or go somewhere, recognising what is happening.</p> <p>Give oral explanations e.g. their or another's motives</p> <p>Begin to be able to negotiate and solve problems without aggression e.g. when</p>	<p>Oracy to support comprehension and writing</p> <p>Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective</p> <p>Give reasons about why they want something and why they should be allowed it</p> <p>Writing composition</p> <p>Write simple examples of persuasion e.g. in the form of a letter to a character in a book</p> <p>Produce simple persuasive</p>	<p>Oracy to support comprehension and writing</p> <p>Evaluate simple persuasive devices e.g. say which posters in a shop or TV adverts would make them want to buy something, and why</p> <p>Continue to explore persuading and being persuaded in a variety of real life situations through role-play and drama</p> <p>Writing composition</p> <p>Write persuasive texts linked with topics relevant to children's current experience and motivations e.g. persuasive letter to Santa at Christmas, presentation to</p>	<p>Oracy to support comprehension and writing</p> <p>Read and evaluate a wider range of persuasive texts, explaining and evaluating responses orally</p> <p>Through role play and drama explore particular persuasive scenarios e.g. a parent persuading a reluctant child to go to bed, and discuss the effectiveness of different strategies used</p> <p>Writing composition</p> <p>Present a persuasive point of view in the form of a letter, beginning to link points together and selecting style and vocabulary</p>	<p>Oracy to support comprehension and writing</p> <p>Read and orally analyse a range of persuasive texts to identify key features (e.g. letters to newspapers, discussions of issues in books, such as animal welfare or environmental issues)</p> <p>Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these, discussing the purpose and justifying point of view.</p> <p>From examples of persuasive writing, debate the relative effectiveness of how style and vocabulary are used to convince the reader</p>	<p>Oracy to support comprehension and writing</p> <p>Read and evaluate letters, e.g. from newspapers or magazines, intended to inform, protest, complain, persuade, considering (i) how they are set out, and (ii) how language is used, e.g. to gain attention, respect, manipulate. Make counter arguments to the views' of others, using evidence to justify points made.</p> <p>Read other examples (e.g. newspaper comment, headlines, adverts, fliers) to compare writing which informs and persuades, considering for example the deliberate use of ambiguity, half-truth, bias; how opinion can be disguised to seem like</p>	<p>Oracy to support comprehension and writing/ Writing composition</p> <p>Through reading and analysis, recognise how persuasive arguments are constructed to be effective through, for example: the expression, sequence and linking of points providing persuasive examples, illustration and evidence pre-empting or answering potential objections appealing to the known views and feelings of the audience</p> <p>Orally and in writing, construct effective persuasive arguments: using persuasive language techniques to deliberately influence the listener. -developing a point logically and effectively</p>

<p>someone has taken their toy</p> <p>Use simple imperative verbs to persuade e.g. creating written rules or labels, for example, please don't touch, please don't break my model, keep away</p> <p>Writing Composition Know that a sentence tells a whole idea</p> <p>Orally rehearse and attempt to write simple persuasive sentences using phonetic knowledge and known tricky words</p>	<p>leaflets/posters which make something sound appealing</p> <p>Grammar focus</p> <p>How words can combine to make sentences</p> <p>Joining words and joining clauses using and Sequencing sentences to form short series of persuasive ideas</p> <p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I</p>	<p>school council, persuasive letter to a character from a text</p> <p>Select information that supports the chosen viewpoint</p> <p>Grammar focus</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but) e.g. extend reasoning using subordination, for example, Vote for me because...</p> <p>Expanded noun phrases for description and specification e.g. vote for me because I am a confident, helpful and kind boy.</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command e.g.</p>	<p>appropriate to the reader</p> <p>Grammatical focus</p> <p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] e.g. use logical rather than temporal adverbs/conjunctions to offer justification of a point of view, for example, You should buy this product so that you are the envy of all your friends The trainer is brightly coloured which means that you will be seen in the dark.</p> <p>Use connecting adverbs to link persuasive points together and provide</p>	<p>Evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices such as puns, jingles, alliteration, invented words</p> <p>Writing composition</p> <p>Assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting/school rules, using more formal language appropriately linking points persuasively and selecting style and vocabulary appropriate to the listener/reader</p> <p>Use graphs, images, visual aids to make the view more convincing</p> <p>Consider how a closing statement repeats and reinforces the original/opening</p>	<p>fact (link to propaganda and historical sources)</p> <p>From reading, to collect and investigate use of persuasive devices such as words and phrases, e.g. persuasive noun phrases, e.g. 'not a single person...' 'every right-thinking person would...' 'the real truth is...'; rhetorical questions, e.g. 'are we expected to...?' 'where will future audiences come from...?'; pandering, condescension, concession, e.g. 'Naturally, it takes time for local residents...'; deliberate ambiguities, e.g. 'probably the best...in the world' 'believed to cure all known illnesses' 'the professional's choice' (through the use of vague nouns)</p> <p>Practise orally rehearsing and re-editing these for impact, clarity and cohesion.</p>	<p>-supporting and illustrating points persuasively</p> <p>-anticipating possible objections</p> <p>-harnessing the known views, interests and feelings of the audience</p> <p>-tailoring the writing to formal presentation where appropriate</p> <p>-In oral and written texts choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types and adapting, conflating and combining these where appropriate</p> <p>Grammatical focus</p> <p>Use of the passive to affect the presentation of information in a sentence e.g. explore how the passive can be used to gain support of an audience without dictating who should be responsible for making that action happen, therefore making the</p>
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		<p>inclusion of an opening statement that presents the persuasive point of view, for example, ST Bart's Primary is the best school in the world.</p> <p>Correct choice and consistent use of present tense and past tense throughout writing e.g. know that persuasion texts are written in the simple present tense</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list e.g. list persuasive arguments, for example, I think I should be school councillor because I like speaking in public, I have lots of good ideas and I</p>	<p>further justification, for example, I think that we should be allowed to keep the dragon as a pet because... Furthermore... Additionally....</p> <p>Introduction to paragraphs as a way to group related material e.g. generate several reasons for a point of view and group related persuasive points together</p>	<p>statement or viewpoint, for example, All the evidence shows that...It's quite clear that...Having seen all that we offer you, there can be no doubt that we are the best.</p> <p>Grammar focus</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. explore the use of expanded noun phrases in advertising, for example, the beach with its mile long stretch of golden white sand... rich, velvety chocolate, harvested from the heart of the Amazonian rainforest...</p> <p>Fronted adverbials e.g. use a wider range of adverbs/adverbials (building on the range used in year 3) to link persuasive points together</p> <p>Use of paragraphs to organise ideas around a</p>	<p>Writing composition</p> <p>Draft and write individual, group and class persuasive extended texts for real purposes, presenting a clear point of view, commenting on emotive issues, and evaluating effectiveness</p> <p>Understand how persuasive writing can be adapted for different audiences e.g. a protest aimed at an audience who are already backing your cause, compared with a speech aimed at a neutral audience where greater justification of your point of view is required</p> <p>Combine persuasion with other text types e.g. instructions, discussion, explanation</p> <p>Grammar focus</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun e.g. investigate</p>	<p>action seem less daunting, for example, 'the invaders must be stopped'</p> <p>consider how the alternative version (in the active voice) might not be so effective in harnessing the support of the audience, for example, 'we (or 'you') must stop the invaders'</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he? or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech], e.g. If I were prime minister, I would...</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections</p>
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		<p>listen to other people's ideas.</p>		<p>theme e.g. investigate where paragraphs move from the general to the specific, for example, The hotel is very comfortable. The beds are soft, the chairs are made to support your back and all rooms have thick carpets. Consider organising paragraphs around persuasive points, and counter-arguments e.g. analyse how a particular view can most convincingly be presented, - ordering points to link them together so that one follows from another</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition e.g. investigate how the same subject is referred to in many different ways in some persuasive texts, in order to make it sound more appealing or grand, for example, At The Mirage we will make your taste buds tingle...this 5 star</p>	<p>examples of complex sentences, where information is layered up to add additional persuasive detail, and use in own writing, for example, The exquisite silk, which has been hand-stitched by expert weavers from India, glows with rainbow colours.</p> <p>Experiment with removing relative clauses from example texts and consider the effect</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] e.g. explore the use of adverbs of possibility and modal verbs in forming rhetorical questions, for example, Surely you would not want...? Can you imagine...? Explore which modal verbs are most commonly used in persuasive writing, for</p>	<p>[for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis e.g. collect examples of counter argument statements and practise writing their own, for example, 'although there are many that would argue that..., there are a growing number of critics who think that...'</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> <p>Punctuation of bullet points to list information</p>
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				<p>restaurant is world famous...our beautiful bistro</p>	<p>example, those that express certainty and offer a promise or commitment (must, can, will)</p> <p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p> <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity e.g. explore how much additional information can be added to a sentence, without</p>	
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					compromising meaning, and how these sentences can be used to overwhelm the reader's senses, for example, 'This decadent chocolate treat, flavoured with bitter-sweet cherry liquor - which is made with care in the Alps - will not only satisfy your hunger, but will no doubt wake up your taste buds, giving them a well-earned break from their usual, boring flavours'	
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