



Progression in Persuasion Texts



N	<ul style="list-style-type: none"> • Use a wider range of vocabulary. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Can start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”
R	<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</p> <ul style="list-style-type: none"> <input type="checkbox"/> Watch and listen when one person is trying to persuade another to do something or go somewhere. Recognising what is happening. <input type="checkbox"/> Give oral explanations e.g. their or another’s motives; why and how they can persuade or be persuaded. <input type="checkbox"/> Begin to be able to negotiate and solve problems without aggression e.g. when someone has taken their toy <input type="checkbox"/> Use simple imperative verbs to persuade e.g. creating written rules or labels, for example, <i>please don’t touch, please don’t break my model, keep away</i> <p>Grammar focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Know that a sentence tells a whole idea and makes sense <input type="checkbox"/> Awareness of listener <input type="checkbox"/> Communicate ideas through simple written sentences e.g. <i>‘Please don’t break my model’</i> (label in the construction area / <i>‘Please can I have a’</i>(letter to Santa)
Y1	<p>Read captions, pictures, posters and adverts that are trying to persuade</p> <ul style="list-style-type: none"> <input type="checkbox"/> Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective <input type="checkbox"/> Write simple examples of persuasion e.g. in the form of a letter to a character in a book <p>Grammar focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How words can combine to make sentences <input type="checkbox"/> Joining words and joining clauses using and <input type="checkbox"/> Sequencing sentences to form short narratives <input type="checkbox"/> Separation of words with spaces <input type="checkbox"/> Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences <input type="checkbox"/> Capital letters for names and for the personal pronoun I
Y2	<p>As part of a wide range of reading, explore persuasive texts (posters, adverts, etc.) and begin to understand what they are doing and how</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evaluate simple persuasive devices e.g. say which posters in a shop or TV adverts would make them want to buy something, and why <input type="checkbox"/> Continue to explore persuading and being persuaded in a variety of real life situations through role-play and drama <input type="checkbox"/> Write persuasive texts linked with topics relevant to children’s current experience and motivations e.g. persuasive letter to Santa at Christmas, presentation to school council, persuasive letter to a character from a text <input type="checkbox"/> Select information that supports the chosen viewpoint <p>Grammar focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Subordination (using when, if, that, because) and co-ordination (using or, and, but) e.g. extend reasoning using subordination, for example, <i>Vote for me because...</i>



Progression in Persuasion Texts

	<ul style="list-style-type: none"> <input type="checkbox"/> Expanded noun phrases for description and specification e.g. vote for me because I am a confident, helpful and kind boy. <input type="checkbox"/> How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command e.g. inclusion of an opening statement that presents the persuasive point of view, for example, Greentrees Primary is the best school in the world. <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> <ul style="list-style-type: none"> <input type="checkbox"/> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences <input type="checkbox"/> 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 listen to other people's ideas.
<p>Y3</p>	<ul style="list-style-type: none"> • Read and evaluate a wider range of persuasive texts, explaining and evaluating responses orally <input type="checkbox"/> 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 <input type="checkbox"/> Present a persuasive point of view in the form of a letter, beginning to link points together and selecting style and vocabulary appropriate to the reader <p>Grammar focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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, <p>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> <ul style="list-style-type: none"> ➤ use connecting adverbs to link persuasive points together and provide further justification, for example, I think that we should be allowed to keep the dragon as a pet because... Furthermore...Additionally.... <input type="checkbox"/> Introduction to paragraphs as a way to group related material e.g. ➤ generate several reasons for a point of view group related persuasive points together
<p>Y4</p>	<ul style="list-style-type: none"> • Read and 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) <input type="checkbox"/> Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these <input type="checkbox"/> From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader <input type="checkbox"/> 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 <input type="checkbox"/> 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 <input type="checkbox"/> Use graphs, images, visual aids to make the view more convincing



Progression in Persuasion Texts



	<p>Grammar focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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, <i>the beach with its mile long stretch of golden white sand... rich, velvety chocolate harvested from the heart of the Amazonian rainforest...</i> <input type="checkbox"/> Fronted adverbials e.g. use a wider range of adverbs/adverbials (building on the range used in year 3) to link persuasive points together <input type="checkbox"/> Use of paragraphs to organise ideas around a theme e.g. investigate where paragraphs move from the general to the specific, for example, <i>The hotel is very comfortable. The beds are soft, the chairs are made to support your back and all rooms have thick carpets.</i> <input type="checkbox"/> <i>Consider organising paragraphs around persuasive points, and counter-arguments e.g. analyse how a particular view can most convincingly be presented,</i> <input type="checkbox"/> <i>ordering points to link them together so that one follows from another</i> <input type="checkbox"/> <i>how statistics, graphs, images, visual aids, etc. can be used to support or reinforce arguments</i> <input type="checkbox"/> <i>how a closing statement repeats and reinforces the original/opening 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.</i> <input type="checkbox"/> <i>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 restaurant is world famous...our beautiful bistro...</i>
<p>Y5</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> 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 fact <input type="checkbox"/> From reading, to collect and investigate use of persuasive devices such as words and phrases, e.g. <input type="checkbox"/> persuasive noun phrases, e.g. 'not a single person...' 'every right-thinking person would...' 'the real truth is...'; <input type="checkbox"/> rhetorical questions, e.g. 'are we expected to...?' <input type="checkbox"/> 'where will future audiences come from...?'; <input type="checkbox"/> pandering, condescension, concession, e.g. 'Naturally, it takes time for local residents...'; <input type="checkbox"/> 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) <input type="checkbox"/> 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 <input type="checkbox"/> 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 <input type="checkbox"/> Combine persuasion with other text types e.g. instructions, discussion, explanation <p>Grammar focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun e.g. <input type="checkbox"/> investigate 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. <input type="checkbox"/> Experiment with removing relative clauses from example texts and consider the effect <input type="checkbox"/> Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] e.g. <input type="checkbox"/> explore the use of adverbs of possibility and modal verbs in forming rhetorical questions, for example, Surely you would not want...? Can you imagine...?



Progression in Persuasion Texts

	<ul style="list-style-type: none"> <input type="checkbox"/> Explore which modal verbs are most commonly used in persuasive writing, for example, those that express certainty and offer a promise or commitment (must, can, will) <input type="checkbox"/> Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] <input type="checkbox"/> 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] <input type="checkbox"/> Brackets, dashes or commas to indicate parenthesis <input type="checkbox"/> Use of commas to clarify meaning or avoid ambiguity e.g. explore how much additional information can be added to a sentence, without 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'.
Y6	<ul style="list-style-type: none"> <input type="checkbox"/> Through reading and analysis, recognise how persuasive arguments are constructed to be effective through, for example: <ul style="list-style-type: none"> <input type="checkbox"/> the expression, sequence and linking of points <input type="checkbox"/> providing persuasive examples, illustration and evidence <input type="checkbox"/> pre-empting or answering potential objections <input type="checkbox"/> appealing to the known views and feelings of the audience <input type="checkbox"/> Orally and in writing, construct effective persuasive arguments: <ul style="list-style-type: none"> <input type="checkbox"/> using persuasive language techniques to deliberately influence the listener. <input type="checkbox"/> developing a point logically and effectively <input type="checkbox"/> supporting and illustrating points persuasively <input type="checkbox"/> anticipating possible objections <input type="checkbox"/> harnessing the known views, interests and feelings of the audience <input type="checkbox"/> tailoring the writing to formal presentation where appropriate <input type="checkbox"/> 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 Grammar focus: <ul style="list-style-type: none"> <input type="checkbox"/> Use of the passive to affect the presentation of information in a sentence e.g. <ul style="list-style-type: none"> <input type="checkbox"/> 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 action seem less daunting, for example, 'the invaders must be stopped' <input type="checkbox"/> 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' <input type="checkbox"/> 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... <input type="checkbox"/> Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [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 practice writing their own, for example, 'although there are many that would argue that..., there are a growing number of critics who think that...' <input type="checkbox"/> Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] <input type="checkbox"/> Punctuation of bullet points to list information
Moving Beyond	<p>Once students move beyond Year 6 age related expectations, it is expected that these writing skills are consolidated within more complex topics and contexts as well as being sustained over more sophisticated pieces of work.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Through reading and analysis of persuasive texts across a range of contexts, recognise how style and register may vary according to environment and audience <input type="checkbox"/> Identify how persuasive devices and arguments are linked within and across paragraphs, taking careful note of how ideas are developed through reference chains e.g. the rainforest...this dwindling biome...the impact of its loss is incalculable <input type="checkbox"/> Vary and manage paragraphs in a way that support whole structure of the text e.g. single sentence paragraphs to secure an argument, movement of focus from the general to the specific <input type="checkbox"/> Orally and in writing, construct effective persuasive arguments: <ul style="list-style-type: none"> <input type="checkbox"/> using a wide range of persuasive language techniques and modes of presentation to deliberately influence the listener e.g. counter argument, rhetorical techniques, for example, emotive words (starving children, destitute victims) alliteration (pressing problem) repetition/power of three (this is destroying habitats; this is destroying food chains; this is destroying lives) personal pronouns for direct address/assuming a shared view (we, you) <input type="checkbox"/> building up points for emphasis <input type="checkbox"/> illustrating with carefully chosen, relevant examples



Progression in Persuasion Texts



- pre-empting possible objections and take account of conflicting agendas through compromise, precautionary measures, checks and balances e.g. Pupils will not be allowed to enter the vicinity of the pool unless accompanied by an adult
- sparing, effective use of exaggeration, emotive language, flattery and plausible statistics
- subject-specific technical vocabulary to enhance credibility
- Oral presentations take full account of the audience
- Voice and gesture is used for emphasis and to sustain interest throughout

Suggested grammar focus:

- Use of a range of verb forms e.g.:

o conditionals to establish a polite tone, for example, We were wondering if we could...

o modal verbs to convey likelihood/degree of certainty, for example, immediate action must be taken..., this could be the single greatest opportunity...

o the passive voice to establish an authoritative and/or impersonal tone, for example, this issue has been left to unresolved for too long..., the benefits have been thoroughly established...

o the subjunctive mood to further demonstrate formality, for example, if we were to take collective responsibility...

Use of these forms should not impact upon clarity. Good writing will depend on selective use that supports the overall intention of the text.