

## Progression in Persuasion

### Possible outcomes:

- Letter
- Leaflet
- Advert
- Guide book
- Magazine article
- Newspaper
- Debate (both oral and written)

### Purpose:

- To argue a case from a particular point of view
- To attempt to convince the reader/listener

Persuasive texts (both oral and written) usually involve carefully and strategically, selecting and organising information – 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...). They often also combine other models of communication) e.g. visual images) with written text in order to achieve the desired effect on their audience.

Like all text types, variants of persuasion can occur and they can be combined with other text types. Persuasion is not always necessarily a distinct text-type in its own right; elements of persuasion writing can be found in many different texts, both on paper or on screen.

### Audience:

Children should listen to, speak, read and write persuasive texts for a wide range of audiences, varying language features and text structures to suit the audience and purpose.

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### Generic text structure:

- Thesis – an opening statement, for example, vegetables are good for you
- Arguments: often in the form of point plus elaboration, for example, they 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, vegetable, not a particular vegetable
- Mainly logical conjunctions, rather than conjunctions which signal time, for example, this shows, however, because
- A movement usually from the generic to the specific

### Knowledge for the writer:

- Use good reasons and evidence to convince your reader
- Use facts rather than just persuasive comments
- You may wish to counter arguments
- Try to get the reader interested and on your side – appear reasonable!
- Tantalise your reader so that they agree with you
- Use strong, positive language
- Short sentence can help to give emphasis
- Make the reader think that everyone else does this, agrees or that it will make them a happier, better person, for example everyone agrees that... We all know that...
- Draw the reader in, e.g At long last...The x have been waiting for you
- Be informative, persuasive and sound friendly
- Alliteration can help to make slogans more memorable, e.g Buy British Beef

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- Use humour as it can get people on your side
- A picture that tugs at the heart-strings can be more effective than 1,000 words.
- Reread and decide whether you would be persuaded
- Recognise that persuasive texts can be adapted or combined with other text types depending on the audience and purpose

### Progression is achieved through:

- Speaking and listening before reading and writing
- Teacher modelling and scribing before children's independent attempt
- 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
- Increasing complexity, subtlety, challenge of task (persuading a reader to change their mind), and/or adding additional features such as multi-modal elements (visual images, videos, vox clips, etc)
- Increasing ability to recognise persuasion and understand the persuasive devices used in the writing of others; in their own writing to persuade effectively as appropriate to their purpose and audience

### Children learning English as an additional language may require support in developing:

- The range of persuasive devices which use language differently, e.g rhetorical questions, deliberate ambiguities, range of countable nouns, colloquial expressions
- Accuracy in subject-verb agreements, appropriate use of modals and range of determiners

## Progression in Persuasion

Year group	Progression in Persuasion:	Grammar (to include revision from previous year groups)	
Reception	<ul style="list-style-type: none"> <li>• 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)</li> <li>• Watch and listen when one person is trying to persuade another to do something or go somewhere Recognising what is happening</li> <li>• Give oral explanations (e.g their or another's motives; why and how they can persuade or be persuaded).</li> </ul>	<b>ELG</b> <ul style="list-style-type: none"> <li>• Pupils write simple sentences that can be read by themselves and others</li> <li>• Speaking: pupils develop their own narratives and explanations by connecting ideas or events</li> <li>• Speaking: Pupils use past, present and future forms accurately when talking about events that have happened or are to happen in the future</li> <li>• Pupils use their phonic knowledge to write words in ways which match their spoken sounds</li> <li>• Some words are spelt correctly and others are phonetically plausible</li> <li>• Pupils can write some irregular common words</li> <li>• Pupils handle equipment and tools effectively, including pencils for writing</li> </ul>	<b>Exceeding</b> <ul style="list-style-type: none"> <li>• Pupils use key features of narrative in their own writing</li> <li>• Speaking: Pupils recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events</li> <li>• Pupils can spell phonetically regular words of more than 1 syllable</li> <li>• Pupils can spell many irregular but high frequency words</li> <li>• Pupils hold paper in position and use their referred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.</li> </ul>

Year group	Progression in persuasion:	Grammar (to include revision from previous year groups)
1	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Through games and role play, begin to explore what it means to persuade or be persuaded, and what different methods might be effective</li> </ul>	<ul style="list-style-type: none"> <li>• Exclamation mark</li> <li>• Capital letters</li> <li>• Personal pronoun 'I'</li> <li>• Full stops</li> <li>• Questions</li> <li>• Question marks</li> </ul>

## Progression in Persuasion

Year 1 Persuasion:				
Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Ideas are grouped together for similarity.  Writes in first person	Simple conjunctions are used to construct simple sentences e.g and, but, then, so	It was Brilliant Best Exciting The most Super Fantastic Great It will Now you can Try	<u>Noun</u> What a noun is Regular plural nouns with 'er' <u>Verbs</u> Third person, first person singular Ending added to verbs where there is change to root Simple past tense 'ed' <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word <u>Conjunctions</u> Join words and sentences using and/then <u>Tense</u> Simple past tense 'ed'	Use spaces to separate words Full stops Begin to use exclamation marks Capital letters for start of sentence, names, personal pronouns Read words with contractions

Year group	Progression in persuasion:	Grammar (to include revision from previous year groups)
2	<ul style="list-style-type: none"> <li>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</li> <li>Evaluate simple persuasive devices e.g Say which posters in a shop or TV adverts would make them want to buy something, and why</li> <li>Create simple signs posters and adverts (involving words and/or other modes of communication) to persuade others to do, think or buy something</li> <li>Continue to explore persuading and being persuaded in a variety of real life situations through role-play and drama</li> </ul>	<ul style="list-style-type: none"> <li>Statement</li> <li>Question/question mark</li> <li>Exclamation/exclamation mark</li> </ul>

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Year 2 Persuasion:

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Brief introduction and conclusion	Subject/verb sentences e.g He was... They were... It happened....	The biggest  The greatest	<u>Noun</u> Form nouns using suffixes and compounding Expand noun phrases for description	Use spaces that reflect the size of the letters
Written in the present tense	Some modal verbs introduced e.g would, could, should	The longest	Add 'es' to nouns	Use full stops correctly
Main ideas organised into groups	Use simple adverbs e.g yesterday, today  Use simple noun phrases e.g red shoes  Use rhetorical questions  Use ambitious adjectives to grab the reader's attention.	The tallest  I think that  I believe that  Extraordinary  Remarkable	<u>Verbs</u> Progressive form of verbs in the past and present tense Add 'ed', 'ed' and 'ing' to verbs <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word <u>Conjunctions</u> Subordination – when, if, that, because Coordination – or, and, but <u>Tense</u> Correct and consistent use of past and present tense <u>Adverbs</u> 'ly' added to adjective to form adverb	Use question marks correctly Use exclamation marks correctly Use capital letters correctly Apostrophes Possessive apostrophes for singular nouns Commas to separate items in lists

Year group	Progression in persuasion	Grammar (to include revision from previous year groups)
3	<ul style="list-style-type: none"> <li>Read and evaluate a wider range of simple persuasive texts, explaining and evaluating responses orally</li> <li>Begin to use words, pictures and other communication modes to persuade others when appropriate to particular writing purpose</li> </ul>	<ul style="list-style-type: none"> <li>Present perfect tense – I <u>have spoken</u> to many people – I <u>have written</u> to you... note Standard English</li> <li>Revision of sentence forms</li> <li>Conjunctions</li> <li>Subordination</li> </ul>

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	<ul style="list-style-type: none"> <li>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</li> <li>Explore the use of conjunctions e.g adverbs, adverbial phrases, conjunctions, to structure a persuasive argument e.g 'if..., then, on the other hand, finally, so</li> </ul>	<ul style="list-style-type: none"> <li>Connectives for cohesion – conjunctions e.g however, consequently, therefore (these are not conjunctions! E.g The people have no money. Consequently, they are starving. NOT - The people have no money, consequently, they are starving. CONNECTIVE NOT CONJUNCTION</li> </ul>
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Year 3 Persuasion:

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction	Simple sentences with extra description	Surely Obviously Clearly	<u>Noun</u> Form nouns using prefixes Nouns and pronouns used to avoid repetition	Introduce possessive apostrophes for plural nouns
Points about subject/issue	Conjunctions used to extend sentences using when, if, as etc	Don't you think Firstly Secondly Thirdly	<u>Verbs</u> Present perfect forms of verbs instead of 'the'	Introduce inverted commas.
Organised into paragraphs	Tense consistent e.g modal verbs can/will	My own view is My last point is My final point is	<u>Adjectives</u> Choose appropriate adjectives	
Sub-heading used to organise texts	Adverbials e.g When they have a problem, we played after tea. It was scary in the tunnel.  Start sentences with verbs e.g imagine, consider, enjoy	Imagine Consider Enjoy	<u>Conjunctions</u> Express time and cause (when, so, before, after, while, because) <u>Tense</u> Correct and consistent use of past and present tense <u>Adverbs</u> Introduce/revise adverbs Express time and cause; then, next, soon	

Year group	Progression in Persuasion:	Grammar (to include revision from previous year groups)
4	<ul style="list-style-type: none"> <li>Read and analyse a range of persuasive texts to identify key features (e.g letters to newspapers, discussions of</li> </ul>	<ul style="list-style-type: none"> <li>Conjunctions and causal conjunction and adverbials</li> <li>Appropriate tense choice</li> </ul>

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	<p>issues in books, such as animal welfare or environmental issues).</p> <ul style="list-style-type: none"> <li>• Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these</li> <li>• Analyse how a particular view can be most convincingly be presented eg ordering points to link them together so that one follows on from another, how statistics, graphs, images, visual aids, etc can be used to support or reinforce arguments</li> <li>• Form examples of persuasive writing, investigate how style and vocabulary are used to convince the reader</li> <li>• 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</li> <li>• Both orally and in and writing to 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</li> <li>• Use writing frames if necessary to back up points of view with illustrations and examples</li> <li>• To present a point of view both orally and in writing (e.g in the form of a letter, a report or presentation) linking points persuasively and selecting style and vocabulary appropriate</li> <li>• Begin to explore how ICT and other use of multimodality might support this (e.g showing pictures)</li> <li>• Design an advertisement, such as a poster or radio jingle, on paper or screen, e.g for an imaginary product, making use of linguistic and other features learnt from reading examples</li> </ul>	
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Year 4 Persuasion:

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction and conclusion	Variation in sentence structures	I believe that It seems to me that It is clear that	<u>Noun</u> Nouns and pronouns used for clarity and cohesion	Apostrophe to mark singular and plural possession
Links between key ideas.	Use embedded/relative clauses	Is it any wonder that Furthermore As I see it	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases	Commas after fronted adverbials
Paragraphs organised correctly into key ideas.	Include adverbs to show how often e.g additionally, frequently, rarely	Tremendous Implore you to consider Extremely significant Inevitably	<u>Verbs</u> Standard English forms for verbs	Use inverted commas and other punctuation to indicate direct speech.
Subheading	More complicated rhetorical questions e.g Haven't you always longer for a...?	Finally In conclusion In summary The evidence presented Have you ever thought about...? Do you think that...? Fed up with...?	<u>Adjectives</u> Choose appropriate adjectives	
Topic sentences.			<u>Conjunctions</u> Use a wide range of conjunctions <u>Tense</u> Correct use of past and present tense <u>Adverbs</u> Know what an adverbial phrase is Fronted adverbials Comma after fronted adverbials	

Year group	Progression in Persuasion:	Grammar (to include revision from previous year groups)
5	<ul style="list-style-type: none"> <li>Read and evaluate letters, e.g from newspapers or magazines, intended to inform, protest, complain, persuade, considering how they are set out, and how language is used to gain attention, respect and manipulate</li> <li>Read other examples (e.g newspaper comment, headlines, adverts, fliers) to compare writing which informs and persuades, considering for example the deliberate use of</li> </ul>	<ul style="list-style-type: none"> <li>Modals</li> <li>Adverbs for degrees of possibility – perhaps, surely, clearly</li> <li>Punctuation for parenthesis</li> <li>Commas for clarity</li> <li>Clauses</li> <li>Variation of tenses</li> </ul>

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	<p>ambiguity, half-truth, bias, how opinion can be disguised to be fact</p> <ul style="list-style-type: none"> <li>• Select and evaluate a range of texts, in print and other media, on paper and on screen, for persuasiveness, clarity, quality of information</li> <li>• From reading, to 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...?'; 'were 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...'</li> <li>• 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, to edit and present to finished state</li> <li>• Write a commentary on an issue on paper or screen e.g as a news editorial or leaflet, setting out and justifying a personal view; to use structures from reading to set out and link points, e.g numbered lists, bullet points</li> <li>• 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. Explore how ICT or other multimodality might support this e.g develop a PowerPoint presentation</li> <li>• Understand how persuasive writing can be adapted for different audiences and purposes, e.g by using formal language where appropriate, and how it can be incorporated into or combine with other text types.</li> </ul>	
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Year 5 Persuasion:

## Progression in Persuasion

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Arguments are well constructed that answer the reader's questions.</p> <p>The writer understands the impact or the emotive language and thinks about the response.</p> <p>Information is prioritised according to the writer's point of view</p>	<p>Verb forms are controlled and precise e.g It will be a global crisis if people do not take a stand against...</p> <p>Modifiers are used to intensify or qualify e.g Insignificant amount, exceptionally</p> <p>Sentence length and type varies according to purpose</p> <p>Fronted adverbials used to clarify writer's position e.g As a consequence of your actions...</p> <p>Complex noun phrases used to add detail e.g the phenomenal impact of using showers instead of baths...</p> <p>Prepositional phrases used cleverly e.g In the event of a blackout...</p>	<p>It appears that...</p> <p>There can be no doubt...</p> <p>It is critical...</p> <p>Fundamentally...</p> <p>How can anyone believe this to be true?</p> <p>Does anyone really believe that?</p> <p>As everyone knows</p> <p>I would draw your attention to...</p> <p>I would refer to...</p> <p>On the basis of the evidence presented...</p> <p>Phenomenal</p> <p>Unique</p> <p>Unmissable</p> <p>You will be...</p> <p>Don't...</p> <p>Take a moment to...</p> <p>Isn't it time to...?</p>	<p><u>Noun</u> Locate and identify expanded noun phrases</p> <p><u>Verbs</u> Use modal verbs Prefixes for verbs: dis, de, mis, over, ise, ify Convert adjectives in verbs using suffixes; ate, ise, ify</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Conjunctions</u> Use a wide range of conjunctions</p> <p><u>Tense</u> Change tense according to features of the genre</p> <p><u>Adverbs</u> Adverbial phrase Fronted adverbials Comma after fronted adverbial Adverbials of time, place and number</p>	<p>Use a wide range of punctuation throughout the writing</p>

Year group	Progression in Persuasion:	Grammar (to include revision from previous year groups)
6	<ul style="list-style-type: none"> <li>Through reading and analysis, recognise how persuasive arguments are constructed to be effective through, for example:               <ul style="list-style-type: none"> <li>The expression, sequence and linking of points</li> <li>Providing persuasive examples, illustration and evidence</li> <li>Pre-empting or answering potential objections</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Subjunctive</li> <li>Semi colons to mark boundaries e.g ;however, ... ;consequently, ....</li> <li>Full stop or semi-colon</li> <li>Passive to affect presentation of information</li> <li>Manipulation of tenses to affect reader</li> </ul>

## Progression in Persuasion

<ul style="list-style-type: none"> <li>- Appealing to the known views and feelings of the audience</li> <li>• Orally and in writing, construct effective persuasive arguments:             <ul style="list-style-type: none"> <li>- using persuasive language techniques to deliberately influence the listener</li> <li>- developing a point logically and effectively</li> <li>- supporting and illustrating points persuasively (using ICT and multi-modality where and when appropriate)</li> <li>- anticipating possible objections</li> <li>- harnessing the known views, interests and feelings of the audience</li> <li>- tailoring the writing tot formal presentation where appropriate</li> </ul> </li> <li>• Use reading to:             <ul style="list-style-type: none"> <li>- Investigate conditionals, e.g using if, then, might, could, would and their persuasive uses, e.g in deduction, speculation, supposition</li> <li>- build a bank of useful terms and phrases for persuasive argument, e.g similarly, whereas</li> </ul> </li> <li>• Overall, participate in whole class debates using the conventions and language of debate including Standard English. In oral and written texts, help to build the ability to choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate</li> </ul>	
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Year 6 Persuasion:

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Developed introduction and conclusion using all the argument or	Sentence length varies e.g short/long	It strikes me that There is no doubt that I am convinced It appears	<u>Noun</u> Expanded noun phrases to convey complicated information concisely	Consolidate all previous learning  Brackets

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<p>leaflet layout features</p> <p>Paragraphs developed with prioritised information</p> <p>View point is transparent for reader</p> <p>Emotive language used throughout to engage the reader</p>	<p>Active and passive voice used deliberately to heighten engagement</p> <p>Wide range of subordinate conjunctions</p> <p>Sentences that use well known economic expression e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle</p> <p>Persuasive statements are used to change the reader's opinion. E.g you will never need to...</p>	<p>In my opinion</p> <p>Surely only a fool would</p> <p>In addition</p> <p>Furthermore</p> <p>Moreover</p> <p>My evidence to support this</p> <p>On balance</p> <p>Just think how...</p> <p>Now you can...</p> <p>For the rest of your life...</p> <p>Unbelievable</p> <p>Outrageous</p> <p>Incredible</p>	<p><u>Verbs</u></p> <p>Use modal verbs</p> <p>Prefixes for verbs; dis, de, mis, over, is, ify</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify</p> <p><u>Adjectives</u></p> <p>Choose appropriate adjectives</p> <p><u>Conjunctions</u></p> <p>Use a wide range of conjunctions</p> <p><u>Tense</u></p> <p>Change tense according to features of the genre</p> <p><u>Adverbs</u></p> <p>Link ideas across a text using cohesive devices such as adverbials</p>	<p>Dashes</p> <p>Colons</p> <p>Semi colons</p>
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