

Progression in Persuasion

Purpose: to argue a case from a particular point of view; to attempt to convince the reader

Persuasive texts (both oral and written) usually involve selecting and organising information carefully and strategically – often as a series of major points, each of which may require elaboration (explanation, evidence and/or examples) – and have the specific intention of encouraging the reader into a particular way of seeing or understanding things. This intention may, however, sometimes be covert. Such texts generally make use of devices like vocabulary choice, rhetorical questions and even simple psychology in order to influence the reader (e.g. Any sensible person can see that...).

Text structure:

- thesis – an opening statement of the case to be argued, for example: *Vegetables are good for you*
- arguments: often in the form of point plus elaboration (*Vegetables contain vitamins. Vitamin c is vital for...*)
- reiteration: summary and re-statement of the opening position, for example: *We have seen that... so*

Language features:

- written in simple present tense
- focus mainly on generic participants, for example, vegetables, not a particular vegetable
- mainly logical connectives, rather than connectives which signal time, for example: furthermore, therefore, moreover, if...then
- persuasive devices, such as emotive and rhetorical language, repetition and exaggeration

Persuasion texts rely on the writer being able to make a series of points in favour of a particular course of action - arguing one point of view - and providing evidence or elaboration to support the points which are being made. Logical connectives help the writer to link their arguments and to structure the text effectively.

Before writing persuasive texts, pupils need to be made aware of the difference between fact and opinion and guided towards questioning how writers have presented arguments as 'facts' so as to persuade the reader. For writers in LKS2, persuasive texts such as posters and adverts can provide a useful opportunity to model how to create a voice which engages the reader effectively and to teach the use of apostrophes for omission: many persuasive texts rely on the writer appealing to the reader directly, using contractions to create an

informal, friendly tone (You'll just love it!). Pupils in UKS2 should also look at how rhetorical questions, exaggerated language, repetition and the use of emotive words can help to convince the reader that a particular viewpoint is the only one worth considering so as to enable them to employ similar strategies in their own persuasive writing. There are opportunities to write formal persuasive texts which require the use of a range of modal verbs, impersonal language (parents, young people, students) and more sophisticated conjunctions which create text cohesion and allow the writer to build a convincing voice with the authority to persuade the reader.

	Progression in persuasion	Writing targets (related to key learning from English PoS)
FS2	<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. 	<p>Talk to develop an understanding of the language of persuasion.</p>
Y1	<ul style="list-style-type: none"> • Read captions, pictures, posters and adverts that are trying to persuade. Begin to recognise what they are trying to do and some of the ways they do it. • Through games and role-play begin to explore what it means to persuade or be 	<p>Read stories where a character is persuaded to do something and identify why/how they were influenced.</p> <p>Explore through the use of drama how language can be used to persuade.</p>

	persuaded, and what different methods might be effective.	
Y2	<ul style="list-style-type: none"> • As part of a wide range of reading, explore simple persuasive texts (posters, adverts, etc.) and begin to understand what they are doing and how. • Evaluate simple persuasive devices (e.g. discuss which posters in a shop or TV adverts would make them want to buy something, and why) • Create simple signs posters and adverts (involving words and/or other modes of communication) to persuade others to do, think or buy something. 	<p>I can write for different purposes, including to recount real events.</p> <p>I can use different sentence types correctly - statement, exclamation, question (Who can resist this new cake? What a tasty treat to eat!).</p> <p>I can almost always use capital letters and full stops correctly.</p> <p>I can use question marks correctly where they are needed in my writing.</p> <p>I can use coordinating conjunctions (and, or) to link ideas in my writing.</p> <p>I sometimes use subordinating conjunctions (because, when, if) to connect ideas in my writing.</p> <p>(If you like chocolate cake, you will love this delicious new treat!)</p>
Y3/4	<p>Y3:</p> <ul style="list-style-type: none"> • Read and evaluate a wider range of simple persuasive texts, explaining and evaluating responses orally. • Begin to use language to persuade others when appropriate to particular writing purpose. • Through role-play and drama, explore particular persuasive scenarios (e.g. a parent persuading a reluctant child to go to bed; 	<p>Y3:</p> <p>I can discuss models of the text I intend to write and explain the purpose, structure and grammatical features of the text.</p> <p>Read and analyse examples of leaflets and posters to build a list of key language devices: headings, captions, sub-headings, direct address to the reader, emotive words and phrases. Use this knowledge to produce own leaflet or poster.</p> <p>I can write non-fiction texts using simple organisational devices e.g. headings, sub-headings, bullet points.</p>

<p>Cinderella writing to persuade her sisters to allow her to go to the ball) and discuss the effectiveness of different strategies used.</p> <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). Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these. • Analyse how a particular view can most convincingly be presented e.g. ordering points to link them together so that one follows from another. • 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 • Both orally and in writing, assemble and sequence points in order to plan the 	<p>I can suggest improvements to my writing using what I know about the organisation and grammar of the text type.</p> <p>I choose interesting vocabulary to add interest and avoid repetition.</p> <p>I always use full stops and capital letters accurately to demarcate sentences.</p> <p>I always use apostrophes correctly to show missing letters and singular possession.</p> <p>I can use a variety of sentences with more than one clause by using a wider <u>range of subordinating conjunctions</u>.</p> <p>(Do you dare to ride 'Lion Tamer'? <u>If you like scary rides, you'll love our latest rollercoaster!</u></p> <p><u>When you visit RideVille, you'll be amazed by the thrilling rides we have to offer you.</u>)</p> <p>Y4:</p> <p>I can discuss models of the text I intend to write and explain the purpose, structure, grammatical features and use of vocabulary in the text.</p> <p>I can compose sentences using a range of structures appropriate to the text type I am writing.</p> <p>I use paragraphs to organise my writing, grouping the content of a text effectively.</p> <p>I can use headings, sub-headings and appropriate connecting devices to organise my non-narrative writing.</p>
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	<p>presentation of a point of view using more formal language appropriately.</p> <ul style="list-style-type: none"> To present a point of view both orally and in writing (e.g. in the form of a letter, a report or presentation) plan a text, linking points persuasively and selecting style and vocabulary appropriate to the reader. Design an advertisement, such as a poster or radio jingle, on paper or screen, e.g. for a school fête or an imaginary product, making use of linguistic and other features learnt from reading examples. <p>Explore the use of connecting devices (adverbs, adverbial phrases, conjunctions) to structure a persuasive argument, e.g. 'if..., then'; 'on the other hand...'; 'finally'; 'so'</p>	<p>(<u>Thrills for all the Family</u> Come and see the latest rides we have to delight our visitors in the wonderful world of RideVille. Lion Tamer is the largest of our roller coasters...)</p> <p>I can use subordinate clauses to begin sentences for effect. (If you love a fast and thrilling ride, you'll want to experience this roller coaster again and again!)</p> <p>I choose <u>nouns</u> and <u>pronouns</u> carefully to avoid repetition.</p> <p>I can use commas after fronted adverbials and to separate subordinate clauses in my writing.</p> <p>I can use <u>expanded noun phrases</u>, precise adjective choices and powerful verbs to add impact.</p> <p>(Although Lion Tamer starts with <u>a slow climb</u>, <u>its loops and sudden turns through the jungle will scare even the bravest of riders.</u>)</p>
Y5/6	<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 (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; 	<p>Y5:</p> <p>I can use the organisation, grammatical features and vocabulary appropriate for a range of text types.</p> <p>I can adapt my writing to suit the audience and the purpose of the text.</p> <p>I can start sentences in different ways, using subordinate clauses, rhetorical questions and fronted adverbials to create atmosphere and engage the reader.</p> <p>I can establish a writer's voice commenting on or describing events consistently.</p> <p>I can organise my writing into well-structured paragraphs which create 'flow'.</p>

<p>how opinion can be disguised to seem like fact.</p> <ul style="list-style-type: none"> • Select and evaluate a range of texts for persuasiveness, clarity and quality of information. • From reading, collect and investigate use of persuasive devices such as words and phrases, e.g. 'surely', 'it wouldn't be very difficult...'; persuasive definitions, e.g. 'no one but a complete idiot...'; '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' 'known to cure all...'; 'the professional's choice' • Draft and write individual, group or class persuasive letters for real purposes, e.g. put a point of view, comment on an emotive issue, protest; edit and present to finished state. • Construct an argument in note form or full text to persuade others of a point of view and present the case to the class or a group; use standard English appropriately; evaluate its effectiveness. 	<p>I can use <u>more sophisticated conjunctions</u> to build cohesion across a text e.g. furthermore, moreover, however.</p> <p>(Cycling regularly helps children become fit and strong. <u>Furthermore</u>, it provides them with an opportunity to have fun in the fresh air which is so important for their mental health.)</p> <p>I can use modal verbs or <u>adverbs</u> to indicate degrees of possibility e.g. should, must, perhaps, surely</p> <p>(<u>Surely</u>, nobody <u>could</u> argue with the fact that cycling can bring huge advantages for young people's health and independence.)</p> <p>I can use relative clauses beginning with who or which.</p> <p>I can choose vocabulary and word order to engage the reader.</p> <p>I can edit my writing to maintain a formal voice where required.</p> <p>I can use <u>brackets</u>, dashes or commas to indicate parenthesis.</p> <p>(<u>When young people are allowed to cycle on the road for the first time - often a big step for parents too - naturally, some drivers may have concerns about road safety.</u>)</p> <p>I can use complex sentence structures accurately.</p>
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<p>Y6</p> <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 <ul style="list-style-type: none"> - 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 • Use reading to: 	<p>Y6:</p> <p>I use grammatical structures and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear.</p> <p>I can choose the appropriate form and register for the audience and purpose of the writing.</p> <p>I can use <u>a range of sentence starters</u> to create specific effects e.g. adverbials, conjunctions, non-finite verbs.</p> <p>(<u>Surely, no-one can deny the advantages that would be associated with hiring a new, safe and reliable bicycle for a young person on their holiday?</u>)</p> <p>I sustain and develop ideas logically... using a wide range of devices to build cohesion within and across paragraphs.</p> <p>I can convey complicated information concisely using <u>expanded noun phrases</u>.</p> <p>I can use connecting adverbials or pronouns to link ideas, guide the reader and improve cohesion within or between paragraphs.</p> <p>(<u>Moreover, while the young person was happily cycling, their parents would be able to sit back, relax and enjoy some well-deserved peace and quiet.</u>)</p> <p>I can use the passive voice to present information with a different emphasis.</p> <p>I can maintain an impersonal voice in order to convey information using a formal register.</p> <p>I can use a <u>variety of relative pronouns</u> or implied pronouns to write relative clauses which convey information clearly.</p> <p>(<u>By providing the child with a modern, safe, well-maintained bike, parents would be able to relax, safe in the knowledge that their child was enjoying the undeniable benefits which fresh air and exercise bring.</u>)</p>
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	<p>- investigate conditionals, e.g. using if...then, might, could, would, and their persuasive uses, e.g. in deduction, speculation, supposition and build a bank of useful terms and phrases for persuasive argument, e.g. similarly, whereas</p>	
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