

## Persuasion Texts General Information

**Purpose: to persuade and influence thoughts/behaviour**

**Suggested contexts: adverts, letters, speeches, scripts, posters, newspaper opinion pieces**

Persuasive texts argue a case from a particular point of view and encourage the reader/listener towards the same way of seeing things. The persuasive intent may be explicit or disguised and not necessarily immediately recognised by the reader. Some examples may include evidence of bias/opinion being presented as fact. Persuasion may form part of many different types of text – these will not always be stand alone examples of the genre.

<b>Generic Structure</b>	<ul style="list-style-type: none"> <li>• A general statement that sums up the viewpoint being presented. (EG 'Fox hunting should be banned...' 'School uniform is a good idea...')</li> <li>• Key arguments and information/evidence are organised in order to support the desired viewpoint. (EG 'Fox hunting has proved highly ineffective when it comes to controlling fox populations. Additionally, many people believe the process itself is cruel, with foxes suffering slow and painful deaths.')</li> <li>• A closing statement repeats and reinforces the original thesis. (EG 'All the evidence shows that...' 'It should now be obvious...')</li> </ul>
<b>Language Features</b>	<ul style="list-style-type: none"> <li>• Written in simple present tense – sometimes including present perfect tense. ('Residents have been impacted for weeks...')</li> <li>• Moves from general to more specific information when presenting key points.</li> <li>• Use of reinforcing and opposing adverbial conjunctions to link ideas between sentences and paragraphs. (EG 'This proves that...' 'Therefore...' 'Consequently..')</li> <li>• May use rhetorical questions to encourage agreement. (EG 'Surely any reasonable person would agree that fox hunting is barbaric?')</li> </ul>
<b>Knowledge for the Writer</b>	<ul style="list-style-type: none"> <li>• Decide on the viewpoint you will be presenting and ensure you are only selecting information that will support this viewpoint.</li> <li>• Organise your points in the best order and decide what additional information/evidence you will use to support each one.</li> <li>• Consider counter arguments your reader might come up with and include evidence to make them seem incorrect or irrelevant.</li> <li>• Choose and use positive language and some short sentences for emphasis.</li> <li>• Use techniques to get the reader on your side such as:             <ol style="list-style-type: none"> <li>1. Addressing them directly.</li> <li>2. Adopting a friendly tone.</li> <li>3. If appropriate using memorable, catchy slogans. (Consider alliteration.)</li> <li>4. Appealing to the reader's judgement. ('All sensible people agree that...')</li> </ol> </li> </ul>
<b>Key Elements</b>	<ul style="list-style-type: none"> <li>• Speaking and listening before reading and writing.</li> <li>• Teacher modelling, scribing and shared writing before children's independent attempt.</li> <li>• Increased understanding by the children of the form and features of persuasive writing and then increasing ability to manipulate elements of writing to persuade others.</li> <li>• Increasing complexity, subtlety, challenge of task (persuading a reader to change their mind), and/or adding additional features (video or visual images.)</li> <li>• Increasing ability to recognise persuasion and understand the devices used in the writing of others; in their own writing to persuade effectively as appropriate to their purpose and audience</li> </ul>

Reception	<ul style="list-style-type: none"> <li>• Talk about how certain words/pictures/stories might make us want to behave in certain ways. (EG a picture of food might make us hungry!)</li> <li>• Watch and listen when one person is trying to persuade another and recognise what is happening.</li> <li>• Give oral explanations of people’s motives and why or how someone might be persuaded.</li> <li>• Begin to use persuasive skills to negotiate and problem solve without aggression.</li> <li>• Use simple, imperative verbs to persuade. (EG ‘Please don’t touch my picture.’)</li> <li>• Communicate ideas through simple written sentences with some awareness of reader. (EG Dear Santa, Please can I have a...)</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• Read captions, pictures, posters and adverts that are trying to persuade</li> <li>• Write simple examples of persuasion. EG in the form of a letter to a character in a book</li> <li>• Use games and role play to explore what it means to persuade or be persuaded – and discuss techniques that may be particularly effective</li> </ul>
	<ul style="list-style-type: none"> <li>• Commands as sentence types</li> <li>• Writing in first and second person</li> <li>• Joining words and clauses including ‘and’ and ‘because’</li> <li>• Sequencing sentences to form short passages</li> <li>• Word spaces, capital letters and full stops in sentences</li> <li>• Introduction of question marks and exclamation marks</li> <li>• Capital letters for names and the pronoun ‘I’</li> <li>• Use of the prefix ‘un’</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Read and evaluate wider range of persuasive texts (posters, adverts) and begin to understand techniques</li> <li>• Evaluate simple persuasive devices. (EG say which TV adverts would make them want to buy something and why) and explore through role-play and drama</li> <li>• Write persuasive texts linked to topics relevant to children’s current experience and motivations. (EG letter to persuade head teacher of benefits of playtime, presentation to become school councillor)</li> <li>• Select information to support chosen viewpoint</li> </ul>
	<ul style="list-style-type: none"> <li>• Writing in first, second and third person</li> <li>• Statements, commands, exclamations and questions (inc rhetorical) as sentence types.</li> <li>• Expanded noun phrases</li> <li>• Coordinating and subordinating conjunctions (and, or, but, when, if, that, because)</li> <li>• Correct use of present tense</li> <li>• Imperative verbs</li> <li>• Capital letters, full stops, question marks, exclamation marks to demarcate sentences</li> <li>• Commas in a list</li> <li>• Apostrophes for singular possession</li> <li>• Use of suffixes ‘ful’ and ‘less’</li> <li>• Use of ‘er’ and ‘est’ as comparative adjectives</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Read and evaluate a wide range of persuasive texts, explaining and evaluating responses orally</li> <li>• Use role play and drama to explore key persuasive scenarios (EG a child who doesn’t want to go to bed) and evaluate effectiveness of different techniques</li> <li>• Present a persuasive point of view in the form of a letter, starting to link points together and selecting appropriate style and vocabulary for the intended reader</li> </ul>
	<ul style="list-style-type: none"> <li>• Subordinate clauses using subordinating conjunctions</li> <li>• Prepositions and conjunctions to express time and cause</li> <li>• Introduction of paragraphs as a way to organise information – esp to generate several reasons for a point of view or to group persuasive points together</li> <li>• Use of present perfect tense rather than past (Doctors have discovered... People have been complaining...)</li> <li>• Consolidation of ks1 punctuation</li> <li>• Use of ‘a’ or ‘an’ according to whether the next word starts with a vowel</li> </ul>

	<ul style="list-style-type: none"> <li>• Read and analyse a range of persuasive texts to identify key features. (EG letters to newspapers, discussion of issues in books such as climate change or animal welfare)</li> <li>• Distinguish between texts that simply inform and texts which try to persuade – whilst recognising that some texts may contain elements of both</li> <li>• From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader</li> <li>• Evaluate adverts for their impact, appeal and honesty, focusing on how information about the product is presented: exaggerated claims; attention grabbing tactics; linguistic devices such as puns, alliteration, slogans and invented words</li> <li>• Assemble, sequence and link points persuasively in order to present a point of view</li> <li>• Select style and vocabulary appropriate to the reader/listener</li> <li>• Consider graphs, statistics, visual aids to make a point of view more convincing</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Wider range of subordinating conjunctions</li> <li>• Conjunctions used to link persuasive points together, provide further explanations or justifications and show cause and effect (so that, therefore)</li> <li>• Further expanded noun phrases EG ‘explore the beach with its mile long stretch of golden, soft sand’</li> <li>• Paragraphs to organise ideas around a theme</li> <li>• Ordering linked points so that one follows from another</li> <li>• Visual aids, statistics used to reinforce arguments</li> <li>• Use of closing statements to reinforce opening viewpoint</li> <li>• Appropriate use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition</li> <li>• Standard English for verb inflections (we were NOT we was)</li> <li>• Use of articles (a, an, the) and possessive pronouns (my, his, her)</li> <li>• Commas after fronted adverbials</li> <li>• Apostrophes for plural possession</li> </ul>
	<ul style="list-style-type: none"> <li>• Read and evaluate letters (perhaps from newspapers or magazines) intended to inform, protest, complain and persuade considering how they are set out and how they use language to manipulate or gain attention</li> <li>• Read other examples of persuasion and compare how writing can differ depending on context, audience etc</li> <li>• Start to consider use of ambiguity, half-truth, bias, opinion disguised as fact and how these are used in some types of persuasive writing</li> <li>• From reading, collect and investigate persuasive words and phrases.</li> <li>• Draft and write individual, class and group persuasive texts for real purposes, presenting a clear point of view and evaluating effectiveness</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Relative clauses beginning who, which, where, when, whose, that</li> <li>• Use of more complex sentences where information is layered to add extra persuasive detail (‘This incredible destination, which has been voted most beautiful in France, is a mere ferry ride away.’)</li> <li>• Expression of degrees of possibility (perhaps, surely, might, should, will, must)</li> <li>• More precise language to express time, place, manner or frequency</li> <li>• Devices, such as time conjunctions, to build cohesion within a paragraph</li> <li>• Conjunctions used to link ideas between sentences and across paragraphs</li> <li>• Use of correlating conjunctions (not only, but also)</li> <li>• Brackets, dashes and commas to indicate parenthesis</li> <li>• Commas to clarify meaning or avoid ambiguity (EG How much additional info can you add to a sentence without losing meaning? How can this information overload add to/distract from persuasive techniques?)</li> <li>• Conversion of nouns or adjectives into verbs using suffixes ‘ate’, ‘ify’ and ‘ise’</li> <li>• Verb prefixes ‘dis’, ‘de’, ‘mis’, ‘over’, ‘re’</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Read and analyse texts in order to recognise how persuasive writing can be constructed to be most effective</li> <li>• Orally and in writing, construct own effective persuasive arguments, using language techniques to appeal to the reader and developing points logically and effectively</li> <li>• Pre-empt the known views, interests and feelings of the audience to answer potential objections and provide relevant or emotive illustrations and evidence</li> <li>• In oral and written texts choose the appropriate style and form to suit a specific purpose and audience, drawing on different non-fiction text types and adapting, conflating and combining these where appropriate</li> </ul>

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| <ul style="list-style-type: none"><li>• Difference between formal and informal vocabulary and structure</li><li>• Examination of difference between passive and active voice in persuasion. (EG which is more effective? 'The invaders must be stopped' vs 'You must stop the invaders')</li><li>• Differences between formal and informal speech, esp subjunctive forms – to express things that could or should happen 'If I were...'</li><li>• Wider range of cohesive devices to link ideas across paragraphs such as repetition of word/phrase, ellipsis, wider range of conjunctions</li><li>• Application of persuasive skills in wider range of contexts</li><li>• Management of paragraphs in such a way as to support whole structure/meaning of text</li><li>• Use of colon, semi colon or dash to mark boundaries between clauses</li><li>• Use of bullet points, colons and semi colons to punctuate lists</li></ul> |
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