

Spoken Language - Speaking to persuade - consider and teach use of Standard English where appropriate. Remember the Think, Say, Listen Improve approach (KS1) and Articulate, Reframe, Refine, Expand, Enhance KS2

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Physical</p> <p>To look at the person you are trying to persuade</p> <p>Make eye contact when talking to someone</p> <p>Lingusitic</p> <p>Develop the vocabulary to explain why something should be allowed e.g. - I have been good so I should have a sticker</p> <p>I have eaten my dinner so I can have my pudding</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>Physical</p> <p>To look at the person you are trying to persuade and speak loudly enough for them to hear you</p> <p>Lingusitic</p> <p>Use simple persuasive sentences and have these modelled by the teacher</p> <p>Listen to two descriptions and decide which sentences or words make it sound most appealing. Use those words in own speech</p> <p>Cognitive</p> <p>To build ideas around the topic they want to persuade about</p>	<p>Physical</p> <p>To stand in front of a small audience and talk about what you want them to do.</p> <p>Look at the group when talking and stand up straight, speaking clearly.</p> <p>Lingusitic</p> <p>Give reasons and explanations for choices and viewpoints in class discussions</p> <p>Cognitive</p> <p>Offer the benefits of what they are proposing in a simple way</p> <p>Social and emotional</p> <p>To think about the audience you are trying to persuade</p>	<p>Physical</p> <p>Use simple hand gestures during persuasive talk</p> <p>To be able to talk to a small group of people, engaging them in the speech/debate/discussion by looking at the whole group</p> <p>Speak clearly and loudly</p> <p>Lingusitic</p> <p>Use a simple opening argument which is built upon a growing understanding of the structure of persuasive speech</p> <p>Cognitive</p> <p>Allow the small audience to ask questions and use knowledge of topic to give answers</p> <p>To use vocabulary associated with</p>	<p>Physical</p> <p>Speak to increasingly larger audience, maintaining interest for a longer period of time</p> <p>To vary tone of voice depending on the type of persuasive talk needed (emotive, advertising)</p> <p>Allow time for questions from the audience and respond with increased appropriateness</p> <p>Lingusitic</p> <p>Use modal verbs appropriately for emphasis and to support the power of the persuasion</p> <p>Cognitive</p> <p>Read and orally analyse a range of persuasive texts to identify key features (e.g. letters to</p>	<p>Physical</p> <p>Consider body language when speaking persuasively and the impact that this may have on the audience</p> <p>Use a presentation with simple phrases to back up points, whilst maintain direct engagement with the audience</p> <p>Lingusitic</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Cognitive</p> <p>Ask a clarification question that requires the speaker to elaborate on what they have said e.g. 'Could you explain again how that would help me?</p>	<p>Physical</p> <p>To use cue cards as prompts, whilst maintaining the interest of the audience.</p> <p>State points as clearly as possible</p> <p>Consider where pauses may occur for dramatic effect and why the silence may help with their point of view (e.g. after a rhetorical question)</p> <p>Lingusitic</p> <p>Consider the audience members when posing rhetorical questions, thinking about who the target audience is.</p> <p>Cognitive</p> <p>Group related ideas together for the topic being spoken about.</p> <p>Summarise main points discussed in a persuasive conclusion</p>

<p>Cognitive</p> <p>To be able to answer the question - why should we do that?</p> <p>To answer questions such as - who should be first in the line?</p> <p>Social and emotional</p> <p>Begin to be able to negotiate and solve problems without aggression e.g. when someone has taken their toy</p> <p>Watch and listen when one person is trying to persuade another to do something or go somewhere, recognising and explaining what is happening</p>	<p>Listen to two descriptions and decide which one sounds more appealing and why</p> <p>Social and emotional</p> <p>To begin to identify who you should be persuading (e.g. parents for a later bedtime, teachers for extra play)</p>	<p>and whether you need to speak differently to an adult and child</p> <p>To speak to a group of familiar people</p> <p>Ask questions about the topic being spoken about</p>	<p>persuasion during simple debates across the curriculum.</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>Social and emotional</p> <p>To listen to the opinions of others and form a suitable response, considering the audience.</p>	<p>newspapers , discussions of issues in books, such as animal welfare or environmental issues)</p> <p>From examples of persuasive writing, debate the relative effectiveness of how style and vocabulary are used to convince the reader</p> <p>Social and emotional</p> <p>When making persuasive speeches, consider the interests of the audience</p>	<p>Social and emotional</p> <p>Speak to a mixed group, selecting appropriate group to direct points to depending upon the point being made.</p> <p>e.g. Turn to teachers in the audience when discussing the benefits of extra playtime on concentration in the classroom and turn to pupils when talking about the ways it will give more time to play sport</p>	<p>Use persuasive language techniques to deliberately influence the listener.</p> <p>-developing a point logically and effectively</p> <p>Social and emotional</p> <p>Wait for an appropriate place in a debate to offer a counterargument, giving reasoned explanations to back up your point and appealing to the emotions of the audience</p> <p>Anticipate potential objections and have a counterargument ready</p>
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