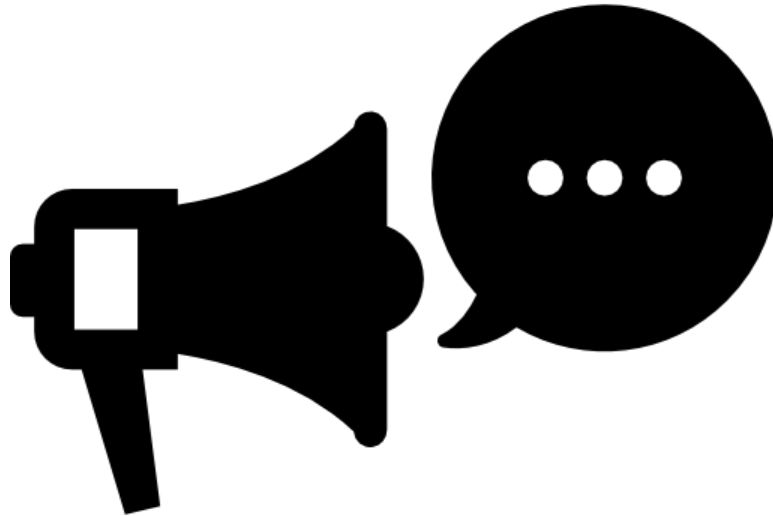


# Writing to Persuade



## Writing to Persuade

This is a progression guide which details the content to be mastered in each year group when 'Writing to Persuade'. It is intended for use by teachers at William Booth Primary and Nursery School to ensure consistency and progression. It is not broken down by term as it is unlikely that in either year 5 or year 6 there will be sufficient time to complete more than 1 or 2 writing to persuade units. It should be noted there is some substantial cross over between writing to inform and to persuade and discuss but there is enough nuances for a writing to persuade unit to be necessary. As with writing to inform, writing to persuade works better if about a topic children have a substantial amount of declarative knowledge and passion about.

Each year group is broken down into 6 key areas.

<b>Text Types</b>	This section lists the suggested text types teachers could teach in this year group when teaching children to write to persuade. It is not expected that all text types are covered that year.
<b>Text Features</b>	These features are common in a variety of persuasive writing
<b>Grammar and Sentences</b>	This section clearly states the grammar and sentence types to be explicitly taught in this year group. This grammar and sentence work should be taught explicitly before children try to use it in extended pieces. Good grammar and sentence knowledge is the foundation of extended writing. It is highly likely that teachers will have to spend some of the autumn term revising and consolidating objectives from the year before. By the summer term, writing to persuade work should exemplify all the year group objectives over a series of pieces (i.e. it is <b>not</b> expected that one single piece exemplifies all objectives).
<b>Adverbials</b>	In writing to persuade, adverbials often serve a different purpose to the purpose they serve in writing to entertain. They are mostly used for cohesion. As can be seen in this document, children become progressively more confident in their use of adverbials, starting with them as a sequencing tool (next, later etc.) to later using them to link ideas across sentences (However/Consequently).
<b>Conjunctions</b>	Conjunctions are the bedrock of any effective writing to persuade. They allow the writer to express ideas of increasingly complexity, relaying cause and effect, change of direction etc. It is therefore essential that children know a lot about the subject matter they intend to write about: complex sentences require complex ideas. This document clearly sets out how children progress in their confidence in using conjunctions. Coordinating conjunctions (and, but, or, so) are mastered by the end of Year 2. Subordinating conjunctions develop all the way through to Year 6.
<b>Punctuation Content</b>	This section clearly states the expectations regarding punctuation content. As with grammar and sentences this content should be taught explicitly.

Writing to persuade can be a highly engaging but unfamiliar purpose for children. A glossary of useful stylistic features and structures are included in this document to support teachers structure their units.

## Writing to persuade: Year 3

### Text Types

Advertising  
Letter

Speech  
Poster

### Text Features

1. Use of 2nd person
2. Planned repetition
3. Facts & Statistics
4. Adjectives for positive description

### Grammar and Sentences

#### Use imperative verbs to convey urgency:

- **Buy** it today!
- **Listen** very carefully....
- **Have** a race in space and experience the death defying speeds and spins of the world famous 'Titan Tornado' go-kart circuit.
- **Don't** forget Lemurland!

#### Use rhetorical questions to engage the reader:

- Are you bored at the weekend? Are your kids driving you mad? Then why not head down to Astro-Star Park?
- Are bored children driving you crazy?

#### Use noun phrases to add detail and description:

- Our fantastic resort has amazing facilities for everyone

#### Use ambitious adjectives for positive descriptions

- these **adorable** pets
- ...a **monumental** structure...

#### Use subordinating conjunctions to join clauses, including as openers:

- Orangutans' habitats are being destroyed because of deforestation
- **Although** they are fierce looking animals, gorillas are sensitive creatures.
- **If** sea ice melts, penguins won't have enough food

### Adverbials

Firstly

Also

In addition

However

On the other hand

Therefore

In conclusion

### Conjunctions

if

because

unless

so

even if

but

when

### Punctuation Content

Capital letters for proper nouns  
Use ? ! For rhetorical / exclamatory sentences  
Use commas to mark relative clauses

Commas to mark fronted adverbials  
Paragraphs used to group related ideas

Apostrophes for possession, including plurals

## Writing to persuade: Year 4

Text Types		Text Features
Advertising Letter	Speech Poster	<ol style="list-style-type: none"> <li>1. Use of 2nd person</li> <li>2. Planned repetition</li> <li>3. Facts &amp; Statistics</li> <li>4. Adjectives for positive description</li> </ol>

## Grammar and Sentences

<p><b>Use imperative verbs to convey urgency,</b></p> <ul style="list-style-type: none"> <li>• <i>Buy it today!</i></li> <li>• <i>Listen very carefully....</i></li> <li>• <i>Have a race in space and experience the death defying speeds and spins of the world famous 'Titan Tornado' go-kart circuit.</i></li> <li>• <b>Don't</b> forget Lemurland!</li> </ul> <p><b>Use rhetorical questions to engage the reader,</b></p> <ul style="list-style-type: none"> <li>• <i>Are you bored at the weekend? Are your kids driving you mad? Then why not head down to Astro-Star Park?</i></li> <li>• <i>Are bored children driving you crazy?</i></li> </ul> <p><b>Use noun phrases to add detail and description,</b></p> <ul style="list-style-type: none"> <li>• <i>Our fantastic resort has amazing facilities for everyone</i></li> </ul>	<p><b>Use ambitious adjectives for positive descriptions</b></p> <ul style="list-style-type: none"> <li>• <i>these <b>adorable</b> pets</i></li> <li>• <i>...a <b>monumental</b> structure...</i></li> </ul> <p><b>Use subordinating conjunctions to join clauses, including as openers.</b></p> <ul style="list-style-type: none"> <li>• <i>Orangutans' habitats are being destroyed <u>because</u> of deforestation</i></li> <li>• <b>Although</b> they are fierce looking animals, gorillas are sensitive creatures.</li> <li>• <b>If</b> sea ice melts, penguins won't have enough food</li> </ul> <p><b>Use adverbials and prepositions to add detail and open sentences</b></p> <ul style="list-style-type: none"> <li>• <b>Amazingly</b>, these insects can... / <b>Sadly</b>, orangutans are endangered...</li> </ul> <p><b>Use adverbials for cohesion across sentences</b></p> <ul style="list-style-type: none"> <li>• <i>These precious habitats are being destroyed. <b>Therefore</b>, we must act now.</i></li> </ul>
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## Adverbials

Firstly	Also	In addition	However	On the other hand	Therefore	In conclusion
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## Conjunctions

if	because	unless	so	even if	but	when
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## Punctuation Content

Capital letters for proper nouns Use ? ! For rhetorical / exclamatory sentences Use commas to mark relative clauses	Commas to mark fronted adverbials Paragraphs used to group related ideas	Apostrophes for possession, including plurals
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## Writing to persuade: Year 5

Text Types		Text Features
Advertising Letter	Speech Campaign	<ol style="list-style-type: none"> <li>1. Use of 2nd person</li> <li>2. Personal pronouns</li> <li>3. Planned repetition</li> <li>4. Facts &amp; Statistics</li> <li>5. Hyperbole</li> </ol>

## Grammar and Sentences

Use **rhetorical questions** to engage the reader,

- *Are you bored at the weekend? Are your kids driving you mad? Then why not head down to Astro-Star Park?*
- *Are bored children driving you crazy?*

Use **noun phrases** to add detail and description,

- *Our **fantastic resort** has amazing facilities for everyone*

Use **relative clauses** to provide additional enticement

- *Our hotel, which has 3 swimming pools, overlooks a beautiful beach*

Use **ambitious adjectives for positive descriptions**

- *these **adorable** pets*
- *...a **monumental** structure...*

Use **subordinating conjunctions to join clauses, including as openers.**

- *Orangutans' habitats are being destroyed because of deforestation*
- **Although** they are fierce looking animals, gorillas are sensitive creatures.
- **If** sea ice melts, penguins won't have enough food

Use **adverbials and prepositions to add detail and open sentences**

- **Amazingly**, these insects can... / **Sadly**, orangutans are endangered...

Use **adverbials** to convey sense of certainty,,

- **Surely** we can all agree...?

Use **short sentences** for emphasis

- *This has to stop! Vote for change!*

## Adverbials

Firstly	Furthermore	However	Nevertheless	Consequently	In addition	In conclusion
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## Conjunctions

if	because	unless	since	rather	whereas	whenever
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## Punctuation Content

Use ? ! For rhetorical / exclamatory sentences  
Use colons and semi-colons to list features, attractions or arguments

Use brackets or dashes for parenthesis  
Use semi-colons to structure repetition

Apostrophes for possession, including plurals

## Writing to persuade: Year 6

### Text Types

Advertising  
Letter

Speech  
Campaign

### Text Features

1. Use of 2nd person
2. Personal pronouns
3. Planned repetition
4. Facts & Statistics
5. Hyperbole

## Grammar and Sentences

Use **rhetorical questions** to engage the reader,

- *Are you bored at the weekend? Are your kids driving you mad? Then why not head down to Astro-Star Park?*
- *Are bored children driving you crazy?*

Use **relative clauses** to provide additional enticement

- *Our hotel, which has 3 swimming pools, overlooks a beautiful beach*

Use **ambitious adjectives for positive descriptions**

- *these **adorable** pets*
- *...a **monumental** structure...*

Use **subordinating conjunctions to join clauses, including as openers.**

- *Orangutans' habitats are being destroyed because of deforestation*
- ***Although** they are fierce looking animals, gorillas are sensitive creatures.*
- ***If** sea ice melts, penguins won't have enough food*

Use **adverbials and prepositions to add detail and open sentences**

- ***Amazingly**, these insects can... / **Sadly**, orangutans are endangered...*

Use **adverbials** to convey sense of certainty,,

- ***Surely** we can all agree...?*

Use **short sentences** for emphasis

- ***This has to stop! Vote for change!***

Use the **subjunctive form** for formal structure

- ***If I were you, I would...***

Use **semi-colons** to structure repetition,

- ***Bring your friends; bring your children; bring the whole family!***

## Adverbials

Firstly

Furthermore

However

Nevertheless

Consequently

In addition

In conclusion

## Conjunctions

if

because

unless

since

rather

whereas

whenever

## Punctuation Content

Use ? ! For rhetorical / exclamatory sentences  
Use semi-colons to list features/arguments

Use brackets or dashes for parenthesis  
Use semi-colons to structure repetition

Apostrophes for possession, including plurals

## Writing to Persuade: stylistic devices

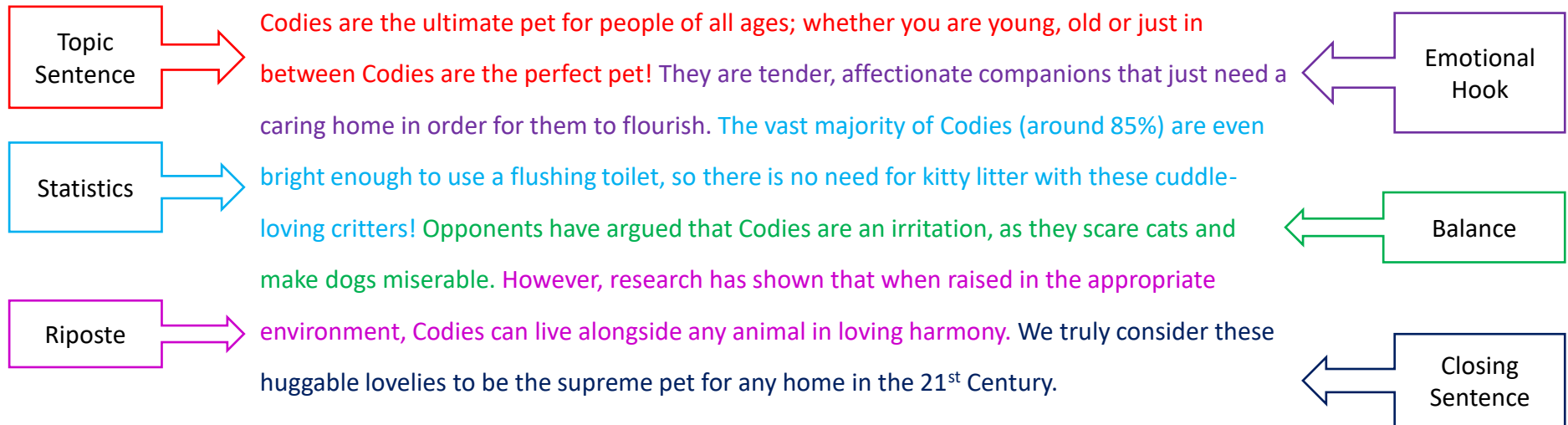
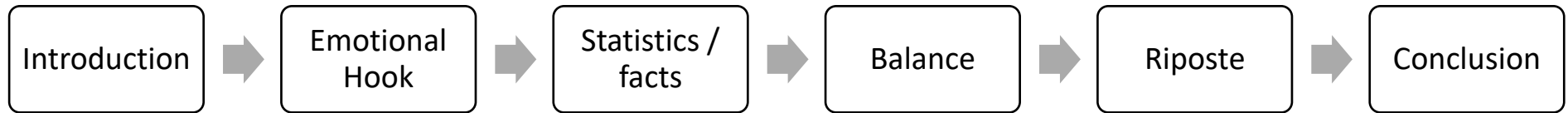
Effective writing to persuade requires stylistic devices suitable for purpose. An advert for a chocolate bar would use different techniques to a political speech but there are often more similarities than one would expect. Below are some examples teachers weave into their writing units to enhance impact.

<u>Alliteration</u>	<u>Rhyme</u>	<u>Repetition</u>	<u>Bossy Sentences (imperatives)</u>
<ul style="list-style-type: none"> <li>• Dino Dig and the Wacky Workshop</li> <li>• Pick up a penguin</li> <li>• Once you pop you can't stop!</li> <li>• You'll never put a better bit of butter on your knife.</li> </ul>	<ul style="list-style-type: none"> <li>• Beanz Meanz Heinz</li> <li>• Wash hands. Cover Face. Make Space.</li> <li>• A Mars a day helps you work, rest and play</li> <li>• Once you pop you cant stop!</li> <li>• Grace. Space. Pace.</li> </ul>	<ul style="list-style-type: none"> <li>• Find us to find the fun.</li> <li>• Have a break, have a Kit Kat</li> <li>• Spam. Spam. Spam. Lovely Spam!</li> <li>• Use Cilit bang to clean your drains, use cilit bang to clean your sink, use Cilit bang everywhere!</li> </ul>	<ul style="list-style-type: none"> <li>• Don't forget Lemurland!</li> <li>• Go online now to book your test drive today</li> <li>• Never be without one!</li> </ul>
<u>Personal Appeal</u>	<u>Boastful Language</u>	<u>Patterns of Three</u>	<u>Testimonial / Quotes</u>
<ul style="list-style-type: none"> <li>• You can get up close and personal.</li> <li>• Even you could fly to the moon.</li> <li>• You can make a difference.</li> <li>• Because you're worth it!</li> </ul>	<ul style="list-style-type: none"> <li>• The world's oldest tourist attraction.</li> <li>• Manchester's most magnificent cake shop.</li> <li>• An enchanting land of wonder!</li> </ul>	<ul style="list-style-type: none"> <li>• Visit it. Shop it. Love it.</li> <li>• Cool, calm, collected.</li> <li>• Green, calm, quiet.</li> <li>• Work – rest – play.</li> <li>• Snap. Crackle. Pop.</li> </ul>	<ul style="list-style-type: none"> <li>• 'Join us for a great day out' – David Bellamy, 34</li> <li>• 'I tried Onus Prima and I'm never eating anything else ever again!' – Mogwai the Cat.</li> </ul>

## Writing to Persuade: a suggested structure

Effective persuasive writing is greatly aided by the grammatical/sentence features detailed in the previous pages; however, overall structure greatly aids persuasive writing. Persuasions have to follow a logical structure in order to be effective. Below is a structure older children can use to frame their persuasive arguments.

The writer opens with a topic sentence to set the scene, brings in their reader with an emotional hook, provides statistics/facts to support their point, provides balance to pre-empt criticism, provides a riposte and then closes the argument. This structure can be applied to short paragraphs (as below) or extended to larger more extended pieces of writing



## Discourse Markers

Sequence	Cause and effect	Change of direction
First Second Third Next Then  Subsequently Furthermore Finally In conclusion	Because So  Therefore Due to If ... then ... Consequently	But Unfortunately, Fortunately,  However, Although, On the other hand, Despite...

Compare and contrast	Description	Problem and Solution
Like the ... ,  Similarly Equally Just as In the same way On the other hand In contrast Whereas	For example, For instance, Such as, Also Furthermore Additionally Moreover	Consequently Therefore As a result If ... then ...

## Sentence Signposts

<b>Emphasis</b>	<b>Generalisation</b>
Most of all, Least of all, Most importantly, In fact,	Usually Typically A few Some Most Occasionally The majority

<b>Introduction</b>	<b>Ending</b>
Why is... ? Have you ever ... ? Everybody has heard of ... Read on, and follow these ...	In conclusion, Finally, The most amazing/surprising/interesting thing ... Warning!