

St John the Divine CoE Primary School - Progression in Text Types – Persuasion

Purpose	Text Types
<p>Writing to Persuade and entertain</p> <ul style="list-style-type: none"> To make a cause for a particular point of view To motivate, move or convince someone towards a certain viewpoint <p>This form of writing provides the opportunity to encourage the reader/listener towards seeing things the same way as them. Writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and problem solving</p>	<ul style="list-style-type: none"> Advertisements Letters – of complaint Travel Brochure Magazine article Posters

	Progression	Grammar	Notes on Content (see exemplification docs for full guidance)
EYFS	<ul style="list-style-type: none"> 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 Watch and listen when one person is trying to persuade another to do something or go somewhere. Recognising what is happening. Give oral explanations e.g. their or another's motives; why and how they can persuade or be persuaded. Begin to be able to negotiate and solve problems amicably e.g. when someone has taken their toy 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 	<ul style="list-style-type: none"> Know that a sentence tells a whole idea and makes sense Awareness of listener Communicate ideas through simple written sentences e.g. 'Please don't break my model' (label in the construction area / 'Please can I have a ...' (letter to Santa) 	

Year One	<ul style="list-style-type: none"> • Read captions, pictures, posters and adverts that are trying to persuade • Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective • Write simple examples of persuasion e.g. in the form of a letter to a character in a book 	<ul style="list-style-type: none"> • Separation of words with spaces • How words can combine to make sentences e.g. I want a rabbit. • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences e.g. Please can we have a rabbit? • Sequencing sentences to form short narratives e.g. Rabbits make good pets. Rabbits are friendly. Rabbits are clean and quiet. They can eat our carrots. • Joining words and joining clauses using and e.g. Please can we have a rabbit and keep it in class? • Capital letters for names and for the personal pronoun I 	
Year Two	<ul style="list-style-type: none"> • As part of a wide range of reading, explore persuasive texts (posters, adverts, letters etc.) and begin to understand what they are doing and how • Evaluate simple persuasive devices e.g. say which posters in a shop or TV adverts would make them want to buy something, and why • Continue to explore persuading and being persuaded in a variety of real life situations through role-play and drama • Write persuasive texts linked with topics relevant to current experience and motivations e.g. persuasive letter to Santa at Christmas, presentation to school council, persuasive letter to a character from a text 	<ul style="list-style-type: none"> • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Subject verb agreement within sentences and throughout writing • Use of apostrophes for contraction and possessive apostrophe for singular nouns • Correct choice and consistent use of present tense and past tense throughout writing i.e. know that persuasive texts are written in the simple present tense • 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 e.g. Why am I the best choice for class rep? vs Why I am the best choice for class rep. • Expanded noun phrases for description and specification e.g. Vote for me. I am a confident, helpful boy. • 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 I am a confident, helpful and kind boy. • Adding –er and –est to show comparison in adjectives • Commas to separate items in a list e.g. list persuasive arguments e.g. I think I should be school councillor because I like speaking in public, I have good ideas and I listen to other people’s ideas. 	<p>Writing to include:</p> <ul style="list-style-type: none"> • Clear introduction outlining the process to be explained • Fully developed process steps – with ideas likened together • A conclusion

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year Three</p>	<ul style="list-style-type: none"> ● Read and evaluate a wider range of persuasive texts, explaining and evaluating responses orally ● 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 ● Present a persuasive point of view e.g. in the form of a letter, beginning to link points together and selecting style and vocabulary appropriate to the reader 	<ul style="list-style-type: none"> ● 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] For example: <ul style="list-style-type: none"> ○ use adverbs and conjunctions to offer justification of a point of view e.g. You will be the envy of all your friends if you buy these trainers. The trainer is brightly coloured so that you will be seen in the dark. ○ use connecting adverbs to link persuasive points together and provide further justification e.g. I think that we should be allowed to keep the dragon as a pet because... Also... As well as this ● Use of fronted adverbials ● Introduction to paragraphs as a way to group related material e.g. <ul style="list-style-type: none"> ○ generate several reasons for a point of view ○ group related persuasive points together ● Correct use of simple present, present progressive and present perfect ● Inclusion of punctuation builds on Year Two and extends to include commas in lists, commas after fronted adverbials, the use of brackets 	<p>Writing to include:</p> <ul style="list-style-type: none"> ● Clear introduction and conclusion ● Paragraphs organised around key idea/subject and issues ● Use of subheadings to navigate the reader ● Opinions and facts ● Emotive language ● Introductory sentences to navigate the paragraph
---------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Year Four	<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) ● Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these ● From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader ● 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 ● 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 ● Use graphs, images, visual aids to make the view more convincing 	<ul style="list-style-type: none"> ● As for Y3 plus: ● 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... ● Fronted adverbials followed by commas (use a wider range of adverbs/adverbials to build on the range used in Year Three) to link persuasive points together e.g. Furthermore,...Additionally,...More importantly, ... ● Use of a range of sentence lengths and structures ● Use of paragraphs to organise ideas around a theme e.g. investigate where paragraphs move from the general to the specific, for example, The hotel is very comfortable. All the beds are soft, the chairs will support your back and all rooms have thick carpets ● Consider organising paragraphs around persuasive points, and counterarguments e.g. analyse how a particular view can most convincingly be presented, <ul style="list-style-type: none"> ○ ordering points to link them together so that one follows from another ○ how statistics, graphs, images, visual aids, etc. can be used to support or reinforce arguments ○ 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...Now you have seen all that we offer you, there can be no doubt that we are the best. ● 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... ● Use of apostrophes to mark singular and plural possession, use of commas in lists and after fronted adverbials, inclusion of inverted comma if using quotations and to demonstrate excitement, and brackets 	<p>Writing to include:</p> <ul style="list-style-type: none"> ● Clear introduction and conclusion ● Paragraphs organised around key idea/subject and issues ● Use of subheadings to navigate the reader ● Opinions and facts ● Emotive language ● Introductory sentences to navigate the paragraph
-----------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year Five</p>	<ul style="list-style-type: none"> • 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 • Read other examples (such as 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 • From reading, to collect and investigate use of persuasive devices such as words and phrases, e.g. <ul style="list-style-type: none"> ○ 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’ • 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 • 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 • Combine persuasion with other text types e.g. instructions, discussion, explanation 	<ul style="list-style-type: none"> • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]. For example, <ul style="list-style-type: none"> ○ 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 example, those that express certainty and offer a promise or commitment (must, can, will) We could do this for you and we might do that vs We shall do this and you must respond. ○ explore combinations of modals and adverbs to increase the effect of persuasion e.g. We should definitely consider or We must surely respond or to add a degree of politeness e.g. I wonder if you might possibly... • Devices to build cohesion within a paragraph and across paragraphs. For example: <ul style="list-style-type: none"> ○ Build on the range of connecting adverbs/adverbials used in Year Four to present further justification of a point of view e.g. moreover, besides which, additionally, similarly. ○ Use a range of conjunctions to link ideas e.g. Although the hotel brochure promised luxury bedrooms, the reality was far from luxurious. ○ Use pronouns and synonyms to avoid repetition e.g. The hotel restaurant was especially disappointing. This atrocious brasserie was probably the worst eatery I have ever encountered. I could not bring myself to eat there for a second night. ○ Use repetition for effect e.g. The place suffered from dreadful decor, dreadful service and, above all, dreadful food. I demand an immediate reply to my letter and I certainly demand a refund. ○ Vary sentence length and type • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. For example, 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 handstitched by expert weavers from India, glows with rainbow colours. • Experiment with removing relative clauses from example texts and consider the effect 	<p>Writing to include:</p> <ul style="list-style-type: none"> • The Planning process • Introduction and conclusion that provide detail and give cohesion • Paragraphs organised to prioritise the most important points • Arguments are well constructed • Viewpoint of the writer is evident throughout
--------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

- | | | | |
|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | | <ul style="list-style-type: none">• Modifiers used to intensify or qualify• Concession and condescension are used to impact the reader• Brackets, dashes or commas to indicate parenthesis e.g. No other restaurant – and we have tried them all- can match the cuisine of The Boathouse. The Boathouse (www.bh.com) is one of the best restaurants in the area• Use of commas to clarify meaning or avoid ambiguity. For example, 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 e.g. 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. | |
|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

Year Six	<ul style="list-style-type: none"> ● Through reading and analysis, recognise how persuasive arguments are constructed to be effective through, for example: <ul style="list-style-type: none"> ○ 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 ● Orally and in writing, construct effective persuasive arguments: <ul style="list-style-type: none"> ○ using persuasive language techniques to deliberately influence the listener. ○ developing a point logically and effectively ○ supporting and illustrating points persuasively ○ anticipating possible objections ○ harnessing the known views, interests and feelings of the audience ○ tailoring the writing to formal presentation where appropriate ● 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 	<ul style="list-style-type: none"> ● As for Y5 plus: ● 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. (Build on the exemplification in Year 5). For example, collect examples of counter argument statements and practice writing their own e.g. Although there are many who would argue that..., there are a growing number of critics who think that... ● Explore combinations of modal verbs and adverbs of possibility as outlined in Year Five ● Use of the passive to increase the level of formality by establishing an authoritative and/or impersonal tone e.g. <ul style="list-style-type: none"> ○ 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' ○ 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' ● 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... ● Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] ● Consistent punctuation of bullet points to list information 	<p>Writing to include:</p> <ul style="list-style-type: none"> ● The Planning process ● Introduction and conclusion that provide detail and give cohesion ● Paragraphs organised to prioritise the most important points ● Arguments are well constructed ● Viewpoint of the writer is evident throughout
----------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Once students move beyond Year Six 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.

- Through reading and analysis of persuasive texts across a range of contexts, recognise how style and register may vary according to environment and audience
- 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**
- 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
- Orally and in writing, construct effective persuasive arguments:
 - 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**)
 - building up points for emphasis
 - illustrating with carefully chosen, relevant examples
 - 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

Grammar Focus

- Use of a range of verb forms e.g.:
 - conditionals to establish a polite tone, for example, **We were wondering if we could...**
 - modal verbs to convey likelihood/degree of certainty, for example, **immediate action must be taken..., this could be the single greatest opportunity...**
 - the passive voice to establish an authoritative and/or impersonal tone, for example, **this issue has been left unresolved for too long..., the benefits have been thoroughly established...**
 - 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.